

Social Issues in English Teaching, a contextualized approach
(Atividade Didática para Ensino de Inglês)

Trabalho de Conclusão de Curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da UFMG, como requisito parcial para a obtenção do título de especialista.

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Social Issues in English Teaching, a contextualized approach.

Introduction

I have worked as an English/Portuguese teacher at public schools since 2012, during this time I have had the opportunity to work with students of various ages, from 6th grade to high school students in their final “senior” year and with EJA (adult and teenager education).

From my daily experience working with teenagers and adults, I have witnessed and experienced the many the difficulties that exist in engaging public school students in the English learning process. I believe that one of the main reasons that many public school students are often unmotivated to learn English is because they do not see learning English as something that will be useful for them now and in the future. Instead, many public school students see English class as a boring class with no meaning among all the other mandatory disciplines.

I have always worked in socially vulnerable school areas where the students mostly show low academic performance, closely related to the unfortunate but all too common existence of social, economic, and family problems., The fact is, coming from this socio-economic context, English becomes just one more annoying obligatory thing that the students must learn but they do not know how and why.

In the midst of this discouraging scenario, I have also witnessed and perceived that as many my students have get closer to adulthood, normally when they are in the last two years of high school, they tend to start giving more value to their education. I believe that this is firstly because they realize that in a year or two they will need to get a job, and secondly they know how hard it is to get a job if they do not have a high school diploma, whether they have seen this difficult reality from family members, neighbors, or other members in their community. I believe that this “awakening” that occurs in high school is an opportunity that we teachers can take advantage of to try to teach something that the students are interested in, all while showing them the possibilities that learning of a second language can provide them with now and in the future.

Thinking about that, I decided to bring up themes that constantly appear on TV, in social media, and in informal conversations among friends and families and incorporate them into my lessons.

In Unit 1, New Family Arrangements brings to the classroom the possibility to discuss something inherent to all of us but which is something that is under scrutiny or being discussed by various segments of society, family.

In pointing out that the reality of diversity cannot be disregarded in the school environment, it is worthwhile to promote a healthy debate about the implications that new family arrangements have and have had on society and what lessons we can learn from these change all while always promoting respect, tolerance, and understanding between students and of course teachers in a collaborative learning process.

In Unit 2, Appearance, the body, and health, the theme that could be considered as being a “sequel” of unit 1 or at least a continuation of socially relevant issues to stimulate learning English. In this unit, we examine how a “dictatorship” on beauty is changing our habits, behavior, and minds about people and ourselves. How cosmetics advertising leads us to becoming unconscious consumers, starved social status hunters, and an emotionally unstable and overly self-conscious society.

The proficiency level for these two lessons is for intermediate students and the target audience is for 2nd and 3rd year high school students. Of course, the intermediate level is the desired proficiency level for 2nd and 3rd year high school students, but it does not mean that all of my students have reached the intermediate level. However, given the unfortunate realities all common in Brazilian public schools, I prefer to offer my students material that might be difficult but yet still be attainable for them to grasp, study, and master as a means of lifting them up in this important period of their life and not to push them down with the same mentality that is rampant in Public Schools.

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Trabalho de conclusão de curso, CEI 2017

Elaboração de unidade didática

Fábio Rodrigues da Silva

Unit ① Family.

Target audience: 2nd year public high school students at the intermediate proficiency level from ages sixteen to eighteen.

I believe that as high school students are in the prime of their adolescence, are beginning to explore their independence, and are preparing for their adult future, it is extremely important for them to discuss issues related to the social construct of “Family”. We live in a time and age when the definition and perception of family is changing from what past societies may have formerly defined it as. It is likely that students in the same classroom grew up in different family structures and therefore have varying ideas on what the definition of family is. Furthermore, students at this age are able to form, argue and defend their opinions in a debate setting with maturity. Additionally, they can use life experiences and potentially use academic sources to formulate their points of view.

Unit ① Different family arrangements



Warming up!

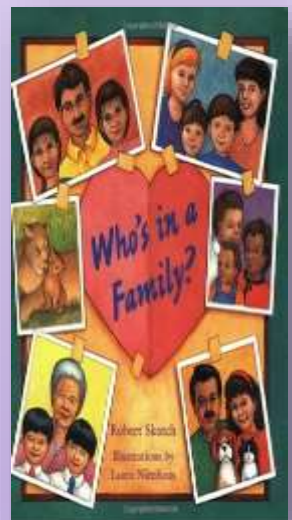
In this unit we are going to talk about Families. Have you ever stopped to think about the fact that everyone around you comes from a family and belongs to one?

There is no way to escape from this. Whether we like it or not, every single human being has a family which might include one or more parents and it also might include siblings. Additionally, families might even include other kinds of relatives such as aunts, uncles, cousins, and grandparents etc. What do you think?

Nowadays different kinds of families have emerged or at least have been in focus on TV and in movies. In real life we have been called on to discuss these new family arrangements .

Opening our minds, let's talk a bit more about this topic, share your ideas with a classmate.

1. How do you perceive the idea of family nowadays?
2. How would you describe a typical current day family?
3. What about your family? Is your family big or small?
4. What do we know about different types of family arrangements today?



Pre-reading

**Do you know what the correct definition of each type of family is?
Try to match each one, then read the text and check if you were right.**

1. Stepfamily.

A family which extends beyond the nuclear family to include grandparents and other relatives.

2. Childless Family.

A couple and their dependent children, regarded as a basic social unit.

3. Single Parent Family.

A couple who does not have any child.

4. Extended Family

A person bringing up a child or children without a partner.

5. Grandparent Family.

A family that is formed from the remarriage of two parents and includes a child /children from previous relationships.

6. Nuclear Family.

When the grandparents raise their grandchildren.

Definitions adapted from :

<https://en.oxforddictionaries.com/>

Reading time.

find advice you can trust



LoveToKnow » Lifestyle » Family » About Family Values » Types of Family Structures

Types of Family Structures

Read the text and do the exercises.



By [Michelle Blessing](#)

Mental Health Professional

Family structure has **changed** dramatically over the last 50 years. The "Leave it to Beaver" family is no longer the standard, and several variations on family have been **created**. There are six specific types of family structures identified by society today.[...]

Nuclear Family

The nuclear family is the traditional type of family structure. This family type consists of two parents and children. The nuclear family was long held in esteem by society as being the ideal in which to raise children.[...]

Single Parent Family

The single parent family consists of one parent raising one or more children on his own. Often, a single parent family is a mother with her children, although there are single fathers as well. The single parent family is the biggest change society has seen in terms of the changes in family structures. One in four children is born to a single mother.[...]

Extended Family

The **extended** family structure consists of two or more adults who are **related**, either by blood or marriage, living in the same home. This family includes many relatives living together and working toward common goals, such as raising the children and keeping up with the household duties. Many extended families include cousins, aunts or uncles and grandparents living together[...]

Childless Family

While most people think of family as including children, there are couples who either cannot or choose not to have children. The childless family is sometimes the "forgotten family," as it does not meet the traditional standards set by society. Childless families consist of a husband and wife living and working together.

Stepfamily

Over half of all marriages end in divorce, and many of these individuals choose to get **remarried**. This creates the stepfamily, which involves two **separated** families merging into one new unit. It consists of a new husband and wife and their children from previous marriages or relationships. Stepfamilies are about as common as the nuclear family, although they tend to have more problems, such as adjustment periods and discipline issues.

Grandparent Family

Many grandparents today are raising their grandchildren for a variety of reasons. One in fourteen children is **raised** by his grandparents, and the parents are not present in the child's life. This could be due to parents' death, addiction, abandonment or being unfit parents.

Variety of Structures

There is no right or wrong answer when it comes to what is the best type of family structure. As long as a family is **filled** with love and support for one another, it tends to be successful and thrive. Families need to do what is best for each other and themselves, and that can be **achieved** in almost any unit.

Adapted from <http://family.lovetoknow.com/about-family-values/types-family-structures>

Post-reading

Look at the images and try to match them to the kind of family they are related to.



<https://s-media-cache-ak0.pinimg.com/originals/c8/84/a1/c884a111a3064607f88fab72942ddd5.jpg>

Grandparent Family



<http://www.deborafernandes.com/wp-content/uploads/2015/12/modernfamily.jpg>

Extended Family



https://upload.wikimedia.org/wikipedia/pt/f/f2/Two_and_a_Half_Men_%281%C2%AA_temporada%29.jpg

Single Parent Family



Nuclear Family

<http://t.motionelements.com/stock-video/people/me380052-grandparents-reading-book-to-their-grandchildren-south-africa-hd-a0098-poster.jpg>



Answer the questions based on the text ideas.

1. Do you think the Nuclear Family structure is really the ideal structure in which children should be raised? Why?

2. What kinds of situation can lead a family to become a Single Parent Family?

3. Which type of family structure might include uncles, aunts, cousins and grandparents living together?

() Extended Family () Nuclear Family () Single Parents

4. It is possible to have a Family without children? Explain how.

5. What is, according to the text, the biggest change in family structures nowadays?

6.. Complete the sentences supported by the text.

a) According to the text over half of all marriages end _____, and the consequences of it is the _____.

b) According to the text, one in fourteen children are raised by _____, and it might be due to _____.

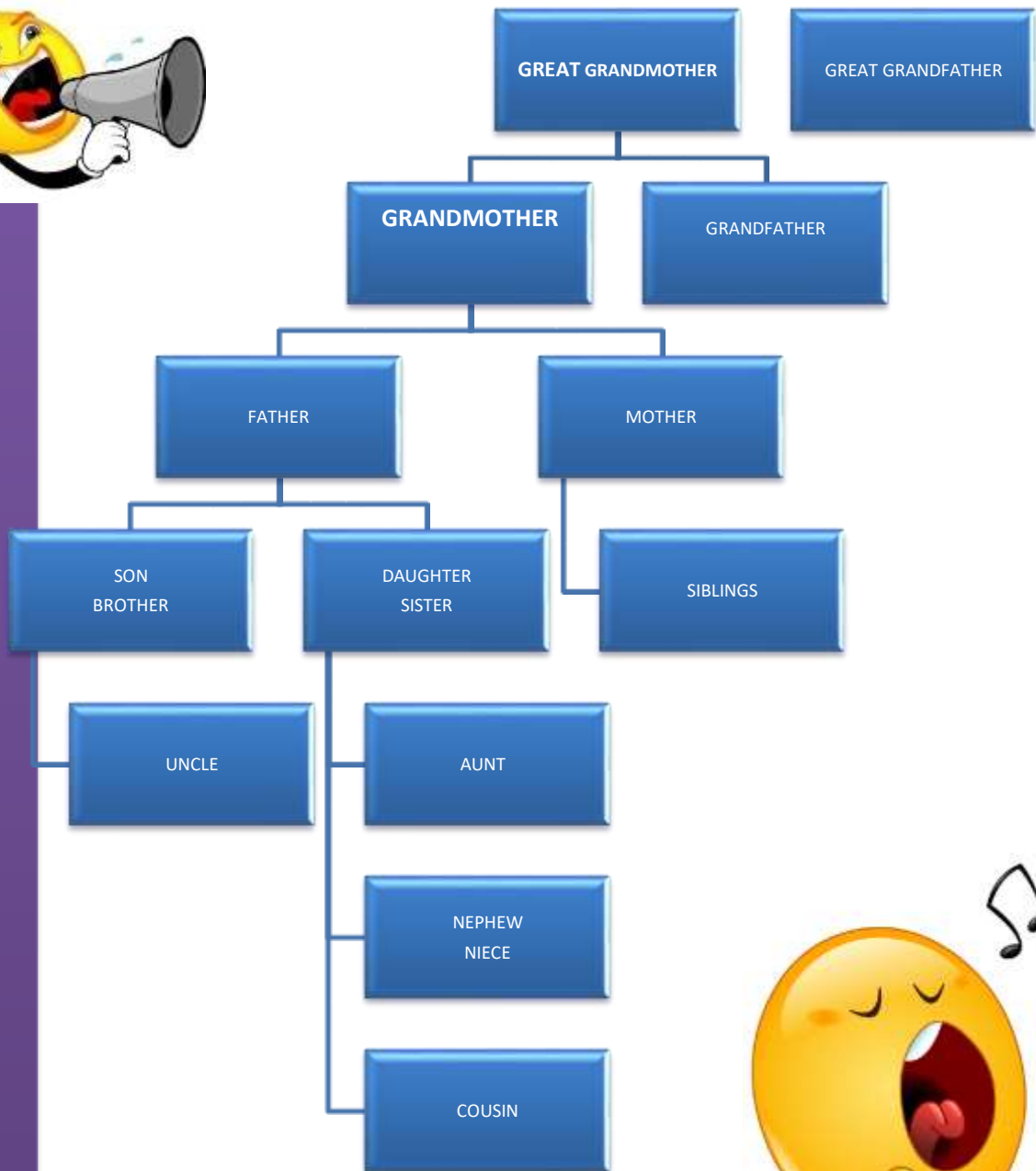


MODERN FAMILY



Preparing to speak.

learning a bit more about family vocabulary!!!

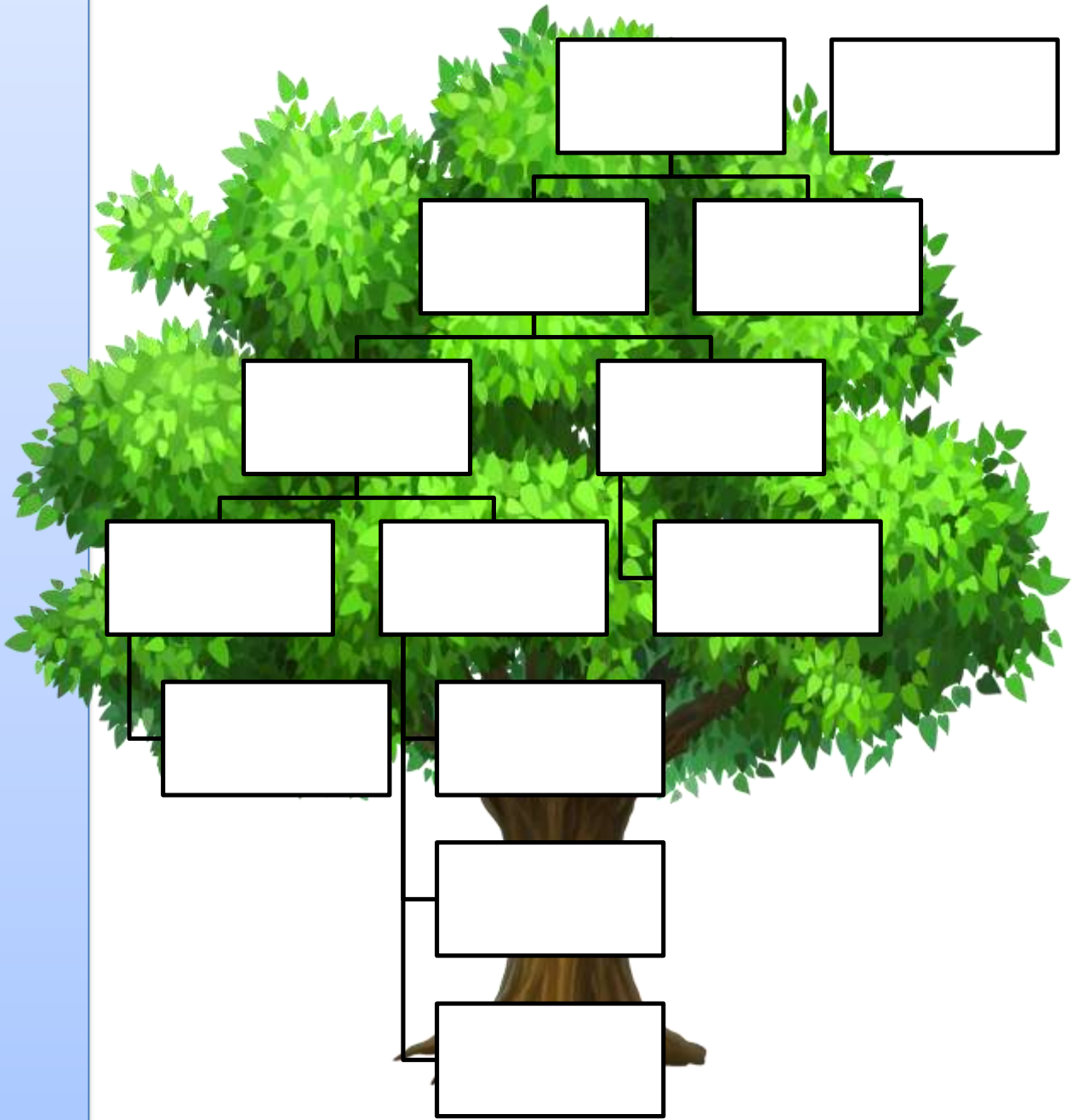


Use the family vocabulary and try to find the definitions?

