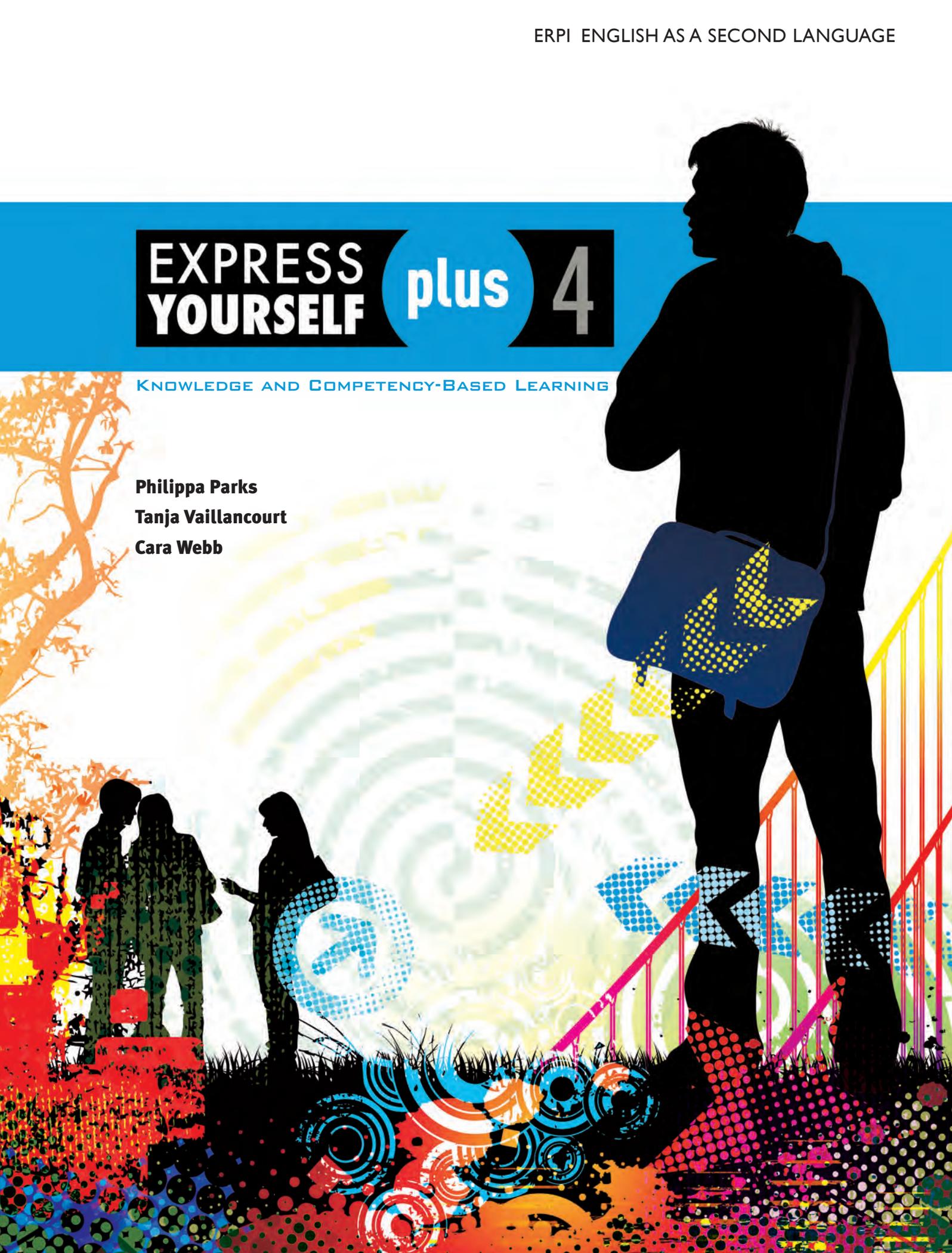


# EXPRESS YOURSELF **plus** 4

KNOWLEDGE AND COMPETENCY-BASED LEARNING

**Philippa Parks**  
**Tanja Vaillancourt**  
**Cara Webb**



# You're BEAUTIFUL



## What does beauty mean to you?

Why do all the people in magazines and in advertising look so beautiful? Are they for real? Not always ... What is beauty anyway? Let's find out.

- Look at the pictures of models on this page.
- Circle areas you think have been modified or altered.
- Take two minutes to write as many synonyms for the word beautiful as you can.
- Compare lists with a partner. *Answers will vary but may include some of these:*

### Teaching Tip:

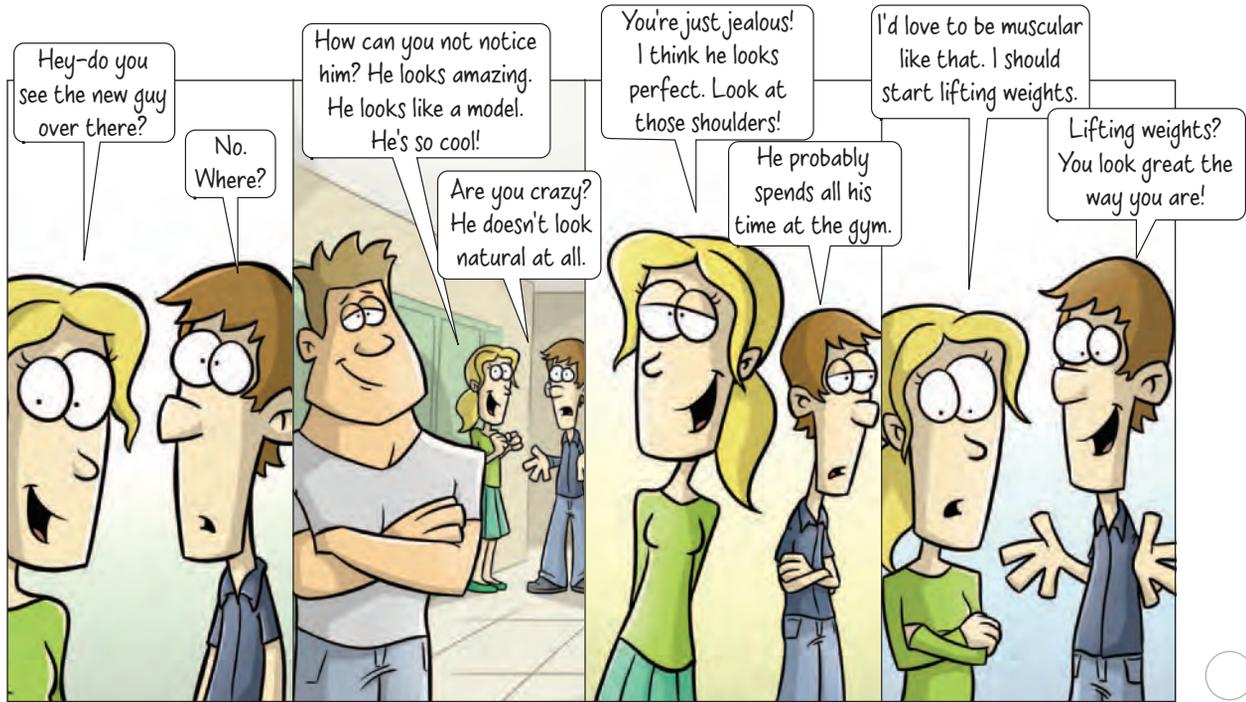
- Do an Internet search for images of "photo alteration in magazines." Project these onto the board to help students see more easily how magazines routinely alter models' faces and bodies.

