

Appearances

9.1 Real beauty?

GOALS ■ Describe appearances ■ Make comparisons

Vocabulary & Reading describing physical appearance

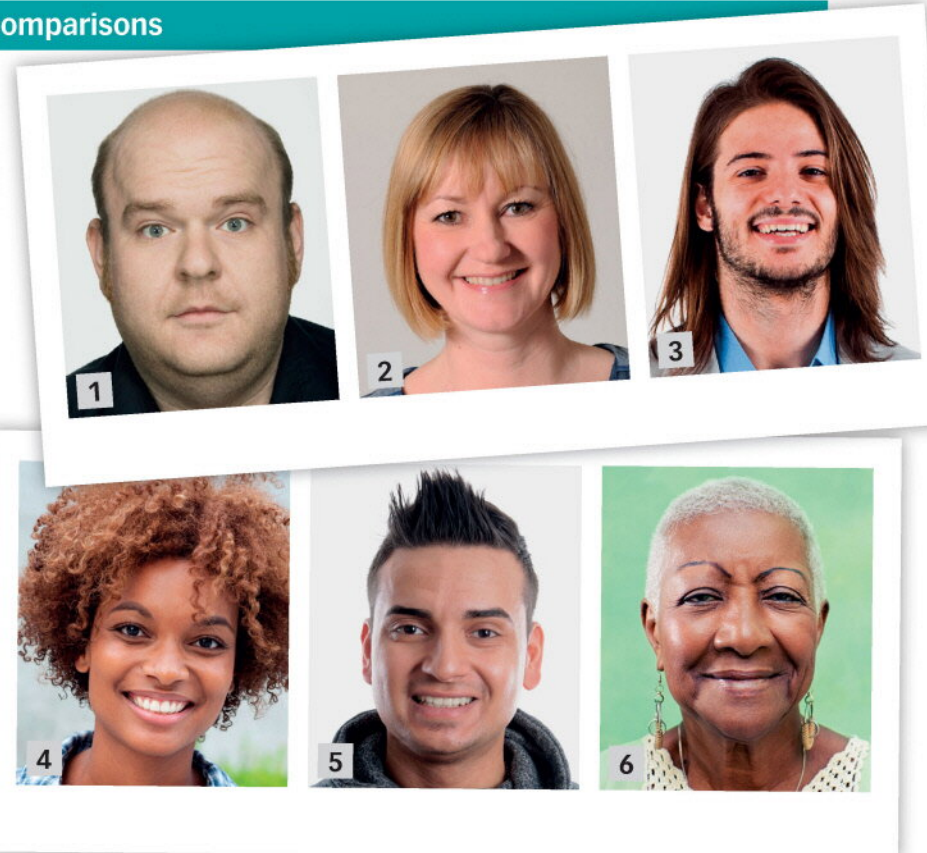
- 1a** Work in small groups. Make a list of five things that make a person attractive – not just physical appearance.
- b** Look at photos 1–6. Which words from the box can you use to describe the people?

blond(e) clean-shaven curly double chin dyed elderly fringe going bald grey in good shape twenties large forehead long eyelashes middle-aged moustache overweight large jaw round face shoulder-length slim spiky stubble thick eyebrows well-built

- c** Work with a partner. Put the words in exercise **1b** in the correct category in the table.

Age	
Build	
Facial features	
Hair	

- 2a** **9.1**))) Listen to three descriptions. For each description, say which person in exercise **1b** is being described.
- b** **9.1**))) Listen again and note which words and expressions you hear from exercise **1b** to describe the people.
- 3a** Read the first two paragraphs of a magazine article. What do you think the beauty company was trying to prove through their experiment? Discuss with a partner.
- b** Now read the rest of the article and check if your ideas were correct.



BEAUTY

FASHION **BEAUTY** PEOPLE

BEAUTY NEWS WHAT TO WEAR STYLE FILES SHOWS & TRENDS

As other people see you?