1. _____ *The child of your uncle or aunt.*
2. _____ *The father of your father or mother.*
3. _____ *The sister of your father or mother, or also your uncle's wife.*
4. _____ *A girl or woman in relation to her parents.*
5. _____ *The brother of your father or mother or also your aunt's husband.*
6. _____ *A boy or man in relation to his parents.*
7. _____ *A man in relation to his child or children.*
8. _____ *The mother or father of one of your grandparents.*
9. _____ *A woman in relation to her child or children.*
10. _____ *The son of your brother or sister.*
11. _____ *The daughter of your brother or sister.*
12. _____ *A woman or girl in relation to other sons and daughters of her parents.*
13. _____ *A man or boy in relation to other sons and daughters of his parents.*

Now fill your family tree out, using the previous model.

MY FAMILY TREE

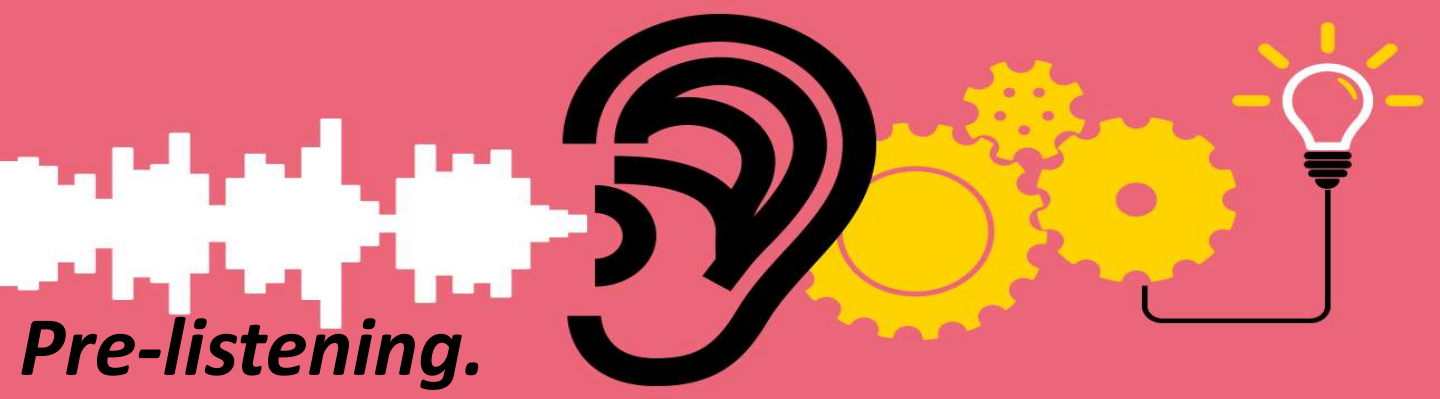


SPEAKING TIME!!!

- ✓ ***In groups of three or four students choose two or three relatives from your Family Tree and tell to your partners about your family.***

Use these guide questions to help you.

- a) *Who is he or she? (father, mother...)*
- b) *What is his/her name and age?*
- c) *What is his/her occupation?*
- d) *Do you have a good relationship with him/her?*
- e) *What does he/she like to do for fun?*
- f) *Did you remember a special time together him/her?*
- g) *What do you most like him/her?*
- h) *What is his/her favorite food?*
- i) *Which kind of personality does he/she have? (quiet, angry, lovely, boring, sad, happy...)*
- j) *What does he/she look like? (tall, short, thin, fat, weak, strong, curly or straight hair...)*



1. Which types of family are most common in Brazil in your opinion? Why?

2. Can two moms or two dads build a family? Why or why not?

3. What is the ideal family “concept” for you?

love and support *mom, dad and children.*

Listen to the audio and do the exercises.

Seguro | <https://www.youtube.com/watch?v=45BVuY9gE5Q>

different families

YouTube BR

Different Types of Families

0:04 / 3:26

Different Types Of Families

Katelyn Robinson

Inscrever-se 9

16.642 visualizações

Próximo

Reprodução automática

Families of All Kinds
JennC121
63.355 visualizações

All families are different.
Kids song
5.653 visualizações

B. BLENDED
Maysa Phoenix
205 visualizações

Charlie e Lola
Português Brasil, Parte 96, Todos os Episódios
Charlie e Lola Brasil
Recomendado | NOVO

<https://www.youtube.com/watch?v=45BVuY9gE5Q>

Put (t) true and (f) false

“a common definition for the word family is a social unit consisting of only adults together without children”

“ In the past a traditional family would consist of a mom, a dad and their children”

“most American households are traditional when compared with the traditional definition of what a family is.”

“single-parent families are always consisted of a mom as the parent”

“when two different families come together this is called a blended family”

“ in a family where people might not have the same skin color, this is called an interracial family.

“children need to understand that all families come in the same forms”

“to the speaker, family does not mean to feel secure, to have someone you can count on and someone who shares your problems.”

“having a different family structure compared to others means that you can't do the same activities that other families do”

“A family provides a healthy emotional life that is nourished by love, trust, sense of belonging and support.”



Which family types are presented in the pictures?



.....



.....



.....



.....

Which of these family types are often victims of prejudice in your opinion? Why?

.....
.....
.....

Grammar bits I

Present perfect, active and passive voice.

Observe the sentences below, which come from the text.

“Family structure **has changed** dramatically over the last 50 years.”

“..., and several variations on family **have been created**.”

“The single parent family is the biggest change society **has seen** in terms of the changes in family structures.

They are examples of the English verb tense, the Present perfect (have/has + past participle) in the active and passive voice.

Ex: Shelly is looking for her phone, she can't find it. ***She has lost her cell phone.***
(she lost it recently, and she still doesn't have it.)

- ✓ Present perfect is usually related to:
 - I. New information, “The road is closed”. ***There has been an accident.***
 - II. Past events connected to now, “She told me the password, ***but I've forgotten*** it.”
 - III. A short period of time from the event or action, (just/already/yet) “ ***Peter has just arrived***/When will Sally leave? ***She has already gone.***/I've finished the project, but ***I have not sent*** to him ***yet.***

Read the situations and complete them, use the Present perfect active voice, use the verbs below.

break work watch arrive go up improve fall grow find arrive lose

1. Mark is looking for his wallet. He can't find it. He
2. Sally can't text and her right arm is in plaster. She
3. Last month the train ticket was 10 dollars. Now it is 20. The price of the train ticket
4. Brian and John's French wasn't good. Now it is better. Their French.....
5. Yesterday I was expecting an e-mail. Now I have it. The e-mail
6. The temperature was 25 degrees. Now it is only 15. The.....
7. Dan didn't have a beard before. Now he has a beard. He.....
8. Mary did you find your credit card?.....
9. You should take a rest now,
10. Why are you crying ?

Now, re-write the sentences in passive voice.

1. Kerrie has paid the bill. _____
2. I have eaten a hamburger. _____
3. We have cycled five miles. - _____
4. I have opened the present. - _____
5. They have not read the book. - _____
6. You have not sent the parcel. - _____
7. We have not agreed to this issue. - _____
8. They have not caught the thieves. - _____
9. Has she phoned him? - _____
10. Have they noticed us? - _____

Grammar bits II

Present perfect, (just/already/yet).

Complete the sentences using, just/already/yet .

Would you like something to eat?

No thanks.....(I/lunch)

What time is Dave leaving? .

.....(He/leave.)

What's in the newspaper today?

I don't know.....(I/not/read/it)

Do you know where Julia is?

Yes,.....(I/see/her.)

Is Sue coming to the cinema with us?

No.....(she/watch/the film)

Are your friends here?

Yes,.....(They/arrive)

What does Tom think about your plan?

.....(we/not/tell/him)

Can you open the door?

Oh, Thomas..... (open/it).

I'm really tired,

but..... (I/not/finish my work)

Pronunciation tips!

Pay attention to these words taken from the text, that are formed from regular verbs

changed/ created/ extended/ related/
remarried/ raised / filled/ achieved/separated

- ✓ What do they have in common?
- a) They have more than two syllables
 - b) They all end with an (ed) sound

Now read the box carefully to learn how to pronounce the (ed) sound correctly.

Pronunciation of ED



/id/

T wanted
D needed

*** Voiced Sound**
= uses the vocal cords and they produce a vibration or humming sound in the throat.

(Touch your throat to feel it)

/t/

P helped
K looked
F sniffed
GH laughed
SH washed
CH watched
SS kissed
C danced
X fixed

VOICELESS

/d/

L called
N cleaned
R offered
G damaged
V loved
S used
Z amazed
B rubbed
M claimed

VOICED *

/f s d/

The pronunciation of words ending in ED depends on the final consonant sound. There are three ways to pronounce ED at the end of a word in English:

/id/ /t/ /d/

Words that end in a vowel sound use the /d/ pronunciation for ED.
e.g. -- followed -- enjoyed -- played -- tried -- continued

www.grammar.cl

www.woodwardenglish.com

www.vocabulary.cl

You can also watch this video as a complementary tool.

https://www.youtube.com/watch?v=9TPe_x80Pgs

Now let's do some exercises.

Choose the right option.

1. We can't go swimming because the pool has been covered by my dad.
 - a) "ed" sounds like *d*.
 - b) "ed" sounds like *t*.
 - c) "ed" sounds like *id*.
2. Mr. and Mrs. Ricci have moved to Thailand.
 - a) "ed" sounds like *d*.
 - b) "ed" sounds like *t*.
 - c) "ed" sounds like *id*.
3. The virus has affected his eyesight.
 - a) "ed" sounds like *d*.
 - b) "ed" sounds like *t*.
 - c) "ed" sounds like *id*.
4. It was cold outside, so Andy has zipped up his jacket.
 - a) "ed" sounds like *d*.
 - b) "ed" sounds like *t*.
 - c) "ed" sounds like *id*.
5. Robert has tipped the waiter because the service was wonderful.
 - a) "ed" sounds like *d*.
 - b) "ed" sounds like *t*.
 - c) "ed" sounds like *id*.
6. Mary has mopped the floor now it is really clean.
 - a) "ed" sounds like *d*.
 - b) "ed" sounds like *t*.
 - c) "ed" sounds like *id*.
7. Beth and John have cooked a delicious dinner for their friends.
 - a) "ed" sounds like *d*.
 - b) "ed" sounds like *t*.
 - c) "ed" sounds like *id*.

Write the correct pronunciation of the "ed" endings after each word. Write *d* if "ed" sounds like D. Write *t* if "ed" sounds like T. Write *id* if "ed" sounds like ID.

➤ The mom bear jumpeded out of its cage and into the crowd. She must have realizeded that this was her best chance to escape. The bear's trainer lookeded as though he were about to faint from the terror of it all; it seemeded like his worst nightmare come true. He scrambleded to his feet and starteded waving his hands and shouting to get the bear's attention. She stoppeded her wild rampage only for a moment at the sound of her trainer's pleas. She quickly turneded back to the crowd and resumeded knocking people to the floor. The trainer suddenly had an idea. He reacheded into his pocket and pulleded out a large chocolate covereded treat a known favorite of the bear. He shouteded the bears name once more to get its attention. She turneded to face him. She saw the treat and ran in full gallop towards him. He threw the treat into the cage and the mom bear followeded. He lockeded the door behind her and fell to the floor in relief. Apparently, the mom bear valueded food more than freedom.

Let's practice the right pronunciation, listen to the audio and repeat the verbs out loud!



Take a look at these pictures. What are they about?

Weekend family activities.

Daily family routines.



Match each image to its respective family task.

1. Wake up.



2. Get dressed



3. Breakfast time.



4. School time.



5. Lunch time.



6. Play time.



7. Snack time



8. Shower time.



9. Dinner time



10. Watching TV.



11. Sleep time.



12. Leisure time.



**a) What do you think about having a family routine?
Is it helpful?**

b) What is it for?

Read the text to find out.

raisingchildren.net.au/articles/family_routines_how_and_why_they_work.html/context/312

Home / Grown-ups / Family management / Routines, rituals & relationships

SUITABLE FOR ALL AGES

Family routines

By Raising Children Network

Share 863 Tweet Pin it 101 Compartilhar 2

GROWN-UPS

- Fathers
- Looking after yourself
- Family management
 - ▾ Routines, rituals & relationships
 - What parents mean
 - Family management
 - Family routines
 - New routines
 - Families that work well
 - Family rituals
 - Adapting rituals
 - Household responsibilities
 - Managing money
 - Videos
- Work & child care
- Services & support
- Grandparents
- Single parents & blended families
- Working with parents

Some routine is helpful for all families. It helps you get through the things that need to be done each day, and can also build your family bonds. A good routine caters for the needs of all family members.

- ▾ [The basics](#)
- ▾ [Why routines are good for children](#)
- ▾ [Why routines are good for parents](#)
- ▾ [Kinds of routines](#)
- ▾ [Using routines to solve family problems](#)

The basics

Routines are how families organise themselves to get things done, spend time together and have fun. Every family has its own unique routines. Routines help family members know who should do what, when, in what order and how often.

For example, your family might have:

- daily routines for getting everyone ready in the morning, bath time, bedtime and mealtimes, greetings and goodbyes
- weekly routines for housework, like washing and cleaning
- other routines involving holidays and extended family get-togethers.