Beautiful:	attractive	_____	charming	_____
	cute	_____	elegant	_____
	good-looking	_____	gorgeous	_____
	handsome	_____	lovely	_____
	pretty	_____	stunning	_____

# SMART START



## 1 Talk about what is attractive to you.



**Teaching Tip:**

• Read the dialogue in the cartoon out loud with the class or have students read it in pairs.

- Read the discussion questions and the Smart Talk below.
- Choose the Smart Talk phrases you will need and write words and ideas you will use.
- Take turns asking and answering the questions with a partner.

**Partner 1**

1. Do you consider muscular people to be more attractive? Why or why not?
2. What qualities should someone have to be attractive?

Words/Ideas:

---

---

---

---

---

---

---

### Smart Talk

- I believe this, because ...
- Another reason why ...
- Why do you say ...?

**Partner 2**

1. Whose opinion do you agree with more in the cartoon?
2. Do you think people appreciate you more for your physical traits or for your personality? Why?

Words/Ideas:

---

---

---

---

---

---

---



## 2 Read about skinny models.

Do you think that the models you see in magazines and on the runway are too skinny? Read this text to find out what happened at a fashion show in Europe.

### Teaching Tip:

- Look at the reading workshop on page XX to teach students how to skim a text.

- **Skim. Find the main ideas of the text.**
  - Read the first paragraph.
  - Then, read the first sentence in each paragraph.
  - Finally, read the last paragraph.
- Use what you learned when skimming to answer these questions.

1. What is the problem?

Models are too skinny; they are being banned from fashion shows.

2. Where is this happening?

It is happening in Madrid, Spain.

3. Who says this is a problem?

Madrid's government and Cathy Gould of New York's Elite modelling agency both say so.

4. How do they decide who is too skinny?

They use the body mass index (BMI).



### Skinny Model Banned from Catwalk

**MADRID, Spain**—The world's first **ban** on overly thin models at a top-level fashion show in Madrid has caused **outrage** among modelling agencies.

Madrid's fashion week has turned away underweight models after protests that girls and young women were trying to copy their rail-thin looks and developing eating disorders.

Organizers say they want to project an image of beauty and health, rather than a waif-like or "heroin-chic" look.

But Cathy Gould, of New York's Elite modelling agency, said the fashion industry was being used as a scapegoat for illnesses like anorexia and bulimia.

"I think it's outrageous. I understand they want to set this tone of healthy, beautiful women, but what about discrimination against the model, and what about the freedom of the designer?" said Gould, Elite's North America director, adding that the move could harm careers of naturally "gazelle-like" models.

Madrid's regional government, which sponsors the show and imposed restrictions, said it did not blame designers and models for anorexia. It said the fashion industry had a responsibility to portray healthy body images.

"Fashion is a mirror and many teenagers imitate what they see on the catwalk," said regional official Concha Guerra.

The mayor of Milan, Italy, Letizia Moratti, told an Italian newspaper this week she would seek a similar ban for her city's show unless it could find a solution to "sick-looking" models.

### Smart Words

**ban:** prohibition

**outrage:** great anger

**rail-thin:** extremely thin

**waif-like:** extremely pale and thin

**scapegoat:** someone who is blamed for the something that is not her or his fault

**Differentiation:**

- For extra support, have students continue practising comparative and superlative adjectives using the adjectives from the first page of the unit (page 49). For an extra challenge, have students write a short response giving their opinion of the skinny model ban. Challenge students to use as many comparative and superlative adjectives as possible.

▶ The Madrid show is using the body mass index or BMI—based on weight and height—to measure models. It has turned away 30 percent of women who took part in the previous event. Medics will be on hand at the September 18 to 22 show to check models.

“The restrictions could be quite a shock to the fashion world at the beginning, but I’m sure it’s important as far as health is concerned,” said Leonor Perez Pita, director of Madrid’s show.

**Source:** “Skinny models banned from catwalk,” Madrid, Spain, Reuters, September 13, 2006.

● **Answer these questions.**

1. Do you think that skinny models and the fashion industry inspire diseases like anorexia and bulimia? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

2. Do you think that the “skinny model” ban should be extended to all fashion media? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

**Work with Grammar**

COMPARATIVE AND SUPERLATIVE ADJECTIVES

- Find and underline the adjectives in the text.
- Complete the chart. *Answers will vary.*

Adjective	Comparative	Superlative
1. <i>thin</i>	<i>thinner</i>	<i>the thinnest</i>
2. <i>healthy</i>	<i>healthier than</i>	<i>the healthiest</i>
3. <i>beautiful</i>	<i>more beautiful than</i>	<i>the most beautiful</i>
4. <i>gazelle-like</i>	<i>more gazelle-like than</i>	<i>the most gazelle-like</i>
5. <i>underweight</i>	<i>more underweight than</i>	<i>the most underweight</i>

- Fill in the spaces to complete the rules.

**Comparative form:** For one-syllable adjectives, add **er + than**.

For two- or three-syllable adjectives, add **more + than**.

**Superlative form:** For one-syllable adjectives, add **the + est**.

For two- or three-syllable adjectives, **add the most + than** \_\_\_\_\_.

- Fill in the blanks with the correct form of the adjective.

1. Most models are skinnier than (skinny) normal people.

2. The most attractive (attractive) people in the world are healthy people.

See Grammar Workshop 4.1 on page xx for more practice.

**C1** **C2** **3** Look at an alternative ad.

Many companies are changing their ads to show “real” people. Here is an example of an advertisement for teens.

- Look at the ad carefully. Do you think that this picture was modified?



Dermatologists know that makeup can **harbour** acne-causing bacteria. That moisturizers can **clog** your pores, causing **nasty** blackheads and whiteheads. That many cosmetics contain allergens like lanolin (grease secreted by sheep) and carmine (made from crushed beetles) that can give you rashy, **blotchy** skin.

So why does the beauty industry **insist** that you need their products to be pretty? Do they make more money when you're happy and confident? Or when you're **plagued** by “imperfections” that they just happen to be able to “**fix**”?

Luckily, it's easy to take care of your skin without buying into the game. Wash it gently.

Get plenty of sleep. Drink water. Exercise. Eat lots of fruits and vegetables. Don't **overdo** it in the sun. Easy, inexpensive and natural.

Why let the beauty industry tell you how to feel about yourself?

