

**BUCCAL FAT REMOVAL (GUIDED READING)****Level:** B2/C1**Time:** 70-80 minutes

**Lesson focus:** The class is based on The New York Times authentic material, titled *Why Is Everyone Suddenly Obsessed with Buccal Fat Removal?*, and adapted to a B2/C1 speaking and guided reading lesson. Look at the pictures of seven famous women and predict what they have in common, which leads to a short reading explaining what buccal fat is. New vocabulary is analysed by answering short questions about the text. Students discuss the reason why many people talk about this trend right now and the popularity of hiding plastic surgeries from the public. The focus is then pushed onto nonpublic figures who also undergo the procedure. Students discuss the ethics of going abroad to save money on cosmetic surgeries. Before talking and deciding if students would ever get it done, they read a short text describing the procedure. Finally, students discuss the risks and think about ageing with certain invasive procedures. The class ends with students talking about plastic surgeries becoming trends and thinking about what the next big trend might be.

**Materials:**

- Buccal Fat Removal - presentation
- [Why Is Everyone Suddenly Obsessed with Buccal Fat Removal?](#) - Article - The New York Times

**Learning objectives:**

- to talk about buccal fat removal
- to understand authentic material text
- to divide vocabulary items into parts of speech

**Structure:****1. Warm-up (5 mins)**

Show pictures of seven famous women and name them.

*(Emily Ratajkowski, Renee Zellweger, Bella Hadid, Chrissy Tiegen, Amelia Hamlin, Sophie Turner, Dove Cameron).*

If students haven't read the article before the class, you may want to elicit what these women may have in common.

*Suggested answers:*

*They are all women, famous, young, had plastic surgeries, etc.*

**2. Reading Part 1 (5 mins)**

Read about buccal fat and the reason why people are interested in this procedure.

Model and drill the pronunciation of the word buccal.

**3. Vocabulary and word-formation (6 mins)**

Focus on the words chiselled, sculpted and swelling. Students decide what part of speech these words belong to and fill in the gaps in the table with other parts of speech.

*Answers:*

*chiselled (adjective), to chisel (verb), a chisel (noun);*

*sculpted (adjective), to sculpt (verb), a sculptor and a sculpture (nouns)*

*swelling (noun), to swell (verb), swollen (adjective).*

**4. Reading Part 2 (10 mins)**

Look at the pictures of celebrities who allegedly had buccal fat removal done. Students read the two paragraphs on their own and discuss if they have heard about this trend before.

Put students in pairs and give them time to think about their opinions regarding this surgery:

- 1) *Do you like the effects of this procedure?*
- 2) *Should we criticise celebrities for not being honest about their cosmetic surgeries?*
- 3) *Some people say we should criticise plastic surgeons for botched plastic surgeries rather than celebrities for not looking well after having one. What do you think?*

At the end of the task collect answers from different groups.

**5. Reading Part 3 (6 mins)**

Students read about everyday people talking about buccal fat removal. Show a short video as an example of content that can be found across social media. Students discuss if they know anyone who has had this procedure done and the ethics of getting cosmetic surgeries done abroad.

**6. Reading Part 4 (5 mins)**

Students work individually and read the text about what the procedure looks like. Check comprehension by answering questions 1-5.

Answers:

1. *less than a half-hour*
2. *no, you can go to work right after*
3. *no, it's done with a local anaesthetic*
4. *it's the size of a medium grape*
5. *about one week*

**7. Group discussion (5 mins)**

Read about the way to check if you'd look good after the procedure. Students do their best Zoolander impressions and discuss if they would get this procedure done, or not. Why?

**8. Discussion + Reading Part 5 (8 mins)**

Put students into pairs or small groups and ask them to think of three possible risks connected with the buccal fat removal procedure. Elicit some of the answers.

Read the text and check if any of their answers appeared in the text.

Answers: bleeding, nerve injury, infection, facial numbness, asymmetrical face.

Discuss if the procedure is still worth it despite the risks.

**9. Reading Part 6 (7 mins)**

Think about the possible problems that may occur after the surgery with age. Read about the problems and describe the type of person who this procedure could be recommended to.

Answers: *a person with an excess of buccal fat.*

Explain new vocabulary items, for example, sunken in and hollow.

**10. Group discussion (6 mins)**

Focus on the last two words from the previous paragraph - No regrets. As a group, discuss if students have ever got anything done that they regretted later on. This could be a haircut, a purchase or cosmetic surgery. Talk about reversing bad decisions.

Read the text and discuss how easy or difficult it is to reverse cosmetic surgery.

**11. Reading Part 7 + Group discussion  
(10 mins)**

Read the last paragraph discussing changing trends in fashion, social media and plastic surgeries. Explain any new words as needed.

Complete the final discussion either as a whole group, or divide students into pairs.

Monitor the activity and provide students with error corrections.

**12. Error correction (5 mins)**

Provide students with speaking feedback at the end of the lesson.