Family life might be more chaotic without some routine, but there's more to it than that. **Routines also let your children know what's important to your family.** Highly meaningful routines are sometimes called [rituals](#). These can help strengthen your shared beliefs and values, and build a sense of belonging and cohesion in families.

did you know ?

Consistent routines help young children develop healthy habits. They can make boring tasks like brushing teeth automatic.

✱ Maintaining normal daily routines as much as possible can make it easier for children to deal with stressful events, such as the birth of a new child, a divorce, the illness or death of a family member, or a move to a new city or country.

Now, that you have seen how helpful a family routine is, let's practice our writing.

Writing time!

- ❑ ***Now choose a member of your family and write a description about one day in his/her shoes and role in your family's routine. Take into account all the information learned in the pre-writing activities.***
- ❑ ***We are going to use the writings to elaborate three family routine schedules (models) to be shared in our next parents' meeting to help families organize their time and enjoy their time in a better way.***
- ❑ ***Let the following topics guide you.***
 - ✓ ***Morning activities***
 - ✓ ***Afternoon activities***
 - ✓ ***Evening activities***
 - ✓ ***Any relevant information about him/her, you can also try to use the present perfect tense.***

See the example on the next page.



Ex: “ My mother wakes up at 6:00 a.m. from Monday to Friday. She prepares our breakfast at 6:15, then takes a shower and gets ready to take us to school. She wakes us up at 6:40.

At 7:20, everybody leaves home to go to school and work, leaving her behind. At 8:00 she gets started doing her physical exercises. She has worked out since she was thirty. When we come back home all the home duties have been done by mom such as doing the laundry, cleaning the house cleaning, and preparing lunch.

At noon we’ve already come home and lunch has already been made by mom. In the afternoon we have time for relaxing, playing video-games, watching TV or going out at 3:30 p.m. Then, we usually have our snack time and then it is time to do homework.

At 6:00 p.m. it is time to take a shower and meanwhile my mom makes dinner. Around 7:00 p.m. we have our meal, after that my father and mom spend a time together reading, talking to each other, watching TV, or helping me and my sister with any school work.

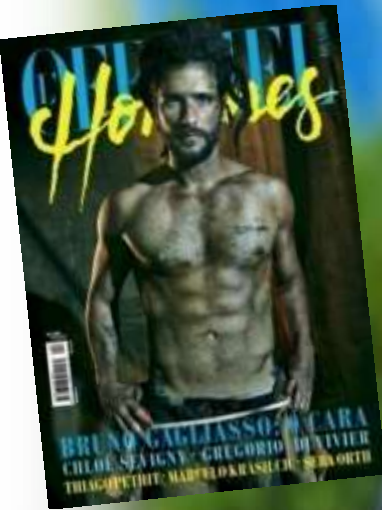
At 9:30 p.m. she takes us to bed, around 10:00 p.m. she and my father usually go to bed. This is my mom’s daily routine.



How to Create a Daily Schedule as a Stay-at-Home Mom

Unit 2

Appearance, the body, and health



Warming up!

How do/can you make yourself feel good physically and mentally?

Nowadays, social media pages, Websites, TV, fashion magazines and various other advertisements exalt the importance of beauty and commodify it as a product that can be bought in "magic bottles".

What are the harmful consequences of this exploitation and commodification of beauty? Have you ever stopped to think about how much we (society) are influenced by the beauty patterns imposed on us?

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MAGIC NIGHT CREAM

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TRANSFORM YOUR FACE ON FACEBOOK WITH VASELINE MEN

1 Be Prepared Start Here

Vaseline MEN

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新商品 NEW MASK

PILETAN 去角质 洁面乳

- ✔ 祛黑头
- ✔ 除粉刺
- ✔ 清油光

Mard ho ke ladkiyon wali fairness cream kyun ?

"Use Fair and Handsome like me."

Learn Fair and Handsome Fair American Lactone Perfume, the breakthrough anti-blemish complex developed in U.S. It guarantees deep, long skin tone and helps in being about better looking in men.

Simply Beautiful Skin

BETTER THAN BOTOX!

INJECTION-FREE SOLUTION FOR YOUNGER SKIN

AMAZING NEW "Hollywood Secret"

MAKES WRINKLES DISAPPEAR!

RUSH MY TRIAL

CLAIM YOUR TRIAL BOTTLE TODAY!

GMP

NO CHIP-CHIP FAIRNESS CREAM

LUX with BEAUTY OILS

Take a careful look at the images on the previous page and then do the pre-reading activity

1. Which kinds of products are being advertised in the previous images?

- a) food.
- b) cleaning products.
- c) beauty products.
- d) medicine .

2. In your opinion do you think the products actually result in what the images seem to promise? Why or why not? _____

3. What is the main product (idea) sold in the ads?

- a) Health and welfare.
- b) Youth and beauty.

4. Read and take a look at the images below and figure out what kind of prejudice they help to spread out.

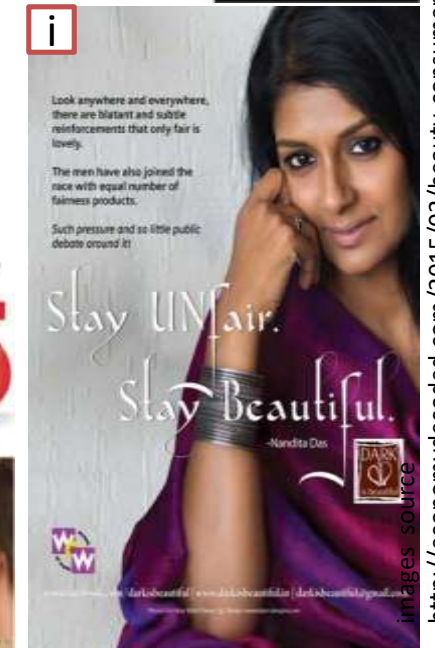


Before reading!

How much does it cost to stay beautiful?

Do you use any beauty products? How many and how often?

Look the images below, are there any celebrities in the ads, who are they?





Beauty consumerism: An ugly truth

Consumerism, so far as women are concerned is closely related to the beauty industry. Beauty consumerism tends to promote sexiness, and striving for the ideal beauty promotes competition and objectification of women.

¹Consumer markets play with the minds of impressionable consumers by manipulating them into thinking that their bodies are not perfect and that they need to be altered in order to achieve acceptance and favor in society. In a capitalist system, working on or improving the body is seen as one of the most profitable investments. The market and its advertisements make us willing, yet unaware, participants in the objectification of our own bodies by perpetuating that image is everything and hence we should constantly work towards its perfection. And of course the way to achieve perfection is through using the latest and most advanced products on the market.

²The idea that a supermodel's figure is perfect and ideal, no matter how malnourished or weak she is, is what often infiltrates our minds. People are willing to go to great lengths in order not to be themselves. This insecurity about our bodies is fed to us daily in the form of advertisements, billboards and media constantly telling us how we are supposed to look, dress and spend our money.

³The beauty firms take advantage of this insecurity to persuade us into impulsive-buying. For example, commercials of anti-aging creams try to convey that growing old is not a graceful thing to experience and hence we should try everything we can in order to slow the process. They show that using creams will make us look more youthful and more beautiful, and thus only then will we feel more comfortable and more confident in our own skin. The advertisers prey upon this distorted body image technique to collect and secure maximum buyers for their products. Their strategy is to make us see the human body as an object that can be dressed differently by whatever is in trend in society.

⁴Some of these advertisements play on critical prejudices such as looking down upon "dusky" or darker skin tones. The mass popularity and rapid increase in sales of "fairness" or skin lightening creams itself proves the prevalence, acceptance and practice of prejudice against darker skin in our society. This is because of the inherent inferiority complex in us. Inherent because of history, such as apartheid and segregation; inherent because of society, due to racial discrimination against Asians and Africans; and inherent even because of religious books, such as the bible condemns black as sin while it upholds white as purity, which has ingrained in our heads the view that dark has negative connotations. The dominance of white over black is thus seen as a universal "natural" custom and any departure from it appears to be unnatural. This inferiority complex acts as the drive for these "fairness" skin lightening creams.

⁵Degrading ads are abundant in our society which show "dusky" or darker skinned girls being isolated and detested by everyone in college; being refused job offers; being dumped by their boyfriends; being rejected for marriage proposals and then resolving their horrible situation by applying a cream containing "magical compounds" which makes them more fair skinned.. The new and "lighter skinned" version of the girls are shown being ogled at by everyone on the streets. Suddenly, she's the college hot girl, admired by everyone, winning beauty contests, and being offered an endless number of marriage proposals.

⁶Fair skin, in this sense automatically becomes synonymous with superiority and confidence and is meant to be looked up to, while dark skin is to be considered a disgrace. These ads are highly racial in nature and play a primary role in advocating lighter skin, in turn degrading darker skin tones. These ads teach us that no matter how good we are as a person or how qualified, if we are dark skinned, we are unfit to get married or get a decent job.

⁷Studies have shown that “beautiful “or “fairer skinned” women tend to receive higher salaries. But also when it comes to potential marriage, men see a fairer woman as more attractive. So if a man agrees to marry a woman only after she has become lighter skinned thanks to beauty products, we don’t need to be a genius to guess what an awesome husband he will turn out to be. In order to keep the fool happy, the poor girl would have to spend half her life in a beauty parlor painting her face and body with lightening creams. This unfortunate reality is reflected in matrimonial ads throughout our country that make demands such as, “Wanted a tall, fair and beautiful girl for our son”.

⁸Fortunately, some of these ads have come under scrutiny for their promise of unrealistic results and misleading the consumers. Julia Robert’s ad for L’Oreal’s foundation cream comes to mind in which it claimed the foundation ‘recreates the aura of perfect skin’. L’Oreal had to later confess that ‘post production’ techniques had been used on the image of the actress to make her skin look flawless. Such ads put pressure on women and girls who compare themselves unfavorably to the unrealistic images they see in magazines and on television.

⁹Closer to home, voicing concern about this seemingly harmless but dangerous trend, Women of Worth’s(WOW) campaign called ‘Dark is Beautiful’ has petitioned Emami, the makers of Fair and Handsome cream for men, and actor Shah Rukh Khan to stop running ads for the product. The campaign has found a supporter in Nandita Das.

¹⁰Consumers need to understand that the beautiful skin, glossy hair and long legs they see in the ads are more a result of digital alterations like airbrushing and photoshopping, than the benefits of using the product. Moreover, the testimonials by celebrities about the effectiveness of products even when they do not use them, is also harmful. We have a celebrity vouching for shampoos, hair-oils, soaps and creams of all sorts. Do you really believe Kareena has that much dandruff in her hair, or that Priyanka’s hair shines like a mirror because she uses a certain oil, or worse even, that Yami Gautam is really as pink as is shown in her Fair and Lovely ads?

¹¹So, open your eyes folk and know that no cream will make you look 10 years younger than you are, no mascara will add a lush fringe around your eyes, no hair product will give you long luxurious hair and certainly no powder will make you ‘whiter’ in minutes for your date.

Adapted from : <http://economydecoded.com/2015/02/beauty-consumerism-ugly-truth/>



After reading

Check if you are able to identify which paragraph each image is related to, support your answers with words or quotes from the text.



paragraph 8. "Julia Robert's ad for L'Oreal's foundation cream "



Reading Comprehension

Put (T) true for the statements mentioned in the reading or (F) false for the incorrect statements.

- "In a capitalist system, working on or improving the body is seen as one of the most profitable investments."*
- "...advertisements, billboards and media hardly ever tell us how we are supposed to look, dress and spend our money."*
- "...what the commercials of anti-aging creams try to convey is that growing old is a graceful thing to experience..."*
- "... rapid increase in sales of "fairness" or skin lightening creams itself proves the prevalence, acceptance and practice of prejudice against darker skin in our society."*
- "Fair skin, in this sense automatically becomes synonymous with superiority and confidence and is meant to be looked up to..."*
- "Studies have shown that "beautiful "or "fairer skinned" women tend to receive higher salaries."*
- "...techniques had not been used on the Julia Roberts' image to make her skin look flawless."*

Read paragraphs 5,6 and 7 again and answer the questions.

1. **What kind of marriage/matrimonial traditions do you think are being portrayed?**
 American traditions British traditions Indian traditions
2. **What led you to your conclusion?**
3. **Do you know who Nandita Das is? Do a quick search on the internet on your cell phone and discover who she is.**
4. **What is the campaign and organization she has been supporting and what do they do?**
5. **Why in your opinion, are celebrities' testimonials used in beauty product ads?**
6. **Do you think they really use these products? Why or why not?**



<http://www.storypick.com/nandita-das-quotes/>

Pre-listening

1. How important is fighting against prejudice?
2. What are some ways that we can fight prejudice?
3. Have you ever participated in or watched a debate about prejudice?

Teacher's Note: all of this part should be done under the teacher's supervision and helping hand.

We are going to watch a segment from a TV program about skin color and prejudice reinforced by the beauty ads in India. But before watching it ,in groups of five students chose one of the words in the box below and discuss what it means to you, if necessary you can use an online English dictionary.

fairness obsession racism prejudice complexion beauty
handsome ugly self-esteem darkness flawless confidence
lovely success

<https://www.youtube.com/watch?v=emoCRb4wAU0>



After watching the video once answer the questions:

1. What is the program's name?
2. Do we have TV shows like that in our country? Give examples:
3. What is the main topic raised by the TV host?
4. What are the two guests' names?
5. What professional areas do they work in?

6. Watch the video for a second time and write (N), (A) or (H) when the information is related to Nandita, Alyque or to the Host.

- How come you are so confident despite being dark?
- Prejudice has been long tolerated.
- They are part of the “Dark is Beautiful” Campaign.
- “Fair and lovely was launched in 1917.”
- They are in favor of only linking “fairness” creams to look attractive.
- The “fairness” obsession is something unfair.
- Indian people are obsessed with fair skin.
- They have been working for the **Women of Worth** organization.
- “Women use lipstick because they want to have red lips.”
- “Men are now joining women on the fairness bandwagon.”
- They have seen children who have been affected by prejudice.
- They are the brain behind the “fairness” cosmetics advertisements

7. Watch the segment a third time and fill the blanks, use the verbs in the brackets.

- a) Hello and welcome to “We the People”. _____ we Indians deeply racist? **(to be)** Why are we so _____ with fair skin? **(to obsess)** Why is it that whitening product in India _____ a two thousand crore industry. **(to be)** It _____ to a deep, deep prejudice **(to speak)** that _____ long _____ **(pres. perf. passive voice + to tolerate)** [...]
- b) This issue _____ into my life by default. **(have + to come)** I’ve never _____ out _____ this is what I’m going to champion **(to start, to say)**, but invariably wherever I would go or I would talk to young people in a college and invariably a girl would get up and _____ ma’am how come you’ _____ so confident despite _____ dark. **(to say, to be, to be)**
- c) I’ve _____ you. [...] I’m _____ you that basically **(to hear, to tell)**, Why do women _____ red lips?**(to want, to have)** So they _____ lipstick **(to use)** [...] Which by the way, you’re _____ it out a little late, it _____ in 1917 **(to bring, simple past passive voice + to launch)**[...] Yes you are! Because you’re _____ makeup for the lights! **(to wear)**

8. Let’s think critically: There is a part in the video [\(3:10\)](#) where the host calls Alyque Padamsee the “**granddaddy of fairness cream advertising**”. Why do you think she did it? Was she being disrespectful to him? Why or why not?