*It's your beauty.  
Do it your way.*

**Smart Words**

- harbour:** contain
- clog:** block
- plagued:** irritated

AdBusters Media Foundation, Vancouver, British Columbia, Canada

**A** • Skim the ad to find the main ideas.

**Main Ideas**

**What?** What is the ad trying to sell? Nothing

**Who?** Who is the "model"? An average person

**Why?** What is the purpose of the ad? Circle one or more answers.

a) To express feelings      **b)** To inform you      **c)** To influence you

**Teaching Tip:**

- Bring in magazines featuring male and female models. Ask students to answer the "What?" "Who?" and "Why?" questions for these pictures as well.

• Answer these questions.

- What can makeup and cosmetics do to your skin?  
They can cause blackheads and whiteheads and give you rashy, blotchy skin.
- Does the beauty industry make more money when you feel happy or when you are feeling insecure? Explain your answer.  
They make more money when you are feeling insecure, because then you feel you need to buy cosmetic products to make yourself look better.
- What are some of the simple (and free) things you can do to take care of your skin? (Find at least five).  
Any five of the following: wash it gently, get plenty of sleep, drink water, exercise, eat lots of fruits and vegetables, don't overdo it in the sun
- What did you learn that was new or interesting?  
Answers will vary.
- Do you think that it is possible to change the advertising industry? Why or why not?  
Answers will vary.

**B** • Find each of these words in the text of the ad and underline it.

• Match each word to its synonym.

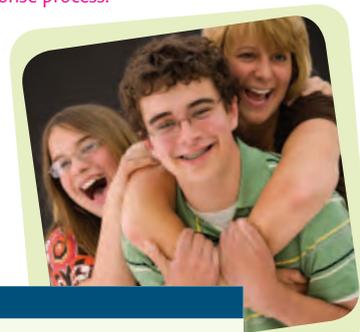
- |            |          |               |
|------------|----------|---------------|
| 1. nasty   | <b>b</b> | a) exaggerate |
| 2. blotchy | <b>d</b> | b) horrible   |
| 3. insist  | <b>e</b> | c) repair     |
| 4. fix     | <b>c</b> | d) spotted    |
| 5. overdo  | <b>a</b> | e) argue      |



## 4 Learn about “real beauty” in advertising.

### Evaluation Option:

- Evaluate C2: participation in the response process.



Listen to a text that explains how “real beauty” is possible—even in advertising.

- Before you listen, read all the sentences carefully.
- While you listen, put the sentences in order.

### A New Trend in Advertising

- 7 An Australian magazine just started using models who look like real women on its cover, and it has received thousands of letters from grateful readers.
- 5 A few years ago, it was unimaginable to dream about having your face on a billboard if you didn't have long legs or the perfect face. [...] Looking for new concepts, in which the stars aren't top models but people just like you, is a new idea for advertisers.
- 1 The people we see in the media represent only a small percentage of the different types of people who live in the real world, and this is a problem.
- 6 Anybody can become a poster star nowadays; anybody can become famous if they get the chance to be on TV; anybody can become a celebrity in only a few weeks. Whatever they look like—short-haired, long-haired, young, old, dark, pale—all looks are welcomed.
- 3 This starts early on. Even primary school children feel the need to wear the latest fashions, and girls as young as six are already worried about being fat or not pretty enough.
- 8 Consumers like the change they are seeing. Advertising now has a new different future.
- 2 When we see the same type of people every time we turn on the TV or open a magazine, it can make us feel dissatisfied with the way we look.
- 4 Consumers are now realizing how difficult it is to live with such high beauty standards.

- After you listen, read the following words from the text you just heard and their definitions.
- Circle the correct answer.

1. “An Australian magazine ... received thousands of letters from **grateful** readers.”

If you are **grateful**, you

- a) appreciate what someone has done.      b) are angry.

2. “... having your face on a **billboard**.”

If your face is on a **billboard**, you can see it

- a) when you read a magazine.       b) when you drive a car.

3. “... it can make us feel **dissatisfied** with the way we look.”

If you are **dissatisfied**, you

- a) appreciate yourself.       b) don't feel good about yourself.

4. “... different types of people ... live in **the real world**.”

Someone who **lives in the real world** is

- a) an ordinary person.      b) a celebrity.

5. “... girls as young as six are already **worried**.”

Someone who is **worried**

- a) feels contentment.       b) feels stress.



You can try an extra watching activity using this text on the Companion Website.



### STEP 3 Revise and Edit

- Do you clearly define what makes a person beautiful?
- Check spelling and grammar. Did you use comparative and superlative adjectives correctly?
- Ask a classmate to look at your work and comment.

### STEP 4 Publish

- Write the final version of your paragraph on a separate piece of paper.

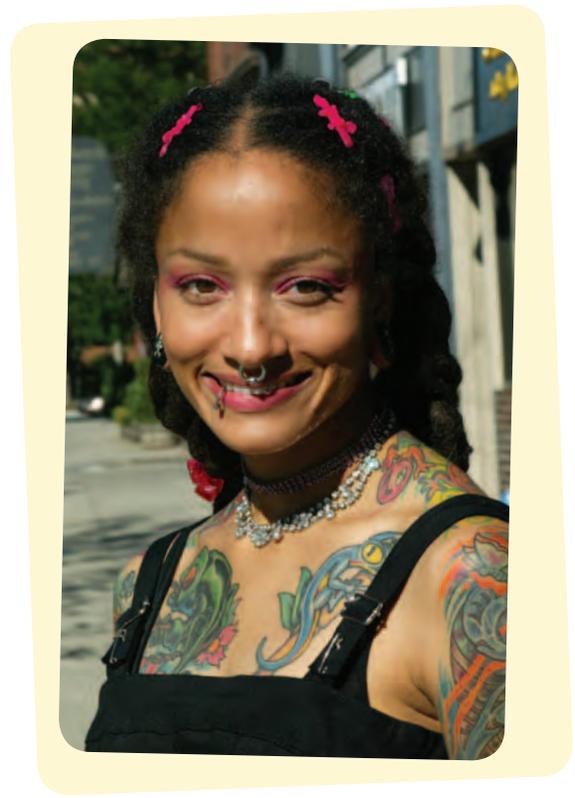
**Evaluation Option:**

- Evaluate C1: participation in oral interaction or content of the message or articulation of the message.

## 6 Are tattoos beautiful?

One fashion trend is very controversial: tattoos. Are tattoos beautiful? How many people in your class have tattoos? If you have a tattoo, does it make you feel more attractive? Is a tattoo a work of art?

What do you think of the person in the picture? Is she beautiful? Why or why not?



- Answer these questions individually and then share your answers with a partner.
- Take turns asking and answering the questions. Use the Smart Talk to help you.

1. Do you like the way the person in the photo looks? Why or why not?

---



---

2. Would you like your parents to look like this? Why or why not?

---



---

3. Do you agree that tattoos are ugly? Why or why not?

---



---

4. Do you agree that it should be illegal for people under eighteen to get a tattoo? Why or why not?

---



---

5. Do you think that having tattoos affects the kind of jobs you can do? Why or why not?

---



---

### Smart Talk

- I think that ..., because ...
- For example, ...
- The person in the photo is ...

