

# 大学体验<sup>®</sup>英语

## 口语教程 3



IMPACT  
ISSUES 3

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《大学体验英语》项目组



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# 前言

《大学体验英语口语教程》以教育部2007年颁布的《大学英语课程教学要求》为指导，结合我国大学英语教学的实际，根据培生教育出版亚洲有限公司最新出版的英语口语教材 *Impact Issues (New Edition)* 改编、编写而成。

本系列教程贯彻“以教师为主导，学生为主体”的教学理念，采用以课程内容为依托的教学模式，通过将目标语言和主题内容相融合，优化外语课堂教学，全面发展学生的语言知识和语言运用能力。

本系列教程创设了独特的“以内容为基础，以学习者为中心”的语言学习方法，并通过以下四个步骤，力求帮助学生逐步建立自我表达的信心：听／读懂故事，了解话题；鉴别观点，交流看法；拓展话题，互相讨论；选择话题，分享表达。这样的教学方法和训练步骤可以促进学生在如下四个主要领域得到发展：

1. 理解能力。理解是学生语言能力发展的基础。本系列教程通过读和听两个方面帮助学生提高理解能力，每个单元的设计可以调动学生自己的已有相关背景知识，帮助学生识别主要观点和支撑材料，并对说话者的观点作出推测和判断。
2. 思维能力。思维能力是透过表层信息作进一步深入思考的能力。本系列教程力求帮助学生发展比较分析信息的技能和能力，并结合自我经验进行反思。每个单元重点聚焦在思维技能和思维态度两个方面。思维技能使学生能够权衡一个话题的不同立场并作出公正判断；思维态度使学生学会尊重他人观点，欣赏多元价值观和世界观，建立看透问题本质的信心。
3. 表达能力。自我表达是交际教学法的核心。本系列教程主要侧重讨论和陈述两方面。每个单元的核心是同学之间的观点交流以及对话策略，如征询意见、寻得阐释和确认、表达认同以及为自己观点添加支撑的例证等。每个单元以学生简短陈述结束，以便让学生体验用一门外语进行自我表达的快乐。本系列教程对陈述之前的话题准备、记笔记、列提纲、预演等都给出了必要的引导。
4. 自我激励。自我激励主要来源于学生表达后形成的自我认同和成就感。当学生通过理解话题、反思话题和讨论不同观点、分享观点等一系列活动后，他们就能获得交际自信。当学生能使用外语就某特定话题展开有意义的沟通后，他们就能体会掌握语言的感觉。有了这些成就感后，他们就会更愿意在课堂外进行交流与沟通。

本系列教程所提供的话题内容丰富、涉及了当代青年学生日常生活的方方面面，如：人生目标、道德观念、友谊与爱情、家庭关系、工作与就业等。还有一些主题与当今社会有着密切的联系，如：经济全球化、环境保护、冲突与和平、教育等问题等等。这些主题具有强烈的时代性、趣味性和挑战性。因此，我们建议：在课堂教学活动中，教师要在主题意义和价值判断等方面进行正面引导，并充分发挥组织和协调作用，激发学生的学习兴趣，鼓励学生积极参与课堂交际活动。

本系列教程共分四册，前三册引进 *Impact Issues 1-3*，第四册由四川大学外国语学院编写。第一、二册每册由20个单元组成，三、四册每册由16个单元组成。本系列教程教师参考资源可到中国外语网（<http://www.cflo.com.cn>）备课平台注册下载。内容包括：教学建议、单元测试题、教师手册和个人观点视频等。

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编者

2010年10月于成都





# Introduction

*Impact Issues 3* is part of a 3-book series (*Impact Issues 1*, *Impact Issues 2*, *Impact Issues 3*) designed to help students develop conversation and discussion skills. *Impact Issues 3* is a complete course in oral communication for students at an intermediate level of English proficiency. It is a collection of 16 exciting and timely topics that students enjoy discussing. Each of the 16 units is carefully presented with activities designed to help students understand the topics, express their own points of view and opinions, and make short presentations.

## Learning Philosophy

The *Impact Issues* series has developed a unique *content-based* and *student-centered* approach to language learning. The situation or story in each unit represents a *theme* that students reflect upon, discuss, and share their points of view about. The themes represent **personal issues**, such as life goals, ethics, friendships, romantic relationships, family ties, and jobs, as well as **social issues** such as equal rights, globalization, nationalism, environmental concerns, conflict and peace, refugees, and education.