9. There is also another “comic moment” in the video [\(5:04\)](#), what happened?

- Alyque tells a joke about himself.
- Allyque says that the host is not attractive because she is dark.
- Alyque says that she is attractive, because she is wearing makeup.

Grammar point.

Comparatives. Look at the pictures and at the excerpts from the reading.



1. "...in turn degrading **darker** skin tones."
2. "...recreates the aura of perfect skin". L'Oreal had to **later** confess..."
3. "...using creams will make us look **more youthful** and **more beautiful**, and thus only then will we feel **more comfortable** and **more confident** in our own skin."
4. "...no cream will make you look 10 years **younger** than you are..."
5. "Studies have shown that "beautiful "or "**fairer** skinned" women tend to receive **higher** salaries."
6. "... the beautiful skin, glossy hair and long legs they see in the ads are **more** a result of digital alterations like airbrushing and photo-shopping, **than** the benefits of using the product."
7. "...no powder will make you '**whiter**' in minutes for your date."

Comparatives

Using the advertisements and reading excerpts on the previous page, which sentences or phrases in the ads are similar to the reading excerpts?

- 1.
- 2.
- 3.
- 4.

What is happening in the examples from the previous page?

- A before and after situation
- Two things (ideas, situations, or people) being compared to each other.
- A process involving change.

In English we can do that using comparatives , see the examples:

- a) Sarah thinks Vitier Eye Serum is ***better than*** Botox.
 - b) Sarah thinks Botox is ***worse than*** Vitier Eye Serum.
 - c) Indians women use fairness cream to become ***fairer***.
 - d) Are white people ***more intelligent than*** dark people?
 - e) Female beauty creams are ***more expensive than*** medicines.
 - f) Medicines are ***less expensive than*** female beauty creams.
- ✓ Here we have two kinds of comparatives, short and three (or more) syllables adjectives, that is one of the ways to do comparisons in English.
 - ✓ Adding ***er*** to the end of regular adjectives or putting ***more/less*** before the two or more syllables adjectives and ***than*** right after it.

1. Now, take a look at the box below in order to learn a little bit more about how use comparatives and do the exercises.

	Adjective	Comparative
One-syllable adjectives	old safe big hot	older safer bigger* hotter*
Adjectives ending in -y	noisy dirty	noisier dirtier
Two or more syllable adjectives	boring beautiful	more boring more beautiful
Irregular adjectives	good bad far	better worse farther

**adjectives that end in one vowel and one consonant double the consonant.*

- Julia Robert is taller than Nandita Das. (tall)
- Beauty products are _____ they seem to be.(effective)
- Indians traditions are _____ for men _____ women.(good)
- Awareness is _____ just talk against prejudice.(powerful)
- Respect must be _____ discrimination (big)
- Positive attitudes are _____ words.(beautiful)
- Indians men think fair women are _____ dusk ones.(hot)
- Cosmetics can be _____ positive.(harmful)

2. Mark the correct comparative sentences.

- Women are more easy to convince than men.
- Women are easier to convince than men.
- This is the worse fair cream I've ever seen.
- This is the bader fair cream I've ever seen.
- Natural cosmetics are safer than unnatural ones.
- Natural cosmetics are more safe than unnatural ones.
- No cream will make you look more young than you are.
- No cream will make you look younger than you are.

3. Write the comparative form of the adjectives.

1. Short shorter
2. difficult _____
3. noisy _____
4. important _____
5. thin _____
6. close _____
7. rich _____
8. slow _____
9. healthy _____
10. cheap _____
11. old _____
12. happy _____
13. far _____ (Irregular)
14. famous _____
15. fat _____
16. interesting _____
17. long _____
18. strong _____
19. dangerous _____
20. weak _____

Pronunciation tips!

How do we pronounce the /ər/ sound in the end of comparatives? Watch this Rachel's video and learn how:

<https://www.youtube.com/watch?v=PYp9Sv6RJU0>

1. happier	'hæpi:ər
2. slower	'sləʊər
3. richer	'ri:tʃər
4. healthier	'helθi:ər
5. closer	'kloʊzər
6. cheaper	'tʃi:pər
7. older	'əʊldər
8. weaker	'wi:kər
9. noisier	'nɔɪzi:ər
10. stronger	'strɒŋgər

Vocabulary corner: Personality Adjectives.

Match the personality adjectives with their meaning.

serious quite generous stylish
aggressive careful ~~friendly~~

1. A friendly person is open and kind.
2. A _____ person doesn't make mistakes or have accidents.
3. A _____ person thinks a lot and doesn't make jokes.
4. A _____ person doesn't talk a lot.
5. A _____ person likes giving people things.
6. A _____ people dresses well.
7. An _____ person argues a lot and can be violent.

Pre-speaking

Thinking about the video that we watched in listening section, how would you categorize it? Was it

- an interview a dialog a debate

What do you know about debates?

❖ check what do you think is correct.

- In a debate ideas are refuted.
 In a debate ideas are defended.
 In a debate ideas and positions are developed.
 Each debate should call for a decision.

Speaking

Debate Exercise: We are going to role play the “fairness” cream debate. Form groups of three students, choose who will be the host and who will be debaters A & B, we will also have audience members who can get involved in the debate by giving opinions and asking questions.

➤ Pay attention to the debate’s theme.



Student A will defend “the idea that fairness creams promote prejudice and discrimination against darker skinned Indian people.”

student B will defend “the idea that beauty products, such as fairness creams” promote confidence and self-esteem in Indian women and men.”

The host will mediate the debate, asking questions to stimulate the conversation and promote the audience’s involvement.

(Use the **We The People** video as reference)*

Pre-writing.

Do you know what a customer review is?
Read the texts below and discover.

Unit 2 x WhatsApp x Ingrain x faires: x Nova guia x Nova guia x Ingrain x Amazon x

Seguro | <https://www.amazon.com/Himalaya-Fairness-Cream-50-Pack/product-reviews/B0042A8LLY>

Comment | 3 people found this helpful. Was this review helpful to you? Report abuse

☆☆☆☆☆ **Be aware of the contents of this product**
By [J. Godwin](#) on April 30, 2011
Verified Purchase

I am really frustrated with this product by Himalaya®. Locally, I buy other products that are specifically Paraben free and preservative free from Himalaya and have been very satisfied. When looking for a face cream, I ordered this product all the way from India for this reason. When the product arrived and I read the ingredients, I saw it contains the following parabens as preservatives Methylparaben and Propylparaben. It also contains Bronopol, a compound some believe to be a carcinogen. It is presented on the Amazon website with the following ingredients: "Rosa centifolia (Persian Rose, Satapatri) improves complexion. Keeps one fresh. Citrus reticulata (Mandarin Orange, Narangi) removes blemishes. Juglans regia (Walnut, Aksamita) nourishes skin. Aloe vera (Barbados Aloe, Kumari) moisturizes and softens skin." As an Ayurvedic practitioner and health care provider, I am really disappointed with this product and would encourage the seller to list the full ingredients list on all of their products. I urge the consumers of this product to read about the preservatives and avoid the use of them in any product.

1 comment | 28 people found this helpful. Was this review helpful to you? Report abuse

☆☆☆☆☆ **love Himalaya**
By [Pen Name](#) on July 5, 2013
Verified Purchase

Very good product. Love how it leaves my skin feeling nice and soft with a even glow. My skin is very sensitive and acne prone but this product is perfect for it. No breakout, no peeling. Wow!

Comment | Was this review helpful to you? Report abuse

NEW Fair & Lovely

Not just a Cream, it's a Fairness Treatment!



1 ANTIOXIDANT 2 LASER 3 VITAMIN MASK 4 FACE PEEL 5 FACE POLISH

Fonte: <http://s1161.photobucket.com/user/herbsix/media/c729ff7b.jpg.html>

Writing time!

Imagine you have just bought a new beauty product on Amazon.com and you have been asked to take part in a customer satisfaction survey. Choose a product (makeup, shampoo, deodorant, etc.) that you have recently purchased and write a customer review to be sent to the Amazon Sales Department.

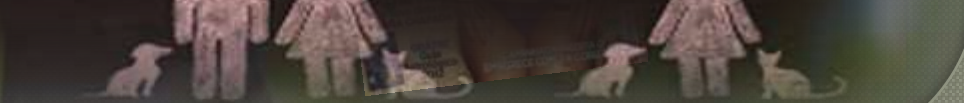
The screenshot shows the Amazon.com website interface. At the top, there's a navigation bar with the Amazon logo, a search bar containing 'Skin Care Products', and promotional banners for 'Prime student' and '50% off Prime'. Below the navigation bar, there are departmental links and a 'Hello, Sign in Account & Lists' section. The main content area is titled 'Skin Care' and features a large advertisement for Neutrogena Rapid Wrinkle Repair cream. The ad includes a photo of Nicole Kidman, the product image, and the text 'Reduces the look of aging 5x more than a leading prestige anti-aging product'. To the right of the ad, there's a sidebar with 'Shop Now' buttons for various categories like 'Sales & Deals', 'Coupons', 'Professional skin care', 'Shop Neutrogena', and 'Shop Garnier'. On the left side of the page, there are filters for 'Show results for' and 'Refine by'.

Use the two customer reviews on the previous page as examples to help you form your review. Say if how satisfied you are or not with the new beauty product.

Remember to say if:

- The product fulfilled your expectations?
- Is the product as it was shown in the advertisements?
- Is the product an affordable price for it does?
- Why did the product fulfill or not fulfill your expectations?
- Would you buy it again?
- Would you recommend it to anyone else?
- Any other information you want to mention.

TEACHERS' GUIDE UNITS 1 & 2



Warming up! Unit 1.

In this unit we are going to talk about Families. Have you ever stopped to think about the fact that everyone around you comes from a family and belongs to one?

There is no way to escape from this. Whether we like it or not, every single human being has a family which might include one or more parents and it also might include siblings. Additionally, families might even include other kinds of relatives such as aunts, uncles, cousins, and grandparents etc. What do you think?

Nowadays different kinds of families have emerged or at least have been in focus on TV and in movies. In real life we have been called on to discuss these new family arrangements .

Opening our minds, let's talk a bit more about this topic, share your ideas with a classmate. +/- 5 minutes.

1. How do you perceive the idea of family nowadays?

Personal Answer

2. How would you describe a typical current day family?

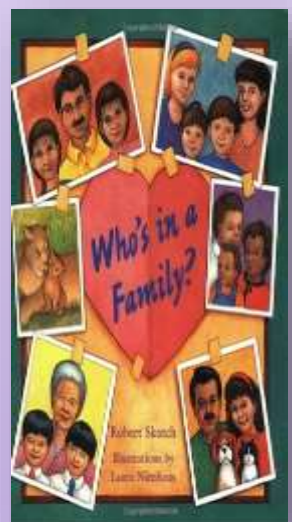
Personal Answer

3. What about your family? Is your family big or small?

Personal Answer

4. What do we know about different types of family arrangements today?

Teacher's Note: The main goal of this discussion is to get the students to share their own family experiences in order to easily move into the main theme, Different Types of Families. Moreover, in sharing their family experiences it will start to become apparent to the students that while their colleagues family may be a little different than their own, family in general is a common thing that we all have.



Pre-reading

**Do you know what the correct definition of each type of family is?
Try to match each one, then read the text and check if you were right.**

1. Stepfamily.

2. Childless Family.

3. Single Parent Family.

4. Extended Family

5. Grandparent Family.

6. Nuclear Family.

4

A family which extends beyond the nuclear family to include grandparents and other relatives.

6

A couple and their dependent children, regarded as a basic social unit.

2

A couple who does not have any child.

3

A person bringing up a child or children without a partner.

1

A family that is formed from the remarriage of two parents and includes a child /children from previous relationships.

5

When the grandparents raise their grandchildren.

Definitions adapted from :

<https://en.oxforddictionaries.com/>

Reading time.

find advice you can trust



LoveToKnow » Lifestyle » Family » About Family Values » Types of Family Structures

Types of Family Structures

Read the text and do the exercises.



By [Michelle Blessing](#)

Mental Health Professional

Family structure has **changed** dramatically over the last 50 years. The "Leave it to Beaver" family is no longer the standard, and several variations on family have been **created**. There are six specific types of family structures identified by society today.[...]

Nuclear Family

The nuclear family is the traditional type of family structure. This family type consists of two parents and children. The nuclear family was long held in esteem by society as being the ideal in which to raise children.[...]

Single Parent Family

The single parent family consists of one parent raising one or more children on his own. Often, a single parent family is a mother with her children, although there are single fathers as well. The single parent family is the biggest change society has seen in terms of the changes in family structures. One in four children is born to a single mother.[...]

Extended Family

The **extended** family structure consists of two or more adults who are **related**, either by blood or marriage, living in the same home. This family includes many relatives living together and working toward common goals, such as raising the children and keeping up with the household duties. Many extended families include cousins, aunts or uncles and grandparents living together[...]

Childless Family

While most people think of family as including children, there are couples who either cannot or choose not to have children. The childless family is sometimes the "forgotten family," as it does not meet the traditional standards set by society. Childless families consist of a husband and wife living and working together.

Stepfamily

Over half of all marriages end in divorce, and many of these individuals choose to get **remarried**. This creates the stepfamily, which involves two **separated** families merging into one new unit. It consists of a new husband and wife and their children from previous marriages or relationships. Stepfamilies are about as common as the nuclear family, although they tend to have more problems, such as adjustment periods and discipline issues.

Grandparent Family

Many grandparents today are raising their grandchildren for a variety of reasons. One in fourteen children is **raised** by his grandparents, and the parents are not present in the child's life. This could be due to parents' death, addiction, abandonment or being unfit parents.

Variety of Structures

There is no right or wrong answer when it comes to what is the best type of family structure. As long as a family is **filled** with love and support for one another, it tends to be successful and thrive. Families need to do what is best for each other and themselves, and that can be **achieved** in almost any unit.

Adapted from <http://family.lovetoknow.com/about-family-values/types-family-structures>

❖ Some side notes: "Leave it to Beaver" was a popular American sit com (comedy series) from 1957 to 1963. The show became popular because it showcased the "idealized" American family in the era which included a working father, a stay-at-home mother, and two children, which in the show's case included two boys. (see Wikipedia for more information: https://en.wikipedia.org/wiki/Leave_It_to_Beaver)

Post-reading

Look at the images and try to match them to the kind of family they are related to.



<https://s-media-cache-ak0.pinimg.com/originals/c8/84/a1/c884a111a3064607f88fab72942ddd5.jpg>



<http://www.deborafernandes.com/wp-content/uploads/2015/12/modernfamily.jpg>



https://upload.wikimedia.org/wikipedia/pt/f/f2/Two_and_a_Half_Men_%281%C2%AA_temporada%29.jpg



Grandparent Family

Extended Family

Single Parent Family

Nuclear Family



Answer the questions based on the text ideas.