**Evaluation Option:**

- Evaluate C2: participation in the response process or evidence of understanding.



## 7 Watch a video about tattoos.

The word *tattoo* comes from the Tahitian word *tatau*, meaning “to mark.” In this activity, you will watch a video explaining why people get tattoos and why people want to remove them. You will learn about the history of tattoos and why the tattoo culture in Borneo is disappearing.

 You can try an extra watching activity using this text on the Companion Website.

- Before you watch the video, write down what you know and what you would like to know about tattoos.

What do you know about tattoos?	What would you like to know about tattoos?	What did you learn about tattoos?
Example: <i>They are permanent.</i>	Example: <i>How much do they cost?</i>	Answers will vary.
1	1	1
2	2	2
3	3	3

- Watch the video twice. The second time you watch, write what you learned about tattoos.
- Answer these questions.
  - What is one thing the film says you shouldn't do when you get a tattoo? Do you agree with this rule?  
 You shouldn't write someone's name.  
 (Answers will vary for the second part of the question.)
  - Do you have a different opinion about tattoos now that you have seen this video?  
 Answers will vary.

- Look at the following words from the film. Match them to their definitions.

1. laser

d

2. interesting

b

3. pain

f

4. artist

e

5. statement

a

6. dragon

c

a) declaration of personal values

b) fascinating

c) giant reptile; mythical monster

d) intense beam of light

e) person who makes art

f) physical suffering



## 8 Find out what your parents think about tattoos.

Do your parents think tattoos are beautiful? What would they say if you asked to get a tattoo?

- Read the text below and circle five words in the text that are new to you.
- Use a dictionary. Write the words and their definitions in the margin.
- Read the text again and match each of these topics to a paragraph.

New Words:

---



---



---



---



---



---



---



---

- (A) Getting tattoos is addictive.
- (B) Most people think carefully before getting a tattoo.
- (C) People are proud of their tattoos.
- (D) What should parents do if their child wants a tattoo?
- (E) Tattoos are meaningful.
- (F) Tattoos can stop you from getting the job you want.
- (G) Tattoos reflect your personal history.

### Permanent Pigment: Future Regrets

#### You're on the losing side of the tattoo battle

Here's one of the frustrating realities about the psychology of tattoos: future possibilities just don't enter into the equation.

- 1 No question, that's a parent's number one worry when it comes to tattoos: that their child will go out and get this permanent thing on her or his body with no thought to the future. Yet suddenly everybody has a tattoo—or at least it seems that way. So what should parents do?

**Topic:** (D)

- 2 To get some answers, I **conducted** a number of brief, informal, unscientific interviews. Basically, I **went** up to people—in a supermarket, an electronics store, a bookstore, a coffee shop—and **asked** them about their tattoos. With no exceptions, the people I **spoke** to were immediately and enthusiastically **forthcoming**. Here's what I **found**.

- 3 Most **had** multiple tattoos. The first person I **spoke** with, a man in his early twenties, **had** both arms covered. After he **got** his first one, he **wanted** another. If there **was** an open space it **pleaded** to him for a tattoo. "It's **addicting**," he **said** ("Addicting" **was** a word I would hear a number of times.)

**Topic:** (A)

### Smart Words

**forthcoming:** willing to give information

**addicting:** creating a desire for more

## Smart Words

**forearm:** lower part of the arm between the hand and the elbow

**get rid of:** remove

### Differentiation:

- For extra support, read this text aloud with the class. Pause every few sentences and ensure students understand the text by asking questions. For an extra challenge, ask students to write a response to the questions “Would you consider getting a tattoo? Why or why not? What tattoo would you get? Why?”

- 4 People’s first tattoos in particular often **had** special personal meaning. One young woman **said** her first **was** her name on her back. Another’s first **was** a sun on his **forearm** that he and his high-school band had agreed to get together—but he had backed out. When one of the band members **died** he **got** his first tattoo at twenty as a memorial to his dead friend.

**Topic:** (E)

- 5 People **didn’t** necessarily **regret** their choices. One woman **explained** she would no longer choose what she had picked for her first tattoos, but she would not **get rid** of them because they **were** part of who she had been—her personal history drawn out on her skin.

**Topic:** (G)

- 6 I **asked** a group of young workers with bare arms why they chose not to **have** tattoos. Each one, in fact, **did have** a tattoo—they just **weren’t** visible. When **asked** why, they **answered** in unison, “Jobs.” They **did not want** to do something that would get in the way of their white-collar career plans.

**Topic:** (F)

- 7 So what does it all mean? First, tattoos are not going away any time soon. Second, you may not like the look of tattoos, but they are not all bad. There seems to be something self-affirming for people who choose to get tattoos—they’re proud of them. They’re a personal statement.

**Topic:** (C)

- 8 Also, getting a tattoo is not as impulsive an act as many think. People give much thought to their tattoos—what they mean, where they are going to put them, the possible consequences—though they do not always take the conservative route.

**Topic:** (B)

- 9 What does this mean for parents? Many teenagers under the age of eighteen want tattoos. But at this stage parents have real control. For one thing, at many places you have to be eighteen or have a parent’s consent to get a tattoo. Also, they do hear your words. So tell them what you think. “At least wait until you are older. You may regret your choice now and it’s something you will have to live with.” Or: “As long as you live under this roof you will not get a tattoo.” (Which is a bit of a bluff.)

- 10 Your kids will hear you. In fact, all except one of the people I **talked** to **got** their first tattoo after they were eighteen. Why not before? The most common answer: “Because my parents would kill me.”

**Source:** Anthony E. Wolf, “Permanent Pigment: Future Regrets,” *The Globe and Mail* website, October 16, 2007.



● Answer these questions.

1. What word does the man with tattoos on both arms use to describe getting tattoos?

Addicting

2. Give two examples of tattoos people have that have special meanings.

One woman has her name another has a sun.

3. Why don't the young workers want to show their tattoos?

Jobs. They don't want to lose their jobs or chances of getting a job or promotion because of their tattoos.

4. How old do you have to be to get a tattoo in most places?

Eighteen

5. What was the most common reason people gave that they did not get a tattoo before they were eighteen?

Because their parents would kill them

**Evaluation Option:**

- Evaluate C2: participation in the response process or evidence of understanding.

## Work with Grammar

### SIMPLE PAST TENSE

● Circle all the examples of the simple past tense or simple past tense negative you can find in the text.

● Fill in the spaces to complete the rules about the past tense.

1. For most verbs in the past tense, you add ed.

2. Irregular verbs need to be memorized; for example: get → got

go → went      have → had      find → found

● Read this paragraph about someone who wants to get a tattoo.

● Change the verbs in bold from the simple present tense to the simple past tense.

David: I really **want** wanted to get a tattoo. However, I **know** knew my parents would not approve. When I **talk** talked to them about getting a tattoo, they just **tell** told me I **am** was too young. My friend **says** said I should get one anyway. She **believes** believed it **is** was the right thing to do. She **advises** advised me to pretend I **am** was eighteen and go to the tattoo artist. I **don't know** didn't know if this **is** was good advice. My parents **trust** trusted me.