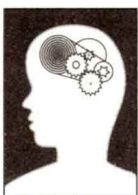
The activities in *Impact Issues* are intended to help students develop in four key areas of language learning: **comprehension**, **critical thinking**, **self-expression**, and **motivation**.

### Comprehension



Comprehension is the basis for all language development. The *Impact Issues* series helps students increase their comprehension ability through both **reading** and **listening**. Each unit is set up so that students can engage their **background knowledge**, work at identifying main ideas and supporting evidence, and **make inferences** about the speakers' points of view. Throughout the course, students are exposed to a wide range of speaking and self-expression styles and varieties of international English.

### Critical Thinking



Critical thinking is the ability to **think deeply**, to go beyond explicit information. The *Impact Issues* series helps students develop and use the skills of **comparing information** from complementary sources and reflecting on **personal experience**. Each unit series focuses on both critical thinking skills and critical thinking attitudes.

Critical thinking skills enable students to weigh **different sides of an issue** and arrive at a fair judgment. Critical thinking attitudes allow students to show respect for others' opinions, appreciating **diverse values** and viewpoints and gain the **confidence** to think through an issue.

### Self-Expression



Self-expression is the core of a communicative approach to language learning. The *Impact Issues* series focuses on both **discussion** and **presentation** skills.

The heart of each unit is the **sharing** of opinions with classmates, which includes conversation strategies such as soliciting ideas, getting **clarification** and **confirmation**, expressing levels of agreement, and adding evidence and examples to support students' own ideas.

Each unit concludes with a **short personal presentation**, to allow students to feel the power of self-expression in a new language. Students are guided in planning what to say, taking notes, outlining their ideas, and rehearsing.

### Motivation



As students go through the process of understanding the issues, reflecting on the issues, discussing different points of view, and sharing their ideas, they will gain **communicative confidence**. Since the students are giving their personal point of view about the topics discussed, they gain a sense of **language ownership**—the sense that they can use English for meaningful communication. This makes the experience of studying English with *Impact Issues* motivating, so that students will want to **extend their communication** beyond the classroom.

## Using *Impact Issues*

The units in *Impact Issues* are designed to be accessible linguistically, while challenging the students intellectually. *Impact Issues* is especially suitable for learners whose reading, grammar, and vocabulary skills are greater than their oral production skills. Each unit features a step-by-step preparation that turns students' passive knowledge into active communication practice.

**Each unit has these sections:**

UNIT  
1

COSMETIC SURGERY

Getting Ready

**P** Work with a partner.  
Answer these questions.

1. What is cosmetic surgery?  
a) an operation to make you look better  
b) an operation to save your life
2. How do you know anyone who has had cosmetic surgery?
3. How do you feel about cosmetic surgery?

Unit 1 Project

Situation

Ayu is 18 years old. She wants to have cosmetic surgery on her face. She is sharing her decision with her mother. Listen to their conversation.

**Ayu:** Mom, I have something exciting to tell you.

**Mother:** What's up?

**Ayu:** I'm going to have an operation to get my eyelids fixed.

**Mother:** What? Are you saying that you are going to get cosmetic surgery? At a hospital?

**Ayu:** Yeah. It's not so expensive. And it's only my eyelids.

**Mother:** Only your eyelids?

**Ayu:** Yeah. What's the big deal? I don't like me. I'm going to, you know, do anything drastic. I'm just going to fix it so I can look prettier. And Mom, it's my money. I've saved it. I've been working to save my money, and... It's my body.

**Mother:** So that explains it. That's why you've been working all those jobs. This whole time I thought you were saving up for your first year at university. Ayu, you're beautiful. You look great. You don't need surgery.

**Ayu:** But, Mom, I don't see what you see. It's look beautiful, then I'll be

approached by more boys. And maybe, when I finish university, I'll have a chance to get jobs that I wouldn't be able to get if I didn't fix my eyelids.

**Mother:** Honey, you should attract people with your inner beauty, your personality, your intelligence—not with your looks. People like you for who you are, not for what you look like.