1. Do you think the Nuclear Family structure is really the ideal structure in which children should be raised? Why?

Personal answer

2. What kinds of situation can lead a family to become a Single Parent Family?

Death of a partner, people get divorce or teenage pregnancy.

3. Which type of family structure might include uncles, aunts, cousins and grandparents living together?

Extended Family Nuclear Family Single Parents

4. It is possible to have a Family without children? Explain how.

Yes, there are couples that choose not to have kids, "Childless Family".

5. What is, according to the text, the biggest change in family structures nowadays?

"The single parent family is the biggest change society has seen in terms of the changes in family structures".

6.. Complete the sentences supported by the text.

a) According to the text over half of all marriages end in divorce, and the consequences of it is the appearance of the Stepfamilies.

b) According to the text, one in fourteen children are raised by grandparents, and it might be due to parents' death, addiction, abandonment or being unfit parents.

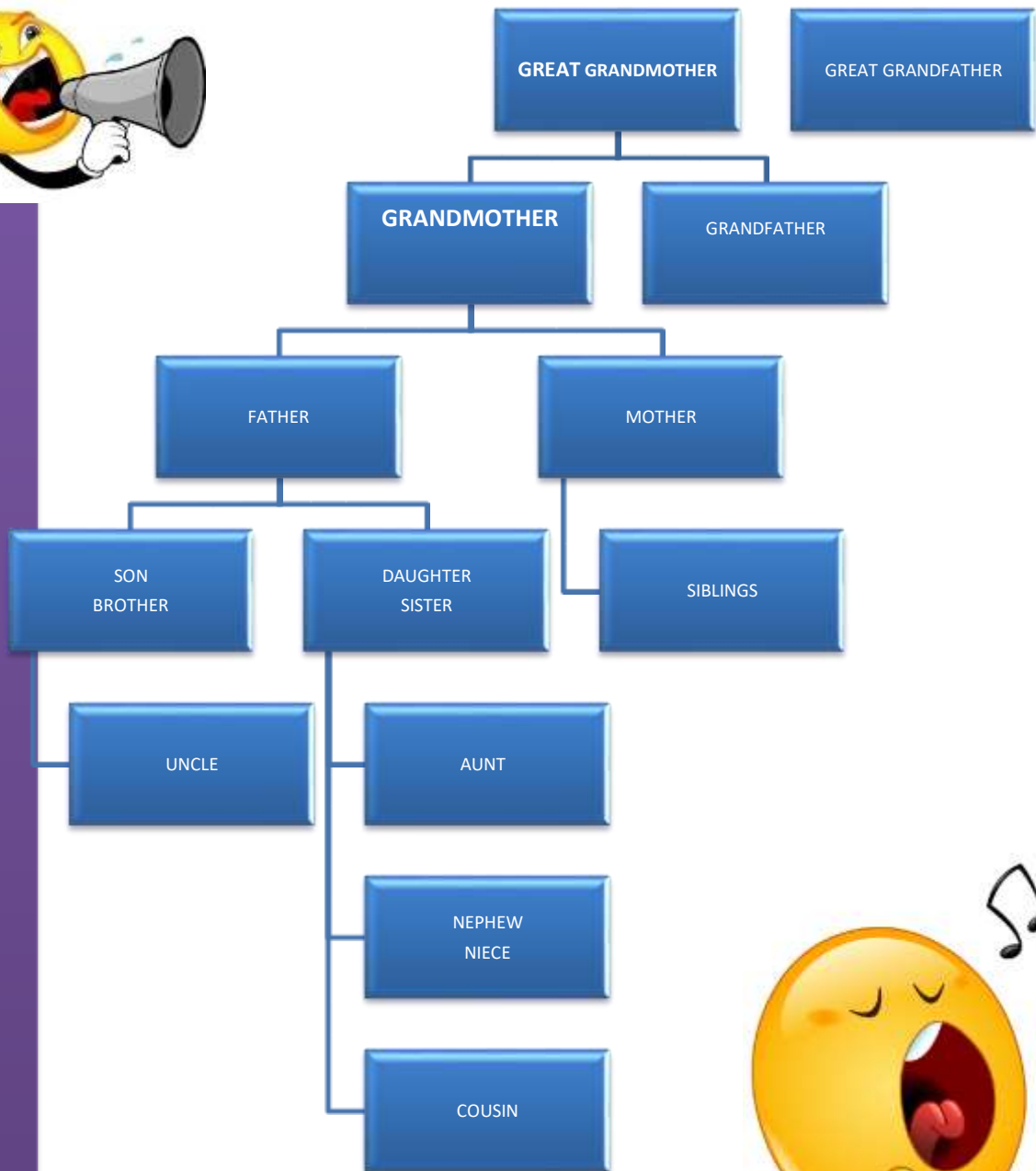


MODERN FAMILY



Preparing to speak.

learning a bit more about family vocabulary!!!

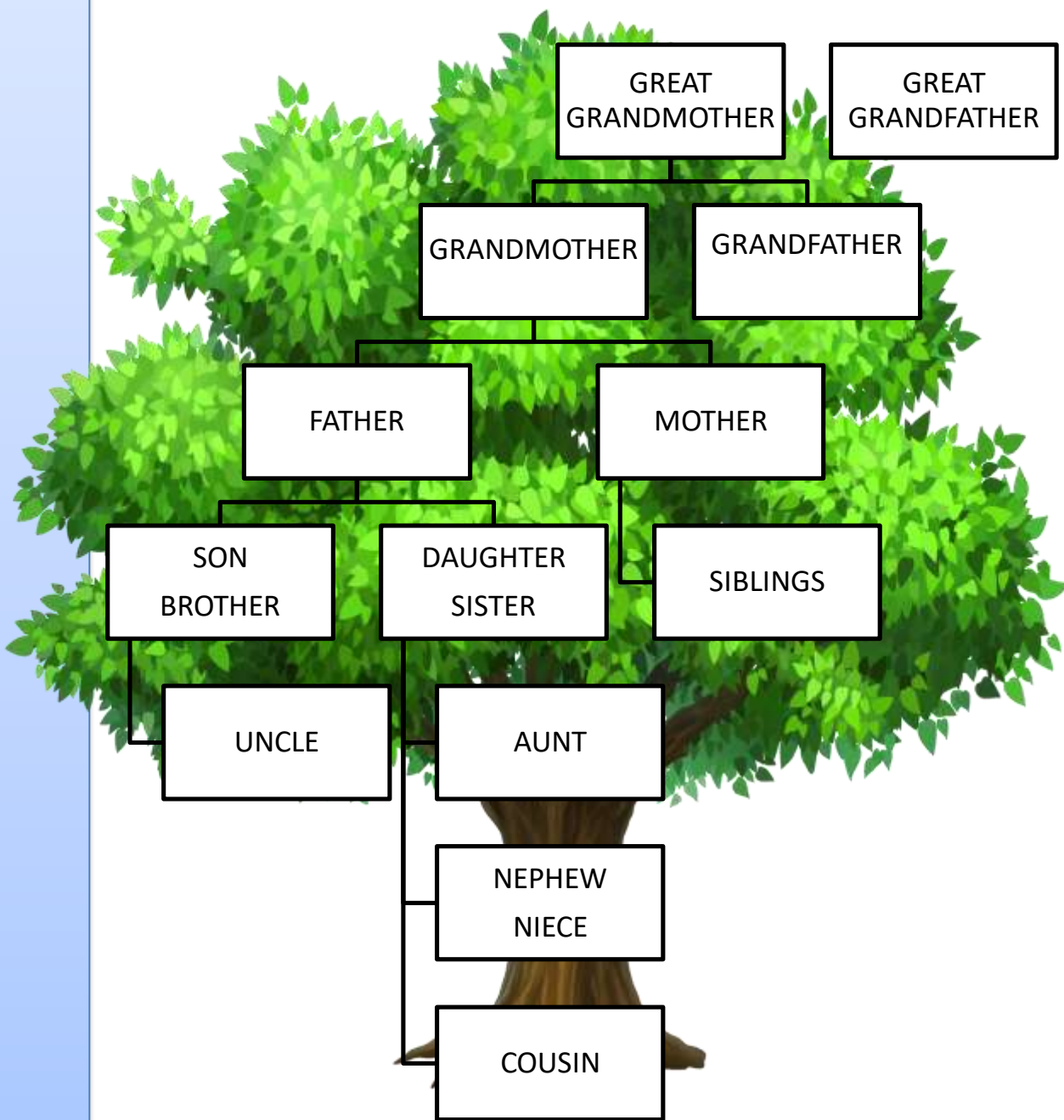


Use the family vocabulary and try to find the definitions?

1. Cousin The child of your uncle or aunt.
2. Grandfather The father of your father or mother.
3. Aunt The sister of your father or mother, or also your uncle's wife.
4. Daughter A girl or woman in relation to her parents.
5. Uncle The brother of your father or mother or also your aunt's husband.
6. Son A boy or man in relation to his parents.
7. Father A man in relation to his child or children.
8. Great-grandparents The mother or father of one of your grandparents.
9. Mother A woman in relation to her child or children.
10. Nephew The son of your brother or sister.
11. Niece The daughter of your brother or sister.
12. Sister A woman or girl in relation to other sons and daughters of her parents.
13. Brother A man or boy in relation to other sons and daughters of his parents.

Now fill your family tree out, using the previous model.

MY FAMILY TREE

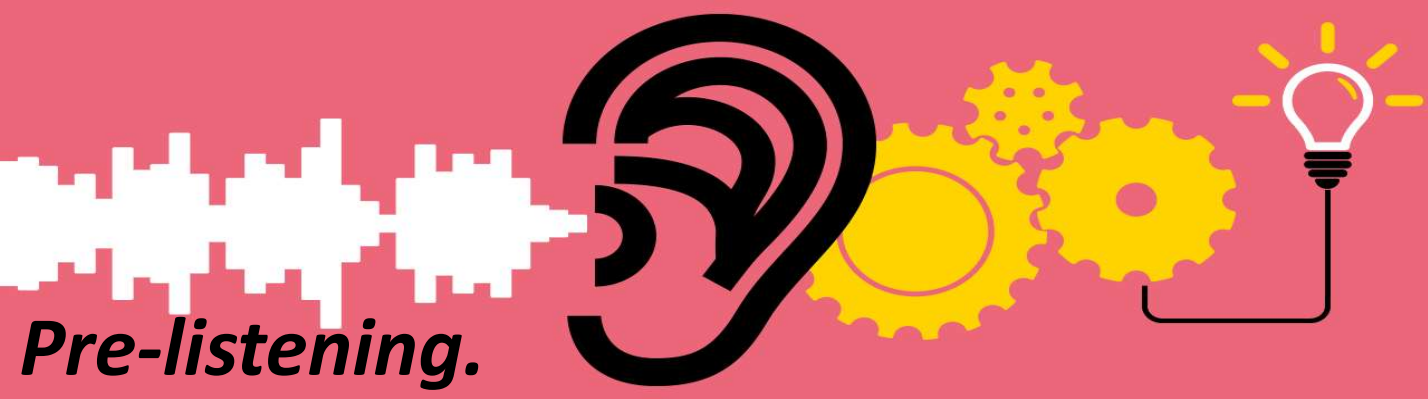


SPEAKING TIME!!!

- ✓ ***In groups of three or four students choose two or three relatives from your Family Tree and tell to your partners about your family.***

Use these guide questions to help you.

- a) *Who is he or she? (father, mother...)*
- b) *What is his/her name and age?*
- c) *What is his/her occupation?*
- d) *Do you have a good relationship with him/her?*
- e) *What does he/she like to do for fun?*
- f) *Did you remember a special time together him/her?*
- g) *What do you most like him/her?*
- h) *What is his/her favorite food?*
- i) *Which kind of personality does he/she have? (quiet, angry, lovely, boring, sad, happy...)*
- j) *What does he/she look like? (tall, short, thin, fat, weak, strong, curly or straight hair...)*



Pre-listening.

1. Which types of family are most common in Brazil in your opinion? Why?

Personal answer.

2. Can two moms or two dads build a family? Why or why not?

Personal answer.

3. What is the ideal family “concept” for you?

Personal answer

love and support *mom, dad and children.*

Listen to the audio and do the exercises.

Seguro | <https://www.youtube.com/watch?v=45BVuY9gE5Q>

different families

YouTube BR

Different Types of Families

0:04 / 3:26

Different Types Of Families

Katelyn Robinson

Inscrever-se 9

16.642 visualizações

Teacher's note.
You may use the original audio file firstly, but if the students feel that it is hard to understand you can use a re-recorded version at a lower speed in order to make the listening comprehension easier.

Charlie e Lola Português Brasil, Parte 96, Todos os Episódios

Charlie e Lola Brasil Recomendado | NOVO

<https://www.youtube.com/watch?v=45BVuY9gE5Q>

Put (t) true and (f) false

- F** “a common definition for the word family is a social unit consisting of only adults together without children”
- T** “ In the past a traditional family would consist of a mom, a dad and their children”
- F** “most American households are traditional when compared with the traditional definition of what a family is.”
- F** “single-parent families are always consisted of a mom as the parent”
- T** “when two different families come together this is called a blended family”
- T** “ in a family where people might not have the same skin color, this is called an interracial family.
- F** “children need to understand that all families come in the same forms”
- F** “to the speaker, family does not mean to feel secure, to have someone you can count on and someone who shares your problems.”
- F** “having a different family structure compared to others means that you can’t do the same activities that other families do”
- T** “A family provides a healthy emotional life that is nourished by love, trust, sense of belonging and support.”



Write the correct pronunciation of the "ed" endings after each word. Write *d* if "ed" sounds like D. Write *t* if "ed" sounds like T. Write *id* if "ed" sounds like ID.

➤ The mom bear jumped ed out of its cage and into the crowd. She must have realized ed that this was her best chance to escape. The bear's trainer looked ed as though he were about to faint from the terror of it all; it seemed ed like his worst nightmare come true. He scrambled ed to his feet and started ed waving his hands and shouting to get the bear's attention. She stopped ed her wild rampage only for a moment at the sound of her trainer's pleas. She quickly turned ed back to the crowd and resumed ed knocking people to the floor. The trainer suddenly had an idea. He reached ed into his pocket and pulled ed out a large chocolate covered ed treat a known favorite of the bear. He shouted ed the bears name once more to get its attention. She turned ed to face him. She saw the treat and ran in full gallop towards him. He threw the treat into the cage and the mom bear followed ed . He locked ed the door behind her and fell to the floor in relief. Apparently, the mom bear valued ed food more than freedom.

Which family types are presented in the pictures?



Single Parent Family

.....



Two Father Family

.....



Two Mother Family

.....



Interracial Parent Family

.....

Which of these family types are often victims of prejudice in your opinion? Why?

.....

.....

.....

Images reference in the end of unit.