- 1** Dove, the beauty company famous for its campaigns to make people feel better about themselves, have created **the most interesting film** they've ever done.
- 2** For the film *Dove, Real Beauty Sketches*, they asked a group of women to turn up to a place they hadn't been to before, and then make friends with another woman there. They were later asked to go into a room and describe their own faces, honestly, to a complete stranger who was hidden behind a curtain: police artist, Gil Zamora. All the women were very negative about their appearance. They used phrases like 'round face' and 'big forehead'. Once the sketch was done, Zamora thanked them and they left.
- 3** Next, each woman was asked back into the room to describe to Zamora the face of the woman they had made friends with. Already, you get the idea of what Dove was trying to prove; the descriptions were so much more positive. A 'protruding jaw', for example, was described as a 'nice and thin chin'.

- 4 Work with a partner and discuss the following questions.
- 1 Do you think it's true that women tend to believe they are less attractive than they really are? Why/Why not?
 - 2 Are men equally self-critical? Why/Why not?
 - 3 Does it depend on age? Do you become more or less self-confident as you get older?

Grammar & Speaking comparison

- 5a Look at the highlighted forms in the article, and add examples from the article to the Grammar focus box.

GRAMMAR FOCUS comparison

- 1 We use **comparatives** to compare people and things with each other.
round → *rounder*; *attractive* → *more attractive*
a _____
- 2 To make a negative comparison use *less* + adjective.
Many women thought they were less attractive than they actually were.
b _____
- 3 We use a modifier when you want to give more detail about the degree of difference between things.
a bit a little a lot far much very much
- 4 To say something is the same use *(just) as ... as*; to say something is not the same, we use *not as/so ... as*.
- 5 We use **superlatives** to compare a person or thing with all the other people or things in their group.
c _____

→ Grammar Reference page 152

- b Look at the highlighted forms in the article. Which use a modifier?
- 1 _____
 - 2 _____
 - 3 _____

- c Look at 3 in the Grammar focus box.

- 1 Which modifiers make the difference between the things being compared bigger/stronger?
a _____ b _____ c _____ d _____
- 2 Which make the difference smaller/weaker?
a _____ b _____

- 6 Complete the sentences using a comparative form of the adjectives in brackets and a modifier where possible.

- 1 Why is the campaign only about women? Are men _____ (confident) women?
- 2 Actually, I think men can be _____ (insecure) as women, can't they?
- 3 The campaign is not _____ (supportive) of women as it says. Why is it important to be beautiful anyway?
- 4 Surely, there are _____ (valuable) things _____ being beautiful.
- 5 The _____ (big) problem I have with the advert is that it's made by a beauty products company.
- 6 Although the campaign is selling beauty, I still think the advert is _____ (good) adverts that make women feel bad about themselves.

- 7 Which of the statements in exercise 6 do you agree or disagree with? Why? Discuss with a partner.

PRONUNCIATION changing stress

- 8a 9.2))) Listen to the sentences and mark which word in each sentence carries the most stress.

- 1 The descriptions were more positive.
- 2 The descriptions were much more positive.
- 3 The descriptions were far more positive.
- 4 The descriptions were a bit more positive.
- 5 Their descriptions weren't as positive as their friends'.

- b Compare your answers with your partner. What do you notice about the changing stress?

- c 9.2))) Listen again and repeat.

- 9 **TASK** Work with a partner. Go to page 130.

▶ VOX POPS VIDEO 9

- 4 When the two sketches were done, Zamora put them side by side and asked the women back in to take a look at both pictures, revealing the sketches from the women's descriptions of themselves, and the sketches the strangers had helped him to draw.
- 5 The difference between the two sketches in every case is incredible. Looking at her self-described portrait, one woman described her face as 'a lot more closed off and fatter, sadder, too,' while her second one 'looks much friendlier and happier.'
- 6 'We spend a lot of time as women trying to fix the things that aren't quite right, and we should spend more time appreciating the things we do like,' she goes on. 'We seem to feel less beautiful than other people think we are.'
- 7 'Do you think you're more beautiful than you say?' Zamora asks one woman. 'Yes,' she admits.
- 8 This is one campaign that will make you think, and hopefully, feel far more beautiful.