**Ayu:** Mom, you don't understand. Boys aren't attracted by your intelligence or your wit. The first thing they notice is your looks. If you're not beautiful, they won't be interested in you at all. And here they are going to know if you even have wit or intelligence? So, I don't look attractive. Boys won't even talk to me. Then I won't have a chance to show them my personality or my "inner beauty," as you say.

**Mother:** You can't do this. I'm begging you. You are beautiful exactly the way you are. What is your father going to say?

**Ayu:** I don't care. Mom, I'm doing it whether you guys like it or not.

**Mother:** I think you're making a terrible mistake.

**Glossary** What's the big deal? Why is this so important for you? What's the big deal? Why is this so important for you?

**drastic** extreme. Being more drastic than I am means... **appeals** = to talk to or persuade someone. Mom is appealing to me. **personality** = the qualities that make you who you are.

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## Getting Ready

Estimated time:  **5 minutes**

- Introduces the topic and gets students thinking about their ideas and opinions about the topic.
- Students can work in pairs, taking turns asking and answering the questions. Alternatively, teachers can discuss the questions with the whole class.

## Situation

Estimated time:  **10–20 minutes**

- Presents the main issue of the unit.
- Students can read the story and listen to it on the Self-Study MP3 at the same time.

### Check Your Understanding

Estimated time:  **5 minutes**

- Checks students' understanding of key points.
- Students work in pairs to answer focus questions about the Situation.

## What Do You Think?

Estimated time:  **10 minutes**

- Helps students understand different perspectives and formulate their own opinions.
- Students work in pairs to share their opinions and expand ways of giving and responding to opinions (Opinion Network).

UNIT 1

Check Your Understanding

Answer the questions.

1. What type of cosmetic surgery is Ayu planning to have?
2. Why does Ayu want to have cosmetic surgery?
3. What is her mother's idea of beauty? Is it the same as Ayu's?
4. How will Ayu pay for her cosmetic surgery?
5. What does Ayu think of her mother's advice?

What Do You Think?

A

Listen carefully to the opinions of these four people. Who has the best idea?  
Rank the opinions from 1 to 4 (1 = best idea, 4 = worst idea).

☐ **Susan:** Ayu should have the cosmetic surgery now. It's her decision.

☐ **Ken:** Ayu is too young to make the decision. She should obey her mother.

☐ **Yoon-Suk:** Ayu's mother is old-fashioned. She doesn't understand the way the world works these days.

☐ **Luks:** Ayu doesn't need surgery to feel good about herself. She should work on her self-esteem.

B

Work with a partner. What do you think of the opinions above?

opinion NETWORK

If you **dislike** ... who said ...  
I think **that** ... Susan has ...  
And ... the ...  
I think so, but ...  
I'm not sure about that one.

the best idea?  
the strongest argument?  
the most valid point?  
an interesting point  
a strong argument

Who do you think has the most valid point?

Well, I think Susan has a strong argument.

Yeah, I think so, too.

For more opinions, check out [www.impactseries.com](http://www.impactseries.com)

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**UNIT 1**

### Extending the Topic *Cosmetic Surgery: Doing It Right?*

**A** What do you think about cosmetic surgery? Which of these ideas match your opinion? Add your own.

Mess about cosmetic surgery	Agree	Disagree	Depends	Mess about cosmetic surgery	Agree	Disagree	Depends
Your body is what's given by your parents. You should never change it.				Cosmetic surgery cannot make you happy. It's what's inside that counts.			
Cosmetic surgery can improve your chances for love or jobs.				Simple cosmetic surgery is getting more common these days.			
Women can be beautiful by wearing make-up. Cosmetic surgery is not necessary.				You should learn how safe cosmetic surgery is before you have an operation.			
Your ideas and values might change in time.				Cosmetic surgery can make you feel better about yourself.			
My idea: _____				My idea: _____			

**B** Discuss your opinions with two or three classmates.

**BASIC**

A: Do you think cosmetic surgery can improve your chances for jobs?  
 B: Not necessarily. I think it depends on the job.

**EXTENSION**

B: For example, if you are an actor or a model, I think it can help you.  
 A: So you mean if your appearance is important for the job, it's a good idea to get cosmetic surgery?  
 B: Well, I wouldn't say that it's a good idea, but it might help you.

Report your group's ideas to the class.

### Extra Activity *Role play*

**Situation:** You want to get cosmetic surgery. Your friend thinks it's a bad idea.

A: You want to get cosmetic surgery to change the shape of your nose. Give different reasons.  
 B: You are A's friend. You try to convince A that it's a bad idea.