Teacher's Note: The objective of this discussion prompt is to take into account that everyone may have different opinions based on different cultural or religious backgrounds. However, the teacher should be aware of the potential for conflicting ideas and should have as an objective to keep the room free of prejudice and discrimination while at the same time letting students discuss their ideas in a mature and respectable fashion .

Grammar bits I

Present perfect, active and passive voice.

Observe the sentences below, which come from the text.

“Family structure has changed dramatically over the last 50 years.”

“..., and several variations on family have been created.”

“The single parent family is the biggest change society has seen in terms of the changes in family structures.

They are examples of the English verb tense, the Present perfect (have/has + past participle) in the active and passive voice.

Ex: Shelly is looking for her phone, she can't find it. **She has lost her cell phone.** (she lost it recently, and she still doesn't have it.)

✓ Present perfect is usually related to:

- I. New information, “The road is closed”. **There has been an accident.**
- II. Past events connected to now, “She told me the password, **but I've forgotten** it.”
- III. A short period of time from the event or action, (just/already/yet) “ **Peter has just arrived**/When will Sally leave? **She has already gone**./I've finished the project, but **I have not sent** to him **yet**.”

Read the situations and complete them, use the Present perfect active voice, use the verbs below.

break work watch arrive go up improve fall grow find arrive lose

1. Mark is looking for his wallet. He can't find it. He **has lost his wallet.**
2. Sally can't text and her right arm is in plaster. She **has broke her right arm.**
3. Last month the train ticket was 10 dollars. Now it is 20. The price of the train ticket **has gone up.**
4. Brian and John's French wasn't good. Now it is better. Their French **has improved.**
5. Yesterday I was expecting an e-mail. Now I have it. The e-mail **has arrived.**
6. The temperature was 25 degrees. Now it is only 15. The **temperature has fallen.**
7. Dan didn't have a beard before. Now he has a beard. He **has grown a beard.**
8. Mary did you find your credit card? **Fortunately, I have found my credit card.**
9. You should take a rest now, ... **you have worked in the garden for long.**
10. Why are you crying ? ... **It is because I have watched a film.**

Now, re-write the sentences in passive voice.

1. Kerrie has paid the bill. - ***The bill has been paid by Kerrie.***
2. I have eaten a hamburger. - ***A hamburger has been eaten by me.***
3. We have cycled five miles. - ***Five miles have been cycled by us.***
4. I have opened the present. - ***The present has been opened by me.***
5. They have not read the book. - ***The book has not been read by them.***
6. You have not sent the parcel. - ***The parcel has not been sent by you.***
7. We have not agreed to this issue. - ***This issue has not been agreed to by us.***
8. They have not caught the thieves. - ***The thieves have not been caught by them.***
9. Has she phoned him? - ***Has he been phoned by her?***
10. Have they noticed us? - ***Have we been noticed by them?***

Grammar bits II

Present perfect, (just/already/yet).

Complete the sentences using, just/already/yet .

Would you like something to eat?

No thanks..... *I've just lunched*(I/lunch)

What time is Dave leaving? .

..... *He has already left*(He/leave.)

What's in the newspaper today?

I don't know..... *I haven't read it yet*(I/not/read/it)

Do you know where Julia is?

Yes..... *I've just saw her*(I/see/her.)

Is Sue coming to the cinema with us?

No..... *she has already watched the film*(she/watch/the film)

Are your friends here?

Yes..... *They've just arrived*(They/arrive)

What does Tom think about your plan?

..... *We haven't told him yet*(we/not/tell/him)

Can you open the door?

Oh, Thomas..... *has already opened it.* (open/it).

I'm really tired,

but..... *I haven't finished my work yet.* (I/not/finish my work)

Pronunciation tips!

Pay attention to these words taken from the text, that are formed from regular verbs

changed/ created/ extended/ related/
remarried/ raised / filled/ achieved/separated

- ✓ What do they have in common?
- a) They have more than two syllables
 - b) They all end with an (ed) sound

Now read the box carefully to learn how to pronounce the (ed) sound correctly.

Pronunciation of ED



/id/

T wanted
D needed

* **Voiced Sound**
= uses the vocal cords and they produce a vibration or humming sound in the throat.

(Touch your throat to feel it)

/t/

P helped
K looked
F sniffed
GH laughed
SH washed
CH watched
SS kissed
C danced
X fixed

VOICELESS

/d/

L called
N cleaned
R offered
G damaged
V loved
S used
Z amazed
B rubbed
M claimed

VOICED *

/f s d/

The pronunciation of words ending in ED depends on the final consonant sound. There are three ways to pronounce ED at the end of a word in English:

/id/ /t/ /d/

Words that end in a vowel sound use the /d/ pronunciation for ED.
e.g. -- followed -- enjoyed -- played -- tried -- continued

www.grammar.cl

www.woodwardenglish.com

www.vocabulary.el

You can also watch this video as a complementary tool.

https://www.youtube.com/watch?v=9TPe_x80Pgs

Now let's do some exercises.

Choose the right option.

1. We can't go swimming because the pool **has been covered** by my dad.
 - a) "ed" sounds like *d*.
 - b) "ed" sounds like *t*.
 - c) "ed" sounds like *id*.
2. Mr. and Mrs. Ricci **have moved** to Thailand.
 - a) "ed" sounds like *d*.
 - b) "ed" sounds like *t*.
 - c) "ed" sounds like *id*.
3. The virus **has affected** his eyesight.
 - a) "ed" sounds like *d*.
 - b) "ed" sounds like *t*.
 - c) "ed" sounds like *id*.
4. It was cold outside, so Andy **has zipped up** his jacket.
 - a) "ed" sounds like *d*.
 - b) "ed" sounds like *t*.
 - c) "ed" sounds like *id*.
5. Robert **has tipped** the waiter because the service was wonderful.
 - a) "ed" sounds like *d*.
 - b) "ed" sounds like *t*.
 - c) "ed" sounds like *id*.
6. Mary **has mopped** the floor now it is really clean.
 - a) "ed" sounds like *d*.
 - b) "ed" sounds like *t*.
 - c) "ed" sounds like *id*.
7. Beth and John **have cooked** a delicious dinner for their friends.
 - a) "ed" sounds like *d*.
 - b) "ed" sounds like *t*.
 - c) "ed" sounds like *id*.

Take a look at these pictures. What are they about?

Weekend family activities.

Daily family routines.



Match each image to its respective family task.

1. **Wake up.**

G

2. **Get dressed**

B

3. **Breakfast time.**

E

4. **School time.**

A

5. **Lunch time.**

C

6. **Play time.**

I

7. **Snack time**

H

8. **Shower time.**

K

9. **Dinner time**

J

10. **Watching TV.**

L

11. **Sleep time.**

F

12. **Leisure time.**

D

**a) What do you think about having a family routine?
Is it helpful?**

b) What is it for?

Read the text to find out.

raisingchildren.net.au/articles/family_routines_how_and_why_they_work.html/context/312

Home / Grown-ups / Family management / Routines, rituals & relationships

SUITABLE FOR ALL AGES

Family routines

By Raising Children Network

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GROWN-UPS

- Fathers
- Looking after yourself
- Family management
 - ▾ Routines, rituals & relationships
 - What parents mean
 - Family management
 - Family routines
 - New routines
 - Families that work well
 - Family rituals
 - Adapting rituals
 - Household responsibilities
 - Managing money
 - Videos
- Work & child care
- Services & support
- Grandparents
- Single parents & blended families
- Working with parents

Some routine is helpful for all families. It helps you get through the things that need to be done each day, and can also build your family bonds. A good routine caters for the needs of all family members.

- ▾ [The basics](#)
- ▾ [Why routines are good for children](#)
- ▾ [Why routines are good for parents](#)
- ▾ [Kinds of routines](#)
- ▾ [Using routines to solve family problems](#)

The basics

Routines are how families organise themselves to get things done, spend time together and have fun. Every family has its own unique routines. Routines help family members know who should do what, when, in what order and how often.

For example, your family might have:

- daily routines for getting everyone ready in the morning, bath time, bedtime and mealtimes, greetings and goodbyes
- weekly routines for housework, like washing and cleaning
- other routines involving holidays and extended family get-togethers.

Family life might be more chaotic without some routine, but there's more to it than that. **Routines also let your children know what's important to your family.** Highly meaningful routines are sometimes called [rituals](#). These can help strengthen your shared beliefs and values, and build a sense of belonging and cohesion in families.

did you know ?

Consistent routines help young children develop healthy habits. They can make boring tasks like brushing teeth automatic.

✱ Maintaining normal daily routines as much as possible can make it easier for children to deal with stressful events, such as the birth of a new child, a divorce, the illness or death of a family member, or a move to a new city or country.

Now, that you have seen how helpful a family routine is, let's practice our writing.

Writing time!

- ❑ ***Now choose a member of your family and write a description about one day in his/her shoes and role in your family's routine. Take into account all the information learned in the pre-writing activities.***
- ❑ ***We are going to use the writings to elaborate three family routine schedules (models) to be shared in our next parents' meeting to help families organize their time and enjoy their time in a better way.***
- ❑ ***Let the following topics guide you.***
 - ✓ ***Morning activities***
 - ✓ ***Afternoon activities***
 - ✓ ***Evening activities***
 - ✓ ***Any relevant information about him/her, you can also try to use the present perfect tense.***

See the example on the next page.



Ex: “ My mother wakes up at 6:00 a.m. from Monday to Friday. She prepares our breakfast at 6:15, then takes a shower and gets ready to take us to school. She wakes us up at 6:40.

At 7:20, everybody leaves home to go to school and work, leaving her behind. At 8:00 she gets started doing her physical exercises. She has worked out since she was thirty. When we come back home all the home duties have been done by mom such as doing the laundry, cleaning the house cleaning, and preparing lunch.

At noon we’ve already come home and lunch has already been made by mom. In the afternoon we have time for relaxing, playing video-games, watching TV or going out at 3:30 p.m. Then, we usually have our snack time and then it is time to do homework.

At 6:00 p.m. it is time to take a shower and meanwhile my mom makes dinner. Around 7:00 p.m. we have our meal, after that my father and mom spend a time together reading, talking to each other, watching TV, or helping me and my sister with any school work.

At 9:30 p.m. she takes us to bed, around 10:00 p.m. she and my father usually go to bed. This is my mom’s daily routine.



How to Create a Daily Schedule as a Stay-at-Home Mom

Warming up, Unit 2

How do/can you make yourself feel good physically and mentally?

Nowadays, social media pages, Websites, TV, fashion magazines and various other advertisements exalt the importance of beauty and commodify it as a product that can be bought in "magic bottles".

What are the harmful consequences of this exploitation and commodification of beauty? Have you ever stopped to think about how much we (society) are influenced by the beauty patterns imposed on us?



Take a careful look at the images on the previous page and then do the pre-reading activity

1. Which kinds of products are being advertised in the previous images?

- a) food.
- b) cleaning products.
- c) beauty products.
- d) medicine .

2. In your opinion do you think the products actually result in what the images seem to promise? Why or why not? _____

3. What is the main product (idea) sold in the ads?

- a) Health and welfare.
- b) Youth and beauty.

4. Read and take a look at the images below and figure out what kind of prejudice they help to spread out.

(Fairer /Whiter skinned people are more intelligent, happier and more beautiful than darker skinned people)

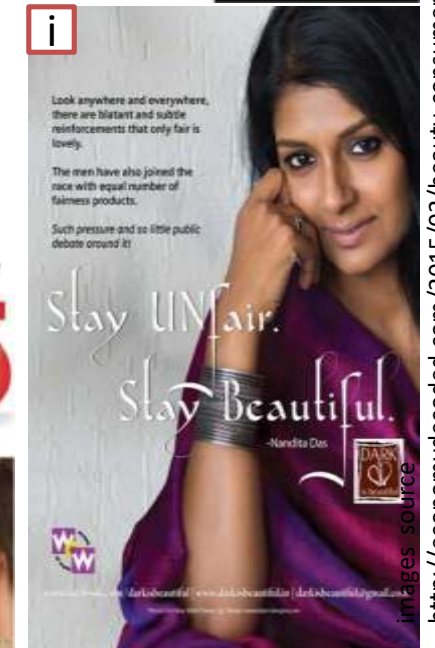
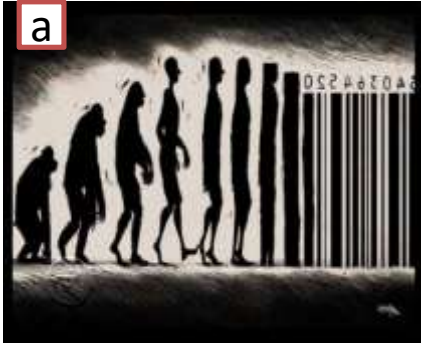


Before reading!

How much does it cost to stay beautiful?

Do you use any beauty products? How many and how often?

Look the images below, are there any celebrities in the ads, who are they?





Beauty consumerism: An ugly truth

Consumerism, so far as women are concerned is closely related to the beauty industry. Beauty consumerism tends to promote sexiness, and striving for the ideal beauty promotes competition and objectification of women.

¹Consumer markets play with the minds of impressionable consumers by manipulating them into thinking that their bodies are not perfect and that they need to be altered in order to achieve acceptance and favor in society. In a capitalist system, working on or improving the body is seen as one of the most profitable investments. The market and its advertisements make us willing, yet unaware, participants in the objectification of our own bodies by perpetuating that image is everything and hence we should constantly work towards its perfection. And of course the way to achieve perfection is through using the latest and most advanced products on the market.

²The idea that a supermodel's figure is perfect and ideal, no matter how malnourished or weak she is, is what often infiltrates our minds. People are willing to go to great lengths in order not to be themselves. This insecurity about our bodies is fed to us daily in the form of advertisements, billboards and media constantly telling us how we are supposed to look, dress and spend our money.

³The beauty firms take advantage of this insecurity to persuade us into impulsive-buying. For example, commercials of anti-aging creams try to convey that growing old is not a graceful thing to experience and hence we should try everything we can in order to slow the process. They show that using creams will make us look more youthful and more beautiful, and thus only then will we feel more comfortable and more confident in our own skin. The advertisers prey upon this distorted body image technique to collect and secure maximum buyers for their products. Their strategy is to make us see the human body as an object that can be dressed differently by whatever is in trend in society.

⁴Some of these advertisements play on critical prejudices such as looking down upon "dusky" or darker skin tones. The mass popularity and rapid increase in sales of "fairness" or skin lightening creams itself proves the prevalence, acceptance and practice of prejudice against darker skin in our society. This is because of the inherent inferiority complex in us. Inherent because of history, such as apartheid and segregation; inherent because of society, due to racial discrimination against Asians and Africans; and inherent even because of religious books, such as the bible condemns black as sin while it upholds white as purity, which has ingrained in our heads the view that dark has negative connotations. The dominance of white over black is thus seen as a universal "natural" custom and any departure from it appears to be unnatural. This inferiority complex acts as the drive for these "fairness" skin lightening creams.