● See Grammar Workshop 4.2 on page XX for more practice.

# FINAL TASK

## 9 Create a poster ad promoting unusual beauty or a positive body image.

### Project Idea:

- Ask students to form small groups and work on a project to create a zine that promotes positive body image or that explores how the beauty industry profits from creating insecurity. Each student should contribute either a poster ad or an opinion article (extend the writing activity from page 56) to the magazine.

### STEP 1 Prepare

- Choose the idea. What is beautiful: "large size," tattoos, piercings?  
\_\_\_\_\_  
\_\_\_\_\_
- Brainstorm: Who is the target audience for your product—men or women? How old are the people for whom you are advertising?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Research: Look at billboards and magazines to find interesting and different ways to show the body.
- Write adjectives for your description. Try to use the comparative and superlative forms.

---

---

---

---

---

---

- Create the first draft of your poster.
- Write your text. Use ideas from the ad on page XX.
- Glue or draw pictures that show a positive and realistic body image.



## STEP 2 Produce

- Is your poster attractive and interesting? Does it present a positive body image?
- Check spelling and grammar. Did you use comparative and superlative adjectives? Did you use the simple past tense where appropriate?
- Ask a classmate to look at your work and comment.

Name of the person who reviewed my text: \_\_\_\_\_

Comments / suggestions: \_\_\_\_\_

### Teaching Tip:

- Post the posters around the class but identify them only with a letter or number (not the student's name). Encourage the class to judge the posters using the criteria at the bottom of this page.

## STEP 3 Present

- Create a final version of your poster.
- Present it to the class.
- Use this chart to vote for the best ad.

	First Place	Second Place	Third Place
Which ad is the most effective?			
Which ad is the most realistic?			
Which ad is the most eye-catching?			

# WRAP-UP

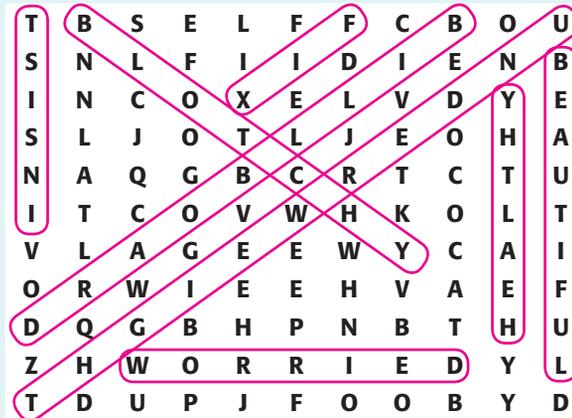
## Test Your Smarts

### Teaching Tip:

- Review all the vocabulary words from the unit together as a class before starting this exercise. Ask students to flip through the unit and to tell you the vocabulary word. Write the words on the board for the students' reference.

- Fill in the blanks in this paragraph with words from the unit. Then, find these words in the word search puzzle. You can circle words horizontally, vertically, diagonally and backwards.
- Use the first fourteen leftover letters in the puzzle to discover the mystery word.

Do you want to be **b**\_\_\_\_\_ **ea**utiful \_\_\_\_\_? Start by being \_\_\_\_\_ **hea** \_\_\_\_\_ **lthy**—in your mind and in your body. Don't try to be like those \_\_\_\_\_ **underwei** \_\_\_\_\_ **ght** models you can see on a **b**\_\_\_\_\_ **illboar** \_\_\_\_\_ **d** or in a magazine. The most beautiful people in the world are not **w**\_\_\_\_\_ **orrie** \_\_\_\_\_ **d** about their looks. They don't spend their time thinking about \_\_\_\_\_ **blot** \_\_\_\_\_ **chy** skin or how to **f**\_\_\_\_\_ **ix** \_\_\_\_\_ their looks. They **in** \_\_\_\_\_ **sist** \_\_\_\_\_ on staying healthy and happy.



What is the only thing you need to be truly beautiful?

S E L F - C O N F I D E N C E

## Smart Expressions

In English we say, **"You can't judge a book by its cover."** This expression compares books with people.

- What do you think it is saying about people? Circle the correct answer.
  - a) You can't tell what someone's personality is like by their looks.
  - b) First impressions are important.
  - c) People judge you on what you look like.
  - d) Someone who looks good is usually a good person.
- Do you believe this? Why or why not? \_\_\_\_\_

The expression **Beauty is in the eye of the beholder** means that whether something is beautiful depends on who is looking at it.

- Read the sentence again. What do you think the verb *to behold* means?
  - a) to watch
  - b) to like
  - c) to think
  - d) to see

# GRAMMAR WORKSHOP 4.1

## Adjectives

### What do you know?

Do you know how to create the equivalent, comparative and superlative forms of adjectives?

**Example:** She is a **beautiful** girl, **as beautiful as** her mother, **more beautiful than** her sister, but not **the most beautiful** girl in the pageant.

- Complete the chart with the correct form of each adjective.
- Check your answers at the bottom of the page.

Simple	Equivalent	Comparative	Superlative
<i>glamorous</i>	as glamorous as	more glamorous than	the most glamorous
plain	as plain as	plainer than	the plainest
good	as good as	better than	the best
unsightly	as unsightly as	more unsightly than	the most unsightly
few	as few as	fewer than	the fewest

Score: \_\_\_\_\_/9

### Rules

- Review the rules about adjectives and their various forms in the chart below.

Adjectives		
When to use them?		
<ul style="list-style-type: none"> <li>• To describe nouns: <i>Carl is a nice guy.</i></li> <li>• To compare two or more nouns by using the equivalent (same as), the comparative or the superlative forms.</li> <li>• For the equivalent form, use as. as: as small as, as pale as, as big as</li> </ul>		
Simple	Comparative	Superlative
For one syllable adjectives that end in a consonant	add <i>-er + than</i> : small → smaller than	add <i>the + adjective + -est</i> : the smallest
For one syllable adjectives that end in consonant/vowel/consonant	add a consonant + <i>-er</i> : big → bigger than thin → thinner than	
For adjectives ending in <i>-e</i>	add <i>-r</i> : simple → simpler than wise → wiser than	

Answers: Simple—plain, few; equivalent—as good as, as unsightly as; comparative—more glamorous than, better than, fewer than; superlative—the plainest, the most unsightly

Adjectives		
For one or two syllable adjectives ending in -y	change the y to i + -er + than: crazy → crazier than busy → busier than	use <i>the</i> + adjective, then change the y to i: + -est: the craziest the busiest
For two syllable adjectives that do <u>not</u> end in -y	use <i>more / less</i> + adjective + <i>than</i> : extreme → more extreme than awesome → less awesome than	use <i>the most / the least</i> + adjective: the most extreme the most awesome
For adjectives with three or more syllables	use <i>more / less</i> + adjective + <i>than</i> : dangerous → more dangerous than spectacular → less spectacular than	use <i>the most / the least</i> + adjective: the most dangerous the least spectacular
Exceptions		
good	better than	the best
bad	worse than	the worst
little	less than	the least
few	fewer than	the fewest
far	farther / further	the farthest / the furthest

## Practice

### Exercise 1

- Underline each adjective.
- Put each form in its correct category.