Practice your role play. Then show your role play to other students.

### Culture Corner

The Cosmetic Surgery Top Twenty! (per 100,000 people)

1. Germany 215	11. Armenia 45
2. Cyprus 180	12. Russia 45
3. Spain 109	13. Taiwan 44
4. Taiwan 105	14. France 44
5. Sweden 79	15. Hungary 36
6. Hong Kong 74	16. Russia 36
7. Australia 65	17. Canada 34
8. Russia 52	18. Japan 34
9. Mexico 50	19. United States 27
10. Sweden 48	20. United Arab Emirates 27

## Sharing My Ideas

Estimated time: 20–30 minutes

- Provides support for students in sharing ideas, in pairs or groups.
- Students work through 4 clear steps to prepare short presentations:
  - Choose:** select a topic of personal interest.
  - Prepare:** answer focus questions, complete charts and graphs, and write notes to make their ideas more specific.
  - Rehearse:** work in pairs to practice short presentations and give feedback to their partners.
  - Present:** present ideas again, to a new partner or to a larger group, while listeners complete a task.

## Extending the Topic

Estimated time: 10–15 minutes

- Lets students connect the unit topic to broader issues and develop critical thinking.
- Students interact in a variety of communication formats: surveys, opinion exchanges, role plays, and debates.

## Culture Corner

Estimated time: 5–10 minutes

- Links the unit theme to a current topic.
- Students discuss cultural topics.

**UNIT 1**

### Sharing My Ideas *Self-improvement*

**STEP 1 Choose**

What qualities do you want to develop in yourself?

I would like to be:

<input type="checkbox"/> attractive	<input type="checkbox"/> smart
<input type="checkbox"/> successful	<input type="checkbox"/> confident
<input type="checkbox"/> fun-loving	<input type="checkbox"/> brave
<input type="checkbox"/> popular	<input type="checkbox"/> funny
<input type="checkbox"/> my idea: _____	

**STEP 2 Prepare**

Create an outline for a presentation describing how you would like to improve yourself. Use these questions to help you, and add your own ideas.

**Speaking notes:**

**Introduction:** (What is your opinion of self-improvement? What qualities would you like to develop in yourself? Why?)

**Body:** (What are ways that you can improve these qualities? Give examples.)

**Conclusion:** (Do you think it will be easy or difficult to make these improvements? Explain.)

**Language Hints:**

In my opinion, self-improvement is \_\_\_\_\_.

I would like to be (more) \_\_\_\_\_.

There are several things I can do to be (more) \_\_\_\_\_.

For example, \_\_\_\_\_.

To become more \_\_\_\_\_, I have to \_\_\_\_\_.

I think it will be \_\_\_\_\_ to make these improvements because \_\_\_\_\_.

**STEP 3 Rehearse**

Practice giving your presentation to a partner. Afterward, add more information to your outline.

**Listener task:** Help your partner add more detail to his/her presentation.

**STEP 4 Present**

Give your presentation to a new partner or to a group.

**Listener task:** What qualities would the speaker like to improve?

**Presentation Tip:** Relax. Use a very confident voice.

## In the Appendix

### Appendix

#### Personal Opinions

Read each person's opinion about the topic. Fill in the missing words. Note: These are only summaries of the speakers' opinions. To watch the video clips and read the full scripts, go to [www.impactseries.com/issues](http://www.impactseries.com/issues).



#### Unit 1 – Cosmetic Surgery

**Sara**

cosmetic surgery is a very popular operation. I think it's important to understand that the girls who have cosmetic surgery are not necessarily unhappy. Maybe it's just that they're not happy with their own bodies. And changing the way you look is changing the way that you were naturally born. I mean, that might be heartbreaking for them.

In my country there are a lot of young women who have had cosmetic surgery and it was a really easy process for them. They just went to the clinic and one hour later they came out with big eyes. They felt really beautiful and were really happy. Afterward, they got looked at by a doctor. So cosmetic surgery became really easy. First it was the eyes, then the nose, and then other parts of the body. Overall, I think cosmetic surgery makes many people happy. So I'm in for it!