⁵Degrading ads are abundant in our society which show "dusky" or darker skinned girls being isolated and detested by everyone in college; being refused job offers; being dumped by their boyfriends; being rejected for marriage proposals and then resolving their horrible situation by applying a cream containing "magical compounds" which makes them more fair skinned.. The new and "lighter skinned" version of the girls are shown being ogled at by everyone on the streets. Suddenly, she's the college hot girl, admired by everyone, winning beauty contests, and being offered an endless number of marriage proposals.

⁶Fair skin, in this sense automatically becomes synonymous with superiority and confidence and is meant to be looked up to, while dark skin is to be considered a disgrace. These ads are highly racial in nature and play a primary role in advocating lighter skin, in turn degrading darker skin tones. These ads teach us that no matter how good we are as a person or how qualified, if we are dark skinned, we are unfit to get married or get a decent job.

⁷Studies have shown that “beautiful “or “fairer skinned” women tend to receive higher salaries. But also when it comes to potential marriage, men see a fairer woman as more attractive. So if a man agrees to marry a woman only after she has become lighter skinned thanks to beauty products, we don’t need to be a genius to guess what an awesome husband he will turn out to be. In order to keep the fool happy, the poor girl would have to spend half her life in a beauty parlor painting her face and body with lightening creams. This unfortunate reality is reflected in matrimonial ads throughout our country that make demands such as, “Wanted a tall, fair and beautiful girl for our son”.

⁸Fortunately, some of these ads have come under scrutiny for their promise of unrealistic results and misleading the consumers. Julia Robert’s ad for L’Oreal’s foundation cream comes to mind in which it claimed the foundation ‘recreates the aura of perfect skin’. L’Oreal had to later confess that ‘post production’ techniques had been used on the image of the actress to make her skin look flawless. Such ads put pressure on women and girls who compare themselves unfavorably to the unrealistic images they see in magazines and on television.

⁹Closer to home, voicing concern about this seemingly harmless but dangerous trend, Women of Worth’s(WOW) campaign called ‘Dark is Beautiful’ has petitioned Emami, the makers of Fair and Handsome cream for men, and actor Shah Rukh Khan to stop running ads for the product. The campaign has found a supporter in Nandita Das.

¹⁰Consumers need to understand that the beautiful skin, glossy hair and long legs they see in the ads are more a result of digital alterations like airbrushing and photoshopping, than the benefits of using the product. Moreover, the testimonials by celebrities about the effectiveness of products even when they do not use them, is also harmful. We have a celebrity vouching for shampoos, hair-oils, soaps and creams of all sorts. Do you really believe Kareena has that much dandruff in her hair, or that Priyanka’s hair shines like a mirror because she uses a certain oil, or worse even, that Yami Gautam is really as pink as is shown in her Fair and Lovely ads?

¹¹So, open your eyes folk and know that no cream will make you look 10 years younger than you are, no mascara will add a lush fringe around your eyes, no hair product will give you long luxurious hair and certainly no powder will make you ‘whiter’ in minutes for your date.

Adapted from : <http://economydecoded.com/2015/02/beauty-consumerism-ugly-truth/>



After reading

Check if you are able to identify which paragraph each image is related to, support your answers with words or quotes from the text.



paragraph 8. "Julia Robert's ad for L'Oreal's foundation cream "



paragraph 9 "...the makers of Fair and Handsome cream for men"



paragraph 3 "...that growing old is not a graceful thing to experience"



paragraph 10 "... digital alterations like airbrushing and photoshopping,"



paragraph 1 "...objectification of our own bodies..."



paragraph 6 "Fair skin, in this sense automatically becomes synonymous with superiority..."



paragraph 3 "human body as an object that can be dressed differently"



paragraph 9 "The campaign has found a supporter in Nandita Das."

Reading Comprehension

Put (T) true for the statements mentioned in the reading or (F) false for the incorrect statements.

- T "In a capitalist system, working on or improving the body is seen as one of the most profitable investments."
- F "...advertisements, billboards and media hardly ever tell us how we are supposed to look, dress and spend our money."
- F "...what the commercials of anti-aging creams try to convey is that growing old is a graceful thing to experience..."
- T "... rapid increase in sales of "fairness" or skin lightening creams itself proves the prevalence, acceptance and practice of prejudice against darker skin in our society."
- T "Fair skin, in this sense automatically becomes synonymous with superiority and confidence and is meant to be looked up to..."
- T "Studies have shown that "beautiful "or "fairer skinned" women tend to receive higher salaries."
- F "...techniques had not been used on the Julia Roberts' image to make her skin look flawless."

Read paragraphs 5,6 and 7 again and answer the questions.

1. What kind of marriage/matrimonial traditions do you think are being portrayed?

American traditions British traditions Indian traditions

2. What led you to your conclusion?

Possible answer: Some images seem to portray Indian women and Indian men, besides the most of names are not American or European names but Asian names.

3. Do you know who Nandita Das is? Do a quick search on the internet on your cell phone and discover who she is.

Answer: She is an Indian film actress and director, she is one of the Indian celebrities who have given support to the fight against prejudice and discrimination related to the Indian dark skin women.



<http://www.storypick.com/nandita-das-quotes/>

4. What is the campaign and organization she has been supporting and what do they do?

Answer: "Dark is Beautiful" Campaign, The Women of Worth organization, they are fighting against skin color prejudice in India and the cosmetic industries discriminatory advertising.

5. Why in your opinion, are celebrities' testimonials used in beauty product ads?

Personal answer.

6. Do you think they really use these products? Why or why not?

Personal answer.

Pre-listening

1. How important is fighting against prejudice?
2. What are some ways that we can fight prejudice?
3. Have you ever participated in or watched a debate about prejudice?

Teacher's Note: all of this part should be done under the teacher's supervision and helping hand.

We are going to watch a segment from a TV program about skin color and prejudice reinforced by the beauty ads in India. But before watching it, in groups of five students chose one of the words in the box below and discuss what it means to you, if necessary you can use an online English dictionary.

fairness obsession racism prejudice complexion beauty
handsome ugly self-esteem darkness flawless confidence
lovely success

<https://www.youtube.com/watch?v=emoCRb4wAU0>



Teacher's Note: in order to facilitate audio comprehension you can play the video at a reduced speed. It is advised that you play the video at 0.75 speed. See the video configurations options (lower right corner) to change the speed.

After watching the video once answer the questions:

1. What is the program's name? ***We The People.***
2. Do we have TV shows like that in our country? Give examples: ***Casos de Família (SBT) Encontro com Fátima Bernardes (Globo)***
3. What is the main topic raised by the TV host? ***Indian people's obsession for fairer/lighter skin, fed by the beauty cosmetics industry and media.***
4. What are the two guests' names? ***Nandita Das and Alyque Padamsee.***
5. What professional areas do they work in? ***She is an film actress and he is a communications/advertising expert.***

6. Watch the video for a second time and write (N), (A) or (H) when the information is related to Nandita, Alyque or to the Host.

- N How come you are so confident despite being dark?
- H Prejudice has been long tolerated.
- N They are part of the “Dark is Beautiful” Campaign.
- A “Fair and lovely was launched in 1917.”
- A They are in favor of only linking “fairness” creams to look attractive.
- N The “fairness” obsession is something unfair.
- H Indian people are obsessed with fair skin.
- N They have been working for the **Women of Worth** organization.
- A “Women use lipstick because they want to have red lips.”
- H “Men are now joining women on the fairness bandwagon.”
- N They have seen children who have been affected by prejudice.
- A They are the brain behind the “fairness” cosmetics advertisements

7. Watch the segment a third time and fill the blanks, use the verbs in the brackets.

- a) Hello and welcome to “We the People”. Are we Indians deeply racist? (to be) Why are we so obsessed with fair skin? (to obsess) Why is it that whitening product in India are a two thousand crore industry. (to be) It speaks to a deep, deep prejudice (to speak) that has long been tolerated (pres. perf. passive voice + to tolerate) [...]
- b) This issue has come into my life by default. (have + to come) I’ve never started out saying this is what I’m going to champion (to start, to say), but invariably wherever I would go or I would talk to young people in a college and invariably a girl would get up and say ma’am how come you’re re so confident despite being dark. (to say, to be, to be)
- c) I’ve heard you. [...] I’m telling you that basically (to hear, to tell), Why do women want to have red lips?(to want, to have) So they use lipstick .(to use) [...] Which by the way, you’re bringing it out a little late, it was launched in 1917 (to bring, simple past passive voice + to launch)[...] Yes you are! Because you’re wearing makeup for the lights! (to wear)

8. Let’s think critically: There is a part in the video (3:10) where the host calls Alyque Padamsee the “**granddaddy of fairness cream advertising**”. Why do you think she did it? Was she being disrespectful to him? Why or why not?

9. There is also another “comic moment” in the video (5:04), what happened?

- Alyque tells a joke about himself.
- Allyque says that the host is not attractive because she is dark.
- Alyque says that she is attractive, because she is wearing makeup.

Grammar point.

Comparatives. Look at the pictures and at the excerpts from the reading.



1. "...in turn degrading **darker** skin tones."
2. "...recreates the aura of perfect skin". L'Oreal had to **later** confess..."
3. "...using creams will make us look **more youthful** and **more beautiful**, and thus only then will we feel **more comfortable** and **more confident** in our own skin."
4. "...no cream will make you look 10 years **younger** than you are..."
5. "Studies have shown that "beautiful "or "**fairer** skinned" women tend to receive **higher** salaries."
6. "... the beautiful skin, glossy hair and long legs they see in the ads are **more** a result of digital alterations like airbrushing and photo-shopping, **than** the benefits of using the product."
7. "...no powder will make you '**whiter**' in minutes for your date."

Comparatives

Using the advertisements and reading excerpts on the previous page, which sentences or phrases in the ads are similar to the reading excerpts?

1. Better than botox “injection-free solution for younger skin” .
2. 50% longer limbs.
3. 100% firmer.
4. Become fairer.

What is happening in the examples from the previous page?

- A before and after situation
- Two things (ideas, situations, or people) being compared to each other.
- A process involving change.

In English we can do that using comparatives , see the examples:

- a) Sarah thinks Vitier Eye Serum is **better than** Botox.
 - b) Sarah thinks Botox is **worse than** Vitier Eye Serum.
 - c) Indians women use fairness cream to become **fairer**.
 - d) Are white people **more intelligent than** dark people?
 - e) Female beauty creams are **more expensive than** medicines.
 - f) Medicines are **less expensive than** female beauty creams.
- ✓ Here we have two kinds of comparatives, short and three (or more) syllables adjectives, that is one of the ways to do comparisons in English.
 - ✓ Adding **er** to the end of regular adjectives or putting **more/less** before the two or more syllables adjectives and **than** right after it.

1. Now, take a look at the box below in order to learn a little bit more about how use comparatives and do the exercises.

	Adjective	Comparative
One-syllable adjectives	old safe big hot	older safer bigger* hotter*
Adjectives ending in -y	noisy dirty	noisier dirtier
Two or more syllable adjectives	boring beautiful	more boring more beautiful
Irregular adjectives	good bad far	better worse farther

**adjectives that end in one vowel and one consonant double the consonant.*

- Julia Robert is taller than Nandita Das. (tall)
- Beauty products are less effective than they seem to be. (effective)
- Indians traditions are better for men than women. (good)
- Awareness is more powerful than just talk against prejudice. (powerful)
- Respect must be bigger than discrimination (big)
- Positive attitudes are more beautiful than words. (beautiful)
- Indians men think fair women are hotter than dusk ones. (hot)
- Cosmetics can be more harmful than positive. (harmful)

2. Mark the correct comparative sentences.

- Women are more easy to convince than men.
- Women are easier to convince than men.
- This is the worse fair cream I've ever seen.
- This is the bader fair cream I've ever seen.
- Natural cosmetics are safer than unnatural ones.
- Natural cosmetics are more safe than unnatural ones.
- No cream will make you look more young than you are.
- No cream will make you look younger than you are.

3. Write the comparative form of the adjectives.

- | | |
|-----------------|------------------------------------|
| 1. Short | <u>shorter</u> |
| 2. difficult | <u>more difficult</u> |
| 3. noisy | <u>noisier</u> |
| 4. important | <u>more important</u> |
| 5. thin | <u>thinner</u> |
| 6. close | <u>closer</u> |
| 7. rich | <u>richer</u> |
| 8. slow | <u>slower</u> |
| 9. healthy | <u>healthier</u> |
| 10. cheap | <u>cheaper</u> |
| 11. old | <u>older</u> |
| 12. happy | <u>happier</u> |
| 13. far | <u>farther/further</u> (Irregular) |
| 14. famous | <u>more famous</u> |
| 15. fat | <u>fatter</u> |
| 16. interesting | <u>more interesting</u> |
| 17. long | <u>longer</u> |
| 18. strong | <u>stronger</u> |
| 19. dangerous | <u>more dangerous</u> |
| 20. weak | <u>weaker</u> |

Pronunciation tips!

How do we pronounce the /ər/ sound in the end of comparatives? Watch this Rachel's video and learn how:

<https://www.youtube.com/watch?v=PYp9Sv6RJU0>

1. happier	'hæpi:ər
2. slower	'sləʊər
3. richer	'ri:tʃər
4. healthier	'helθi:ər
5. closer	'kləʊzər
6. cheaper	'tʃi:pər
7. older	'əʊldər
8. weaker	'wi:kər
9. noisier	'nɔɪzi:ər
10. stronger	'strɒŋgər

Vocabulary corner: Personality Adjectives.

Match the personality adjectives with their meaning.

serious quite generous stylish
aggressive careful friendly

1. A friendly person is open and kind.
2. A careful person doesn't make mistakes or have accidents.
3. A serious person thinks a lot and doesn't make jokes.
4. A quite person doesn't talk a lot.
5. A generous person likes giving people things.
6. A stylish people dresses well.
7. An aggressive person argues a lot and can be violent.

Pre-speaking

Thinking about the video that we watched in listening section, how would you categorize it? Was it

- an interview a dialog a debate

What do you know about debates?

❖ check what do you think is correct.

- In a debate ideas are refuted.*
- In a debate ideas are defended.*
- In a debate ideas and positions are developed.*
- Each debate should call for a decision.*

Speaking

Debate Exercise: We are going to role play the “fairness” cream debate. Form groups of three students, choose who will be the host and who will be debaters A & B, we will also have audience members who can get involved in the debate by giving opinions and asking questions.

➤ **Pay attention to the debate’s theme.**



Student A will defend “the idea that fairness creams promote prejudice and discrimination against darker skinned Indian people.”