**Example:** Christine has the most adorable smile but she doesn't smile often.

1. Sabrina feels good when she dresses as fancy as a princess.
2. Steve likes to wear the most drab colours at school.
3. Caroline is worse than Suzie when it comes to gossiping.
4. Christian is as clever as anyone else in the class.
5. Mrs. Philips acts more alive than most young teenagers and she is eighty.
6. Ken is the most mysterious man I have ever met.
7. Kris was as gentle as he could be when he told Sarah how he felt about her.
8. Persephone is a more faithful friend than Dominique.

Simple	Equivalent	Comparative	Superlative
good	as fancy as	worse than	<i>the most adorable</i>
	as clever as	more alive than	the most drab
	as gentle as	more faithful than	the most mysterious

## Exercise 2

- Write sentences for each adjective using the forms requested.

**Example:** obnoxious

Simple: Susie is **obnoxious**.

Equivalent: Susie is **as obnoxious as** John says she is.

Comparative: Susie is **less obnoxious than / more obnoxious than** her brother Sam.

Superlative: Sam is **the most obnoxious** person in the class.

- thoughtless **Answers may vary slightly.**

Comparative: more thoughtless than

Equivalent: as thoughtless as

- grumpy

Superlative: the most grumpy

Simple: grumpy

- gifted

Superlative: the most gifted

Comparative: more gifted than

- quaint

Equivalent: as quaint as

Simple: quaint

- good

Comparative: better than

Simple: good

- curvy

Equivalent: as curvy as

Superlative: the curviest

## Exercise 3

- Indicate whether the adjective in each sentence is used correctly or incorrectly.
- Correct any mistakes in the space provided.

	Correct	Incorrect
<p><b>Example:</b> Jenny is the more nervous person in the world. Correction: Jenny is the <b>most</b> nervous person in the world.</p>		✓
<p>① Phil is as tall as Tiffany. Correction:</p>	✓	
<p>② Cam is a handsomest guy. Correction: <b>Cam is a handsome guy.</b></p>		✓



# GRAMMAR WORKSHOP 4.2

## Simple Past Tense

### What do you know?

Do you know how to use the simple past tense?

**Example:** He **thought** she **was** beautiful.

- Indicate whether the sentences are correct or incorrect.
- Underline each incorrect verb.
- Write it correctly.
- Check your answers at the bottom of the page.

	Correct	Incorrect
<b>Example:</b> Joannie <u>believe</u> she wasn't pretty enough. Correction: <b>believed</b>		✓
① Jenny wore an outfit that made her eyes sparkle. Correction:	✓	
② Jim worked out so much last week that he <u>hurted</u> his leg. Correction: <b>hurt</b>		✓
③ We went to the pool to swim but it was closed. Correction:	✓	
④ Sophie <u>putted</u> on so much makeup that she <u>lookt</u> like a clown. Correction: <b>put, looked</b>		✓
⑤ Tim didn't <u>ate</u> lunch at all this week because he <u>aren't</u> feeling well. Correction: <b>eat, wasn't</b>		✓

Score: \_\_\_\_/5

### Rules

- Review the rules for the simple past tense in the chart below.

Simple Past Tense
When do you use it?
● For actions that began and ended in the past
Yesterday I <b>talked</b> to my teacher about my career. (action completed)

Answers: 1-correct; 2-incorrect; hurt; 3-correct; 4-incorrect; put, looked; 5-incorrect; eat, wasn't

Rule	Example
Regular: verb + <i>-ed</i>	Subject    verb + <i>-ed</i> rest of sentence I            walked        to school yesterday.
Irregular verbs vary (See verb list on page xx.)	They <b>took</b> the train home yesterday. (take) We <b>ate</b> lunch hours ago. (eat) She <b>read</b> a book all afternoon. (read)
<b>Key words:</b> last night, yesterday, minutes ago, hours ago, today, last month, last year	

## Practice

### Exercise 1

- Circle all verbs using the simple past.

I **thought** that I **wanted** to date Cherry Stevens. We **were** in the same homeroom class in grade 9 and she always **looked** great. She **had** a slim body and long blond hair. She **wore** her hair down and she **looked** like an angel. She **didn't wear** too much makeup and her clothes **were** always in the latest fashion. She **was** one of the most popular girls in the school. **When** I finally asked her out and we went on a date, I **was** horrified to find that we **had** absolutely nothing to talk about. She **didn't like** any of the same movies that I **did**. She **didn't watch** any of the sports that I **played** at school because her friends **didn't**. She **didn't like** reading and she hardly ever **listened** to any of the bands I do. It **was** a total bust! She **looked** good but we **didn't** connect at all.

### Exercise 2

- Write the simple past of each verb.
- See the chart of irregular verbs on page X.

Irregular Verbs			
Verb	Simple past	Verb	Simple past
1 awake	<b>awoke</b>	11 run	<b>ran</b>
2 become	<b>became</b>	12 see	<b>saw</b>
3 bleed	<b>bled</b>	13 shake	<b>shook</b>
4 deal	<b>dealt</b>	14 steal	<b>stole</b>
5 feed	<b>fed</b>	15 stick	<b>stuck</b>
6 find	<b>found</b>	16 swear	<b>swore</b>
7 grow	<b>grew</b>	17 tell	<b>told</b>
8 know	<b>knew</b>	18 think	<b>thought</b>
9 lend	<b>lent</b>	19 throw	<b>threw</b>
10 lie	<b>lay</b>	20 write	<b>wrote</b>

### Exercise 3

- Rewrite each verb in parentheses using the simple past.
- Rewrite each sentence in the negative (N) and question (Q) forms.

**Example:** Terry (try) *tried* a new exercise routine to get in shape.

N: *Terry did not try a new exercise routine to get in shape.*

Q: *Did Terry try a new exercise routine to get in shape?*

1. Sarah (want) wanted to cut and die her hair to make a change in her life.

N: Sarah didn't want to cut and die her hair to make a change in her life

Q: Did Sarah want to cut and die her hair to make a change in her life?

2. Phil (wait) waited until his sixteenth birthday before getting a tattoo.

N: Phil didn't wait until his sixteenth birthday before getting a tattoo.

Q: Did Phil wait until his sixteenth birthday before getting a tattoo?

3. Sabrina (forget) forgot what a special a person she is.

N: Sabrina didn't forget what a special a person she is.

Q: Did Sabrina forget what a special a person she is?

4. Antoine (write) wrote a beautiful essay describing inner beauty.

N: Antoine didn't write a beautiful essay decribing inner beauty.

Q: Did Antoine write a beautiful essay describing inner beauty?

5. Bianca (grow up) grew up to be a beautiful and confidant woman.

N: Bianca didn't grow up to be a beautiful and confidant woman.