#### Unit 2 – Friends or Lovers?

**Justin**

Right thinking, right friends, not a friend. There's an important topic in terms of modern relationships. In my view, men have to stop treating women as objects. They need to stop seeing women as pretty girls or decorative bottles. I think it's right to be shocked and angry. And I think Alan should be proud of himself. He should write a letter of apology to Koko.

Maybe he should even write all their mutual friends together and publicly stand up and say, "I'm sorry, Koko, for treating you as an object." I would also, don't you think? I would tell her Koko and all of her friends and moved all young women to stand up for their friends. To self-respect and defend their right to be treated as human beings with men.



#### Unit 3 – I Don't Care

**Todd**

Unhappy! I'm disappointed and sad. To me, it's a personal issue. I think that each person needs to consider the effects of global warming. The effects on their future. Personally, I hate air conditioning. And I guess the fact that my dislike of air conditioning is really

helps to fight against global warming is quite a big way to get to the world. And when they're there, they're a big car, they're in their windows and they're on the air conditioning. Now, it just doesn't seem that they're really happy. I really think that we should all just get back to nature. If we would all get back to nature, we can be healthier and the world can be healthier.



#### Unit 4 – Rules, Rules, Rules

**Sun Ni**

Right thinking, right friends, not a friend. In this case, I think the mother deserves more respect. I think that the daughter should listen to her mother more. In any case, she does live in her mother's house, and it seems she has been doing some things, such as smoking, getting bad grades in school, and spending too much money. At the same time, though, I do think the mother should give her some responsibility. Perhaps if she gave her daughter more space, she might follow the rules more.

In my case, I grew up in a house without too many rules. And I think that experience gave me the space and freedom to be able to be responsible for the things I do. And I think that if I had had more rules growing up, I would have become more responsible.



#### Unit 5 – Plagiarism

**Derek**

Right thinking, right friends, not a friend. First of all, we have to understand that plagiarism is cheating. So this situation is a no-brainer. The guy should not be plagiarizing. It's basically. You're stealing someone's work.

I guess you can think of plagiarism as stealing a product being someone's work, someone's effort, put in a document or some form of information. Plagiarism is the stealing of that product. It's like someone's really creative. From stealing someone's product off the shelves, something like bread or fruit or a magazine. You're stealing someone else's product. It's the same. If you're stealing music or movies, off the Internet or buying pirated software.

### Vocabulary

Study these new words and phrases before class. Use them in your own sentences.

Useful words and phrases from the video clips.

Useful words and phrases from the video clips.

Useful words and phrases from the video clips.

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## Supplementary Resources



The *Impact Issues* support website ([www.impactseries.com/issues](http://www.impactseries.com/issues)) contains



- Unit-by-unit teaching tips



- Unit tests, semester tests, and final tests



- Commentary on units by the individual authors



- Inspirational monographs by the authors on the teaching of skills and development of successful learning attitudes and strategies



- Video clips of fluent English speakers giving extended opinions about each topic in *Impact Issues*



- Links to Internet sites that help teachers develop their own thinking about the topics in *Impact Issues* and that help students explore these topics further.



## To the Student

*Impact Issues* will help you express your opinions and discuss topics in English *successfully*. You will also become confident in presenting your ideas and opinions. The topics and the situations are so interesting that you will want to say something. When you have something you really *want* to say, you learn to speak to the best of your ability.

Here are some tips to help you use *Impact Issues*:



### Situation

- Imagine yourself in the situations and stories. How would you feel? What would you do? How can you solve the issue?
- Listen to the Self-Study CD. Think about each speaker's point of view.

### What Do You Think?

- Listen to the opinions on the CD. Try to understand their ideas and feelings.
- Give your own opinion. Don't worry about making mistakes.
- Express your true feelings and talk about your own experiences. This is real communication.

### Extending the Topic


- Study the example questions and responses. Memorize the patterns.
- Try new vocabulary and new phrases when you talk about your own opinions.
- Listen to new ways that people express their ideas.

### Sharing My Ideas

- Speak up, even when you feel a little nervous! This is the fastest way to gain confidence.
- Challenge yourself! You will be able to make a lot of progress with your English when you try to say more.