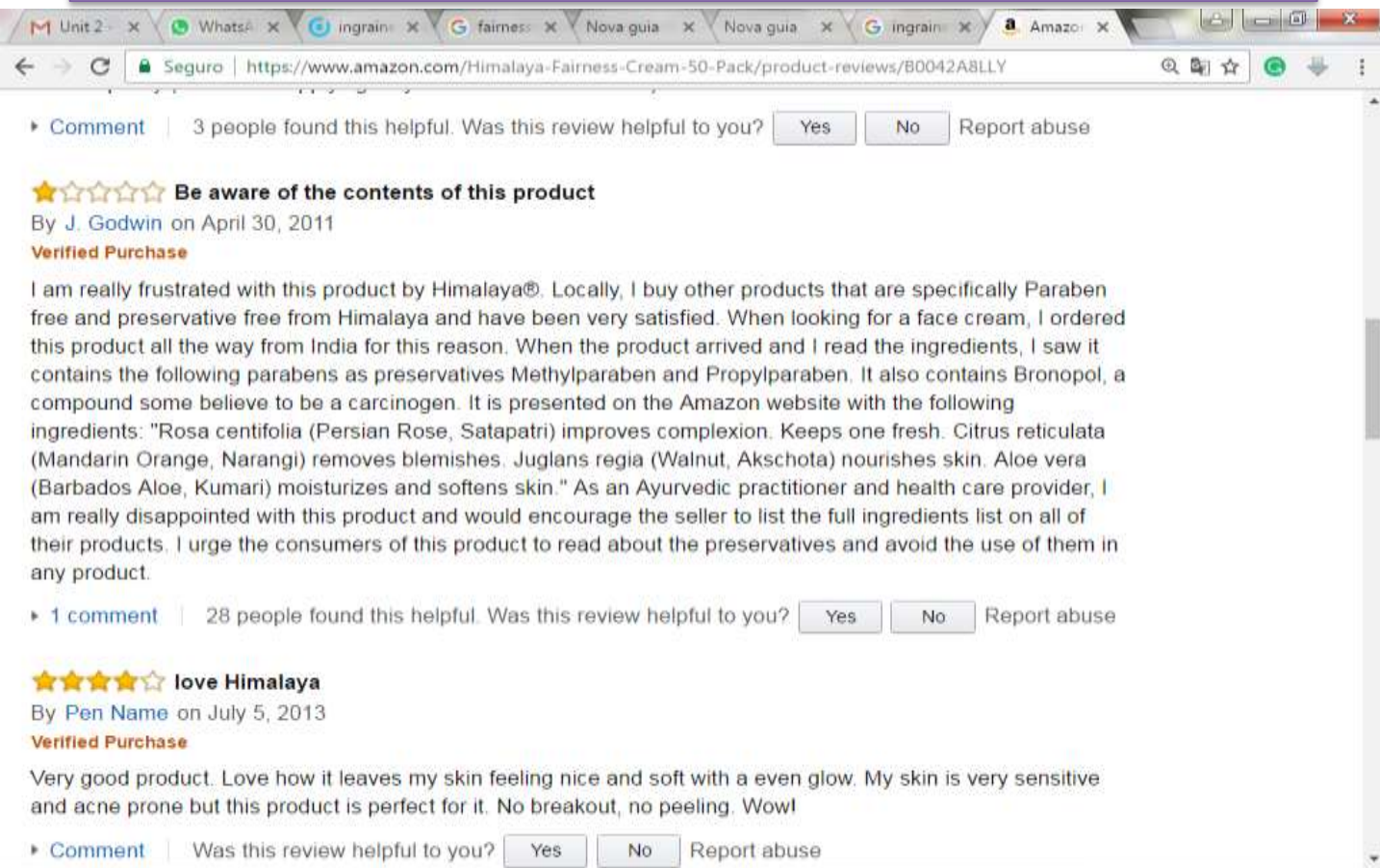
student B will defend “the idea that beauty products, such as fairness creams” promote confidence and self-esteem in Indian women and men.”

The host will mediate the debate, asking questions to stimulate the conversation and promote the audience’s involvement.

(Use the **We The People** video as reference)*

Pre-writing.

Do you know what a customer review is?
Read the texts below and discover.



Comment | 3 people found this helpful. Was this review helpful to you? Report abuse

☆☆☆☆☆ **Be aware of the contents of this product**
By [J. Godwin](#) on April 30, 2011
Verified Purchase

I am really frustrated with this product by Himalaya®. Locally, I buy other products that are specifically Paraben free and preservative free from Himalaya and have been very satisfied. When looking for a face cream, I ordered this product all the way from India for this reason. When the product arrived and I read the ingredients, I saw it contains the following parabens as preservatives Methylparaben and Propylparaben. It also contains Bronopol, a compound some believe to be a carcinogen. It is presented on the Amazon website with the following ingredients: "Rosa centifolia (Persian Rose, Satapatri) improves complexion. Keeps one fresh. Citrus reticulata (Mandarin Orange, Narangi) removes blemishes. Juglans regia (Walnut, Aksamita) nourishes skin. Aloe vera (Barbados Aloe, Kumari) moisturizes and softens skin." As an Ayurvedic practitioner and health care provider, I am really disappointed with this product and would encourage the seller to list the full ingredients list on all of their products. I urge the consumers of this product to read about the preservatives and avoid the use of them in any product.

1 comment | 28 people found this helpful. Was this review helpful to you? Report abuse

☆☆☆☆☆ **love Himalaya**
By [Pen Name](#) on July 5, 2013
Verified Purchase

Very good product. Love how it leaves my skin feeling nice and soft with a even glow. My skin is very sensitive and acne prone but this product is perfect for it. No breakout, no peeling. Wow!

Comment | Was this review helpful to you? Report abuse



NEW Fair & Lovely

Not just a Cream, it's a Fairness Treatment!

1 ANTIOXIDANT 2 LASER 3 VITAMIN MASK 4 FACE PEEL 5 FACE POLISH

Fonte: <http://s1161.photobucket.com/user/herbsix/media/c729ff7b.jpg.html>

Writing time!

Imagine you have just bought a new beauty product on Amazon.com and you have been asked to take part in a customer satisfaction survey. Choose a product (makeup, shampoo, deodorant, etc.) that you have recently purchased and write a customer review to be sent to the Amazon Sales Department.

The screenshot shows the Amazon.com website interface. At the top, there's a navigation bar with the Amazon logo, a search bar containing 'Skin Care Products', and promotional banners for 'Prime student' and '50% off Prime'. Below the navigation bar, there are departmental links and a 'Hello, Sign in Account & Lists' section. The main content area is titled 'Skin Care' and features a large advertisement for Neutrogena Rapid Wrinkle Repair cream. The ad includes a photo of Nicole Kidman, the product image, and the text 'Reduces the look of aging 5x more than a leading prestige anti-aging product'. To the left of the ad, there's a sidebar with 'Show results for' and a list of sub-categories under 'Beauty & Personal Care' and 'Skin Care'. To the right, there's another sidebar with 'Refine by' options and a list of related products like 'Sales & Deals', 'Coupons', 'Professional skin care', 'Shop Neutrogena', and 'Shop Garnier'.

Use the two customer reviews on the previous page as examples to help you form your review. Say if how satisfied you are or not with the new beauty product.

Remember to say if:

- The product fulfilled your expectations?
- Is the product as it was shown in the advertisements?
- Is the product an affordable price for it does?
- Why did the product fulfill or not fulfill your expectations?
- Would you buy it again?
- Would you recommend it to anyone else?
- Any other information you want to mention.

Different types of family

Audio script

Different types of families: A common definition for the word family is a social unit consisting of one or more adults together with the children they care for. Your family consists of you and the people who may live with you.

In the past a traditional family would consist of a mom, a dad, and their children. However, society is showing greater diversity among family structures in America. Are all families the same around the world? No! Most American household families are now non-traditional when compared to the traditional definition of what a family is.

Let's take a look at all the different family structures we see in society today.

You may see people who live together under the same roof, love each other, fight together and make up, laugh and cry together, as well as work and play together, this is a family.

Some families have a mom and a dad. Single-parent families may only have one mom or one dad. Some families have two moms. Some families have two dads. When two different families come together this is called a blended family. Blended families may have a stepmom, a stepdad or even stepsiblings. Also, to be a family not all family members need to be the same race.

There might be some members in a family that might not have the same skin color; this is called an interracial family.

You might have a different family structure compared to others, but does that mean your family loves you any less? No!

Love shows no age. Some families have very old members and some have very young members.

Families share good times and bad times. It does not matter what kind of family structure you have, children need to understand that all families come in different forms because what makes the family is the love that is given and provided, not some checklist on what other families look like. To me, family means to feel secure, to have someone you can count on and someone who shares your problems, but it also means to have respect for others and love for one another.

Does having a different family structure compared to others mean that you can't do the same activities that other families do? No! What are some activities that families do together? All kinds of families come together for holidays, birthdays, weddings and sometimes just to hang out. All kinds of families can read together and play together in the park too.

It is important to remember that family isn't just bonded by blood, it is the people in your life who want you in theirs. The ones who accept you for who you are, the ones who would do anything to see you smile and who you love no matter what.

A healthy emotional life is nourished by the love, trust, sense of belonging, and support that a family provides.

RATIONALE.

In order to lead my students to take part in their own learning process, I tried as it was said before to bring up to the classroom themes which they could feel motivated to talk about even though being presented in English, verbal and non-verbal texts have been chosen to stimulate them to link the "world" to their ordinary life, (own life experience)

Unit 1 **New Family Arrangements.**

Warming up section has been thought to opening the discussion about the unit subject creating a suitable environment where students could be the protagonists over the learning process and teacher could take part in mainly as a mediator, helping students and showing them different ways to reach the main goal that is the development of English skills in a communicative and collaborative work as postulated by (BATSTONE 1994).

We believe that advances in language teaching stem from the independent efforts of teachers in their own classrooms. This independence is not brought about by imposing fixed ideas and promoting fashionable formulas. It can only occur where teachers, individually or collectively, explore principles and experiment with techniques.

And also in the sense of the negotiation for meaning according Long (1980) and Swain (1985) *apud* (ASSIS-PETERSON and OLIVEIRA), “the most important kind of interaction for the acquisition process is that which compels learners to extend their expressive and receptive abilities apart from their current proficiency level” (tradução minha)

In this section, images related to the main topic have been shown to activate student's background and questions are raised to promote an introductory talk.

The student's opinions are required and valued, so that, they can express themselves with confidence.

After creating a coherent mood, we can introduce a *pre/before-reading* activity that calls the students attention to the facts and information that will appear in the text through a general inductive strategy, not giving them all information, but leading them to reflect over the clues left by the activities and to achieve the expected conclusions.

Despite the Inductive approach is closely related to grammar aspects, I believe its general concepts can be applied to others learning process areas, as mentioned, "it encourages mental effort and forces students to rely on their intelligence and the ability to analyze and make connections between particular samples of speech."(THORNBURY 1999).

Reading, the texts chosen were taken from the Internet they are all real texts and consist of varied genres such as ads, pictures, scientific articles, consumers review and opinion pieces whose contents are examples of true English interaction.

Relevant information that will be further used is highlighted as a strategy to force the students to pay attention to these textual saliencies and to prepare them to the inductive grammar.

Considering my student's age and level of proficiency, the texts needed to be adapted according to the CEI advisors, providing understandable input and comprehensible information in order to develop one of the most important English skills as pointed out by Anderson (1999, p.1).

Reading is an essential skill for English as a second/foreign language (ESL/EFL) students; and for many, reading is the most important skill to master. With strengthened reading skills, ESL/EFL readers will make greater progress and attain greater development in all academic areas.

Post-reading activities intend to provide text comprehension and mainly topic reinforcement, different kinds of exercises such as open-ended questions, multiple choices, complete the sentences, fill in the blanks, and match the columns help to enhance critical thinking ability, always promoting room for personal opinions.

Vocabulary has been worked in the sense of preparing students for speaking practice; work in-group is also a form of value students' self-expression, guide questions are used to help them on it.

Listening section tries to lead students to extend their world's knowledge showing them that the theme proposed is a real life reflection and consequently is something that makes part of our lives, in other words, it is just the same situation that we have already seen expressed in another language.

The audio file was also adapted to become easier to understand, but it is a real audio material, the edits, of course, regarded the students' level.

Post-listening activities also open space for critical thinking discussing over prejudice and discrimination in order to promote tolerance, respect, and maturity.

Grammar point is **present perfect active, and passive voice** based on the examples took from the reading text and once regular past participle verbs are used, next step is to enjoy this opportunity to work **pronunciation tips** over ED sound.

Ending unit 1 we have **pre-writing**, where verbal and non-verbal text are used in order to remind students the main topic and to propose a **writing activity** in a meaningful way, a daily schedule family, that is, a text that has a specific purpose.

Unit 2.

Appearance, the body, and health.

Warming up starts with images that forward to the title creating certain expectation that will be further broken when the main topic point to the struggle against prejudice and discrimination over Indian women and men spread out by Indian cosmetic Industry and media.

Pre-reading activities try to link images and questions to the general theme and also stimulate students critical thinking, their world's knowledge is brought up through questions related to the non-verbal texts (images).

Reading is contextualized and it is the subsequent step toward endorsement of the issues raised in the opening, being the mainly tailoring instrument through the entire unit.

Once again, pre and **post-reading** varied activities such as multiple choice, true and false and, directed study questions have been used to promote comprehension and students' self-reflection about what the text states.

Pre-listening is opened with self-reflection questions that intend to provide suitable input to the **listening** in itself, in this case a TV program video that reinforces what has been said in the reading text (beauty ads in India and prejudice related to this), and

vocabulary exercise also makes part of this section in order to provide students' listening empowerment.

After watching, any comprehension activities have been proposed focusing on the principal characters speaking.

Let's thinking critically, raise questions on specific situations in which students should use their critical abilities giving their personal opinions supported by the listening text.

Grammar point explores *comparatives* that emerge from the main text grammar aspects collectively with grammar non-verbal examples such as advertisings, both examples have been shown in order to create a path for inductive approach.

Grammar exercises favor examples from the main text, so that, it is possible to keep in the students' mind a straight line that helps the whole unit to create a unique body, what I think to be of utmost importance.

In unit 2 as in unit 1 *grammar* and *pronunciation tips*, go hand-in-hand in this case */ER/* sound common characteristic in the end of the short regular comparatives.

Once the comparatives shown emerge from adjectives, *vocabulary personality adjectives* has been worked to improve students' communication skills.

Pre-speaking brings students' reflection about the **debate genre** that has been explored before in listening section, debate aspects are discussed and the debate's theme tie and at the same time extend what has been learned throughout the unit, a *role play activity* should be perform by the students in sense of creating room for a communicative and collaborative environment supported by the communicative approach that proposes that, "The communicative approach defined the aim of language learning as acquiring communicative ability, that is, the ability to use and interpret meaning in real-life communication (WIDDOWSON, 1978)"

At last *pre-writing* activity, provide another textual genre that has also to do with the ideas worked over the unit, *consumer reviews*, firstly as examples for the *writing activity* in itself, as mentioned "Recent years have seen increased attention being given to the notion of genre in ELT. This has been especially true in the case of English for Specific Purpose (ESP)..." (PALTRIDGE 2001), and secondly to lead students to express themselves critically showing their opinions and points of view.

I would like to finish this paper borrowing Swan words saying that I tried to elaborate this teaching material taking in account the circumstances and my students' needs, making sure that I am teaching what I guess will be useful to them and if I *“can manage to focus on these ideas clearly, I have a better chance of teaching English instead of just teaching grammar rules.”*

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