Q: Did Bianca grow up to be a beautiful and confidant woman?

### Exercise 4

- Rewrite each sentence using the simple past.

**Example:** I work on the school paper because it makes me feel good.

*I worked on the school paper because it made me feel good.*

1. Mary and Steve help students become more confident.

Mary and Steve helped students become more confident.

2. The high rates of student depression are because teens lack confidence.

The high student depression rates were because teens lacked confidence.

3. Teens who do activities they are passionate about are less depressed than teens who do not.

Teens who did activities they were passionate about were less depressed than teens who did not.

4. When teens do sports and other school activities, they get positive feedback.

When teens did sports and other school activities, they got positive feedback.

5. The counselors encourage students to get involved in the school community because they know involvement = positive outlook.

The counselors encouraged students to get involved in the school community because they knew that involvement = positive outlook.

# READING WORKSHOP 4

## Skimming to find the main idea

When you skim, read through the text quickly to get a general sense of what the main ideas are.

Some effective ways to skim a text are:

- Look at the pictures.
- Read the first paragraph.
- Read the last paragraph.
- Read the first sentence of each paragraph.

### Before You Read

- Skim the personal essay.
- Underline the correct answer.

This text discusses

1. someone who has struggled with cancer.
  2. someone who has struggled with making friends.
  3. someone who has struggled with anorexia and self-image.
  4. someone who has struggled with alcohol abuse.
- Think about what you already know about this issue. Do you know anyone who has this condition? What do you think is the cause?

---



---



---

### While You Read

- Indicate the main idea in each section by underlining the correct answer.

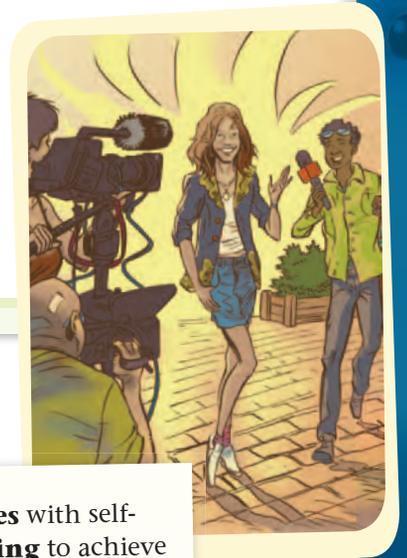
### Already Perfect

by Elisa Donovan

1

Everyone can identify with the need to fit in. Each one of us **struggles** with self-esteem and self-worth to some degree, I spent much of my time **striving** to achieve perfection in every aspect of my life. What I did not realize was that in my desperate need to be perfect, I sacrificed the very body and mind that allowed me to live.

5 **Example:** Main idea: Trying to be perfect can be deadly. / Everyone struggles with self-esteem.



2

1 I was a happy kid with lots of friends and a supportive family. But **growing up** was really hard and even scary sometimes.

During my childhood, I was constantly involved in something that included an audience viewing my achievements or my **failures**. I was into acting by age 5 seven, and progressed to training for and competing in gymnastics, horseback riding and dance – all of which required major commitment, discipline and strength. My personality **thrived** on the high energy required to keep up. I wanted everyone’s **praise** and acceptance, but I was my own toughest critic.

Main idea: The origin of her condition lay in being a happy kid with a supportive family. / The origin for her condition lay in needing for praise and being critical of herself.

3

1 After I graduated from high school and moved out on my own, my struggles with self-esteem and happiness increased. I began to put pressure on myself to succeed in the adult world. Meanwhile, I was feeling very inadequate and unsuccessful. I started to believe that my difficulties and what I perceived to be my “failures” 5 in life were caused by my weight. I had always been a thin-to-average sized person. Suddenly, I was convinced that I was overweight. In my mind, I was FAT! Slowly, my inability to be “thin” began to torture me. I found myself involved in competition again. But this time, I was competing against myself. I began to control my food by trying to diet, but nothing seemed to work. My 10 mind became obsessed with beating my body at this game. I slowly cut back on what I ate each day. With every portion I didn’t finish or meal I **skipped**, I told myself that I was succeeding, and in turn, I felt good about myself.

Main idea: She equated failure with being fat, and skipping meals was a sign of success. / She felt inadequate and unsuccessful.



4

1 Thus began a downward spiral of my becoming what is known as anorexic. The dictionary defines it as “suppressing or causing loss of appetite resulting in a state of anorexia.” When taken to an extreme, anorexia can cause malnutrition and deprive the body of the important vitamins and minerals that it needs to be healthy.

5 Main idea: She started taking vitamins. / She became anorexic.

5

1 In the beginning, I felt great – attractive, strong, successful, almost super-human. I could do something others couldn't: I could go without food.

It made me feel special, and that I was better than everyone else. What I didn't see was that

5 I was slowly killing myself.

People around me began to notice my weight loss. At first they weren't alarmed; maybe some were even envious. But then the comments held a tone of concern. "You're losing too much weight." "Elisa, you're so thin." "You look sick." "You'll die if you keep this up." All

10 their words only reassured me that I was on the right path, getting closer to "perfection."

Sadly, I made my physical appearance the top priority in my life, believing that it was the way to become successful and accepted. As an actress, I am constantly being judged by my appearance. The camera automatically makes people appear heavier than they are. So I was getting mixed messages like, "Elisa, you are so skinny, but you look great on camera."

15 I cut back on my food more and more, until a typical day consisted of half a teaspoon of nonfat yogurt and coffee in the morning, and a cup of grapes at night. If I ate even a bite more than my allotted "**crumbs**" for the day, I hated myself and took laxatives to rid my body of whatever I had eaten.

Main idea: Everyone thought she looked good thin. / Her physical appearance was her top

20 priority and she started to look and act sick.

6

1 It got to the point where I no longer went out with my friends. I couldn't – if I went to dinner, what would I eat? I avoided their phone calls. If they wanted to go to the movies or just hang out at home, I couldn't be there – what if food was around? I had to be home alone to eat my little cup of grapes. Otherwise, I thought I was failing.

5 Everything revolved around my strict schedule of eating. I was embarrassed to eat in front of anyone, believing that they would think I was gluttonous and ugly.

My poor nutrition began to cause me to lose sleep. I found it hard to concentrate on my work or to focus on anything for any length of time. I was pushing myself harder

10 and harder at the gym, struggling to burn the calories that I hadn't even eaten. My friends tried to help me but I denied that I had a problem. None of my clothes fit, and it was hard to buy any, since I had **shrunk** to smaller than a size zero!

Then one night, like so many nights before, I couldn't sleep, and my heart felt as though it might beat its way out of my chest. I tried to relax, but I couldn't.

15 The beating became so rapid and so strong that I could no longer breathe. The combination of starving myself and taking pills to get rid of anything that I did eat caused me to nearly have a heart attack. I stood up, and immediately fell down. I was really scared, and I knew I needed help.

My roommate rushed me to the hospital, beginning the long road to my recovery. It took doctors, nurses, nutritionists, therapists, medications, food supplements ...