*Enjoy communicating in English.*

*By the time you finish Impact Issues, you will be a powerful communicator!*





# Contents



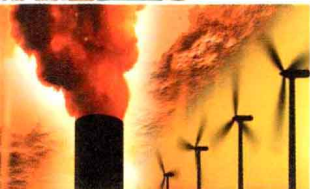
## 1. Cosmetic Surgery

pages 10–13



## 2. Friends or Lovers?

pages 14–17



## 3. I Don't Care

pages 18–21



## 4. Rules, Rules, Rules

pages 22–25



## 5. Plagiarism

pages 26–29



## 6. Housework

pages 30–33



## 7. Body Art

pages 34–37



## 8. Adult Children

pages 38–41



## 9. Naomi's Dilemma

pages 42–45

### UNIT

### Synopsis

### What Do You Think?

### Extending the Topic

### Sharing My Ideas

A young girl wants cosmetic surgery. Her mother disagrees.

Is there too much emphasis on appearance these days?

Cosmetic surgery: good or bad?

Self-improvement

A woman is surprised when her best friend, a man, wants more than friendship.

Can a man and a woman be close friends without romance?

Can they be best friends?

My best friend

Two roommates disagree about how their choices affect the environment.

Should we be worried about global warming?

What can we do?

Disagreements

A teenage girl and her mother argue about rules and responsibility.

How much freedom should teenagers have?

A serious problem?

Introducing... me as a child!

An American student accuses his foreign roommate of plagiarism.

Is plagiarism a serious crime?

Helping a friend

Nice guys finish last!

A young woman is frustrated because her fiancé refuses to do housework.

Who is responsible for household duties?

Whose job is it?

A letter to Dr. Moon

A guy complains to his friend about his girlfriend's piercings.

How important is appearance in a relationship?

Looking beautiful

Fashion king! Fashion queen!

A talk show discussion on adult children who live at home.

Should adult children move out?

A family crisis





Milestones

A woman is uncomfortable because her boss asked her out to dinner.

Should employees go out with their bosses?

Business dinner or date?

Sexual harassment

	UNIT	Synopsis	What Do You Think?	Extending the Topic	Sharing My Ideas
	10. No Place Like Home? pages 46–49	Two students abroad have very different reactions to their experiences.	How should we deal with culture shock?	Country pride questionnaire	Tour guide!
	11. Career Choice pages 50–53	Two friends disagree on career choices and life goals.	Is money more important than lifestyle?	What's important when choosing a job?	Job interview — presenting yourself
	12. High-tech Toys pages 54–57	A wife complains that her husband spends too much time with technology.	Does technology create distance in relationships?	High-tech lifestyle	Then and now
	13. A Woman's Place pages 58–61	An expert discusses her belief that women belong at home.	Who should work and who should stay at home?	Societal roles	The ideal spouse
	14. The Art of Compromise pages 62–65	A newlywed couple complains about each other's shortcomings.	How much should we compromise for a spouse?	Who is right?	Making a compromise
	15. Can War Make Peace? pages 66–69	A teenager living in a war zone disagrees with his father about the war.	When is war justified?	War and peace — my philosophy	Conflict!
	16. One-sided Love pages 70–73	A young man has fallen in love with his neighbor.	Should we stop our friends from getting into trouble?	Is it love or stalking?	Make your own love story!



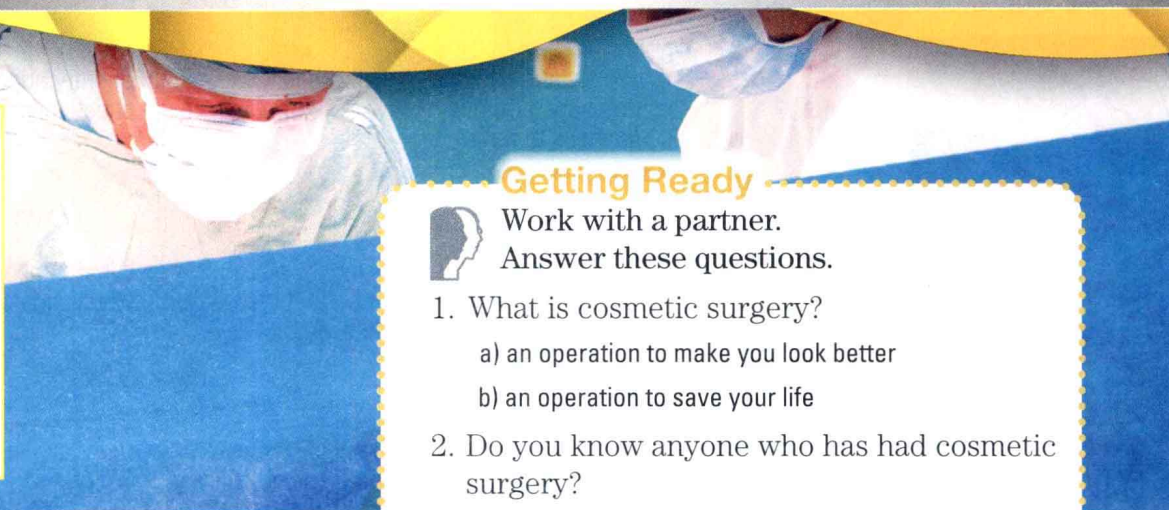
#### Appendix:

1. **Personal Opinions**—extra opinions about the topic of each unit. Corresponds to video clips available on the course website, [www.cflo.com.cn/bbs/student.htm](http://www.cflo.com.cn/bbs/student.htm)
2. **Vocabulary**—expanded vocabulary items and definitions for each unit.



# UNIT 1

## COSMETIC SURGERY



### Getting Ready



Work with a partner.

Answer these questions.

1. What is cosmetic surgery?
  - a) an operation to make you look better
  - b) an operation to save your life
2. Do you know anyone who has had cosmetic surgery?
3. How do you feel about cosmetic surgery?

### Situation

Track 1

Ayu is 18 years old. She wants to have cosmetic surgery on her face. She is sharing her decision with her mother. Listen to their conversation.

**Ayu:** Mom, I have something exciting to tell you.

**Mother:** What's up?

**Ayu:** I'm going to have an operation to get my eyelids fixed.

**Mother:** What? Are you saying that you are going to get cosmetic surgery? At a hospital?

**Ayu:** Yeah. It's not so expensive. And it's only my eyelids.

**Mother:** Only your eyelids?!

**Ayu:** Yeah. What's the big deal? It's not like I'm going to, you know, do anything drastic. I'm just going to fix it so I can look prettier. And Mom, it's my money. I've saved it. I've been working to save my money, and I... It's my body.

**Mother:** So that explains it. That's why you've been working all those jobs. This whole time I thought you were saving up for your first year at university. Ayu, you're beautiful. You look great. You don't need surgery.

**Ayu:** But, Mom, boys don't see what you see. If I look beautiful, then I'll be approached by more boys. And maybe, when I finish university, I'll have a chance to get jobs that I wouldn't be able to get if I didn't fix my eyelids.

**Mother:** Honey, you should attract people with your

inner beauty, your personality, your intelligence — not with your looks. People like you for who you are, not for what you look like.

**Ayu:** Mom, you don't understand. Boys aren't attracted by your intelligence or your wit. The first thing they notice is your looks. If you're not beautiful, they won't be interested in you at all. How are they going to know if you even have wit or intelligence? So, if I don't look attractive, boys won't even talk to me. Then I won't have a chance to show them my personality or my "inner beauty," as you say.

**Mother:** You can't do this. I'm begging you. You are beautiful exactly the way you are. What is your father going to say?

**Ayu:** I don't care, Mom. I'm doing it whether you guys like it or not.

**Mother:** I think you're making a terrible mistake.

### Words & Expressions

What's up? 发生了什么事吗?

eyelid *n.* 眼睑, 眼皮

cosmetic surgery 整形手术

personality *n.* 人格, 性格



## Check Your Understanding

Answer the questions.

1. What type of cosmetic surgery is Ayu planning to have?
2. Why does Ayu want to have cosmetic surgery?
3. What is her mother's idea of beauty? Is it the same as Ayu's?
4. How will Ayu pay for her cosmetic surgery?
5. What does Ayu think of her mother's advice?



## What Do You Think?



Listen carefully to the opinions of these four people. Who has the best idea? Rank the opinions from 1 to 4 (1 = best idea, 4 = worst idea).



☐ **Susan:** Ayu should have the cosmetic surgery now. It's her decision.



☐ **Ken:** Ayu is too young to make the decision. She should obey her mother.




☐ **Yeon-Suk:** Ayu's mother is old-fashioned. She doesn't understand the way the world works these days.



☐ **Luis:** Ayu doesn't need surgery to feel good about herself. She should work on her self-esteem.



 Work with a partner. What do you think of the opinions above?

### opinion NETWORK

In your opinion,	who has	the best idea?
I think (that)	Yeon-Suk makes	the strongest argument?
	Susan has	the most valid point?
	me, too.	an interesting point.
Yeah,	I think so, too.	a strong argument.
	I'm with you on that one.	

Who do you think has the most valid point?

Well, I think Susan has a strong argument.

Yeah, I think so, too.

## Extending the Topic *Cosmetic surgery: good or bad?*

A

What do you think about cosmetic surgery?  
Which of these ideas match your opinion? Add your own.

Ideas about cosmetic surgery	Agree	Disagree	Depends	Ideas about cosmetic surgery	Agree	Disagree	Depends
Your body is what's given by your parents. You should never change it.				Cosmetic surgery cannot make you happy. It's what's inside that counts.			
Cosmetic surgery can improve your chances for love or jobs.				Simple cosmetic surgery is getting more common these days.			
Women can be beautiful by wearing make-up. Cosmetic surgery is not necessary.				You should learn how safe cosmetic surgery is before you have an operation.			
Your ideas and values might change in time.				Cosmetic surgery can make you feel better about yourself.			
My idea:				My idea:			

B



Discuss your opinions with two or three classmates.

BASIC

A: Do you think cosmetic surgery can improve your chances for jobs?

B: Not necessarily. I think it depends on the job.

EXTENSION

B: For example, if you are an actor or a model, I think it can help you.

A: So, you mean if your appearance is important for the job, it's a good idea to get cosmetic surgery.

B: Well, I wouldn't say that it's a good idea, but it might help you.

Report your group's ideas to the class.

## Extra Activity *Role play*



**Situation.** You want to get cosmetic surgery.  
Your friend thinks it's a bad idea.

A: You want to get cosmetic surgery to change the shape of your nose. Give different reasons.

B: You are A's friend. You try to convince A that it's a bad idea.

Practice your role play.  
Then show your role play to other students.



## Culture Corner

### The Cosmetic Surgery Top Eighteen! (per 100,000 people)

- |                     |                              |
|---------------------|------------------------------|
| 1. Switzerland: 215 | 10. Argentina: 45            |
| 2. Cyprus: 186      | 11. Ecuador: 45              |
| 3. Spain: 100       | 12. Finland: 44              |
| 4. Lebanon: 85      | 13. Norway: 35               |
| 5. Greece: 78       | 14. France: 35               |
| 6. Australia: 66    | 15. Canada: 34               |
| 7. Slovenia: 52     | 16. Japan: 34                |
| 8. Mexico: 50       | 17. United States: 31        |
| 9. Sweden: 48       | 18. United Arab Emirates: 31 |



# Sharing My Ideas *Self-improvement*

## STEP 1

### Choose

What qualities do you want to develop in yourself?

I would like to be:

- |  |                                    |
|--|------------------------------------|
| <input type="checkbox"/> attractive    | <input type="checkbox"/> smart     |
| <input type="checkbox"/> successful    | <input type="checkbox"/> confident |
| <input type="checkbox"/> fun-loving    | <input type="checkbox"/> brave     |
| <input type="checkbox"/> popular       | <input type="checkbox"/> funny     |
| <input type="checkbox"/> my idea ..... |                                    |

### Language Hints:

In my opinion, self-improvement is...

I would like to be (more)...

There are several things I can do to be (more)...

For example, ...

To become more..., I have to...

I think it will be... to make these improvements because...

## STEP 3

### Rehearse

Practice giving your presentation to a partner. Afterward, add more information to your outline.



**Listener task:** Help your partner add more detail to his/her presentation.

## STEP 2

### Prepare

Create an outline for a presentation describing how you would like to improve yourself. Use these questions to help you, and add your own ideas.

**Speaking notes:**

**Introduction:** (What is your opinion of self-improvement? What qualities would you like to develop in yourself? Why?)

**Body:** (What are ways that you can improve these qualities?

Give examples.)

**Conclusion:** (Do you think it will be easy or difficult to make these improvements? Explain.)



## STEP 4

### Present

Give your presentation to a new partner or to a group.



**Listener task:**  
What qualities would the speaker like to improve?

### Presentation Tip:

Relax. Use a very confident voice.