20 and most important, a new sense of what was really true about myself to get back on track with reality.

Main idea: Anorexia destroyed her social life and her physical health until she nearly died. / She started losing sleep.



7

- 1 **Recovering** from what I did to my body and reprogramming the way I think about myself has been a very slow and extremely painful process. I still struggle with the effects of anorexia every day. Although it has been a couple of years since that hospital visit, it is by no means over for me. I must be honest with myself and
- 5 stay committed to being healthy.

I had used my anorexia as a means of expression and control. I used it as my gauge for self-esteem and self-worth. It was my identity. Now I realize that the way to success lies in my heart, mind and soul, rather than in my physical appearance.

- 10 I now use my intelligence, my talents and acts of kindness to express myself. This is true beauty, and it has nothing to do with the size of my body. With my experience of trying to be “perfect” on the outside, I had sacrificed who I was on the inside. What I know now is, we are – each and everyone of us – already perfect.

Main idea: True beauty has nothing to do with the size of your body – it’s about who you are on the inside. / True beauty is about your physical appearance.

Donovan, Elisa. “Already Perfect” in *Chicken Soup for the Teenage Soul*. Deerfield Beach, Fla.: Health Communications, Inc., 1998, pp. 135–138

## Smart Words

### Smart Words:

**struggle:** fight against or with something

**strive:** work very hard

**grow up:** become older

**failure:** not a success

**thrive:** need

**praise:** expression of admiration

**skip:** miss

**crumb:** very small amount

**shrink:** become smaller in size

**recovery:** get better after an illness or injury

## After You Read

- Answer these questions:

**Example:** Elisa Donovan wanted to feel praised and accepted. Who judged her the most?

*She judged herself the most.*

1. What kind of childhood did she have?

*She was a happy kid with lots of friends and a supportive family.*

2. How did she feel at the beginning when she started losing weight?

*She felt great; in control.*

3. What did she eat on a typical day?

*A typical day consisted of half a teaspoon of nonfat yogurt and coffee in the morning, and a cup of grapes at night.*

4. Why was she rushed to hospital?

*She was rushed to the hospital because her heart was beating too quickly.*

*She nearly had a heart attack.*

5. How does she express herself now?

*Elise now uses her intelligence, talents and acts of kindness to express herself.*

● Indicate whether these statements are true or false:

**Example:** Anorexics see themselves as being fat. TRUE

1. Anorexics eat food in huge quantities. FALSE
2. A physical consequence to anorexia is weight gain. FALSE
3. Anorexia is a psychological as well as physical disorder. TRUE
4. A condition like anorexia can affect all aspects of life including personal, social and work. TRUE
5. Once they are diagnosed with the disease, anorexics can recover quickly. FALSE

# WRITING WORKSHOP **4**

## Opinion Paragraph

An opinion is your chance to explain what you think about a subject. Your goal is to convince your audience that your opinion is valid.

An opinion paragraph is a body paragraph, which is one of the three main components of an essay (see Writing Workshop 2). The other two being the introduction and the conclusion.

Let's take a look at the features of an opinion paragraph about tattoos.

**- Topic statement:** This statement clearly expresses the main idea of the paragraph, that is, your opinion. It can be made up of more than one sentence.

- Underline the best topic statement. Explain why.

1. Tattoos are a bad idea when you are young because you don't really know what they mean.

2. Tattoos are popular.

Answers will vary but should include: because the writer's opinion is clear.

---



---

**- Supporting statement 1:** This is the place for the first argument that supports the topic sentence. Use facts and/or statistics. Minimize the use of "I."

- Write your first argument.

Answers will vary but should include: Tattoos are a bad idea when you are young because you don't really know what they mean. To begin with.

---



---

**- Supporting statement 2:** Here is the place for a second argument that supports the topic statement. Use facts and/or statistics. Minimize the use of "I."

- Underline the best argument. Explain why.

1. For example, this fifteen-year-old guy got a tattoo of a tribal sign and now he thinks it is really silly and would like to get rid of it. He is thirty years old and the tribal sign does not mean anything to him anymore.

2. For example, this fifteen-year-old guy got a tattoo of a tribal sign and he still likes it ten years later.

Answers will vary but should include: because it supports the topic statement that expresses the opinion that tattoos are a bad idea especially when you're young.

---



---

– **Supporting statement 3:** Here is the place for the strongest argument that supports the topic statement. Use facts and/or statistics. Minimize the use of “I.”

- Underline the best argument. Explain why.

Tattoos are a bad idea

1. because they will look bad in twenty years.
2. because they can cause health problems.
3. because they are difficult to remove.

Answers will vary but should include: because it expresses the strongest argument against getting tattoos when you're young because of what happens as you age.

– **Transition statement:** Don't forget that if you are writing more than one body paragraph you will need to write a transition statement to link them. (See Writing Workshop 2.)

- Underline the best transition sentence. Explain why.

1. Before making up your opinion on tattoos, you must be informed about what tattoos mean for a special tribe in Africa.
2. I believe that tattoos look good.

Answers will vary but should include: because it connects the subject of supporting statement #2 with a new but related subject about tattoos and tribal signs.

– **Concluding statement.** Place this sentence at the end of the paragraph and summarize the arguments strongly but briefly. It should leave the reader convinced that you have a valid point of view.

- Underline the best concluding sentence. Explain why.

1. Tattoos are a bad idea because I believe so and so do most of my friends.
2. You should think twice before you get a tattoo whether because of your age, because they are dangerous or because they are difficult to remove.

Answers will vary but should include: because the statement summarizes in a convincing manner the three arguments you made earlier in the paragraph.

Let's look at a model opinion paragraph.

- Read the paragraph.
- Highlight the topic statement.
- Underline the three supporting statements.
- Double-underline the concluding statement.

Plastic surgery should be avoided for many reasons. First, surgery always has risks and people who go under the knife face medical dangers such as skin discoloration, visible scars and even more serious consequences. Many women have removed their breast implants after they began having health problems. Another important reason is that plastic surgeons charge a lot of money. Patients spend weeks in private hospital bedrooms and their bills can easily go up to \$ 20,000 for a simple procedure. But most of all, plastic surgery is an enemy of self-confidence. Many women who get cosmetic surgery obsess with their looks and are never happy. We do not support the idea of living in a world where everyone looks like Barbie and Ken.

### It's Your Turn

- Write your own opinion paragraph beginning with one of the topic statements below.
- Use the simple past tense and as many comparative and superlative adjectives as possible.

- Muscular men are more successful with women.
- Extreme makeovers change your life.
- Skinny Models should not be hired.
- Ads should only show beautiful people.
- Another topic statement. (Write it here.) \_\_\_\_\_

- Write three supporting statements that support your topic statement.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Write a concluding statement.

\_\_\_\_\_  
\_\_\_\_\_

### Checklist

- Did you stick to your opinion?  \_\_\_\_\_
- Did you use facts?  \_\_\_\_\_
- Did you use statistics?  \_\_\_\_\_
- Did you minimize the use of "I"?  \_\_\_\_\_