

## Judging by appearances

### I READING

- a Answer the questions in pairs.
- How many documents do you have which have your photo on them?
  - Where was your passport or ID card photo taken?
    - in a photo booth
    - at home
    - at a photo studio
  - Do you think the photo looks like you?
  - Do you like the photo? Why (not)?
- b Look at the three people and their passport photos. Do they look like their passport photos?
- c Read the first paragraph of the article and answer the questions.
- Why is our passport photo important?
  - Which nationality are the least happy with their photo?
  - Which are the happiest?
  - Which nationality are the vainest?
- d Now read the rest of the article. Who is happy with their photo? Who isn't? Why?
- e Look at the **highlighted** words in the text and choose the correct meaning.
- a study
    - a book
  - feeling uncomfortable
    - feeling happy
  - journalists
    - famous people
  - feeling pleased with yourself
    - feeling unhappy with yourself
  - very beautiful
    - very ugly
  - without hair
    - with a lot of hair
  - a kind of document
    - false hair

## Do I really look like this?

Our **passport (or identity card) photo** is the photo we show to the largest number of different people during our lives. But how happy are we with our photo? Do we make an effort to get a good one? According to <sup>1</sup> **research** done by the US printer company Lexmark, the answer varies according to nationalities. It seems that the Italians are the most <sup>2</sup> **embarrassed** about their passport photo (21% said they didn't like showing it to other people). On the other hand, 98% of Norwegians said they were happy with their photos. And the French spend most time trying to get the perfect photo (sometimes spending an hour in the photo booth!). We asked three British media <sup>3</sup> **celebrities** how they felt about their passport photos...



### Michael Winner film director

'I used to be very <sup>4</sup> **proud** of my passport photo,' said Michael Winner. 'For more than forty years I looked like an elegant film director.' But recently Michael renewed his passport and took a new photo in a photo booth. 'Now I look like a drug dealer', he says.



### Ruth England TV holiday show presenter

Ruth England spends her life travelling and showing her passport photo to passport officials around the world. She confessed, 'Once I had a passport photo where I looked really <sup>5</sup> **hideous** and so I deliberately 'lost' my passport and got a new one. For my latest passport, I took several photos and I chose the best one. I quite like it. I've had much worse ones.'



### Toby Young author and journalist

Toby Young said, 'I'm often stopped when I go through passport control because I don't look like my passport photo at all. In my photo I had a lot more hair but now I'm <sup>6</sup> **bald**. No one believes it is me. So, now I have two possibilities: take a <sup>7</sup> **wig** with me every time I travel or get a new passport photo!'

Adapted from the British press

## HOW WORDS WORK...

Look at two sentences from the text:

Once I had a passport photo where I **looked** really hideous.

I **looked like** an elegant film director.

You can use the verbs *look* and *look like* to talk about a person's appearance.


- Use *look* + adjective (or an age).
- Use *look like* + a noun or pronoun.

Complete the sentences with *look* or *look like* in the correct form.

- 1 This photo doesn't \_\_\_\_\_ you at all. When was it taken?
- 2 You \_\_\_\_\_ very young in this photo. How old were you?
- 3 Your brother \_\_\_\_\_ a rugby player. He's enormous.
- 4 You \_\_\_\_\_ tired. Why don't you go to bed?

## 2 VOCABULARY describing people

a  p.149 Vocabulary Bank *Describing people*.

b  3.5 Look at the four men and listen. Which one is the bank robber?



## 3 PRONUNCIATION -eigh, -aigh, -igh


a Look at the **pink** letters in the words below. Are they pronounced /eɪ/ or /aɪ/? Put the words in the correct column.

bright height high in his eighties light brown  
might neighbour overweight sight straight weigh

b  3.6 Listen and check.

c How is *-igh* always pronounced? How is *-eigh* usually pronounced? Which word is an exception here?

d  3.7 Practise saying the sentences. Listen and check.

- 1 She has light brown hair. It's short and straight.
- 2 He's medium height and slightly overweight.
- 3 He's in his eighties, but his eyesight's very good.
- 4 She likes wearing tight straight-leg jeans.



4 GRAMMAR *must, may, might, can't* (deduction)

a Look at the photo of the three women. Who do you think is who? Match texts A–C with the photos.

# Judging by appearances

Millionaire's  
daughter?

Managing  
director?

Policewoman?

Who  
do you  
think is  
who?



b Read the texts again. In pairs, answer the questions.

- 1 Which two women feel they are judged because of their appearance? How?
- 2 Which woman thinks she is judged because of her name? How?

c Look at the **highlighted** phrases in the texts and answer the questions.

- 1 Which phrase means *it's impossible*? \_\_\_\_\_
- 2 Which phrase means *it's certain*? \_\_\_\_\_
- 3 Which phrase means *it's possible*? \_\_\_\_\_

d p.134 Grammar Bank 3B. Read the rules and do the exercises.

e Communication *Who do you think they are?* p.116 Match more people with their jobs.

**A**

**Laura Day, policewoman, Soho, London**

When people first meet me they think I **might be** a teacher or a hairdresser. When I'm not wearing my uniform, they never believe me that I'm a policewoman. When I tell people what I do, the typical reaction is, 'You **can't be** a policewoman, you're too small!' I'm only 5 feet 4 inches\* tall. People always think that policewomen are big and masculine. Often people only believe me when I show them my police identity card.

\* = 1.6 metres

**B**

**Sam Roddick, daughter of Anita Roddick (the millionaire founder of Body Shop)**

When I introduce myself to people and say my name they often say, 'Oh you **must be** the Body Shop woman's daughter.' Later they can't remember my name. I'm very proud of my mother but I would never say, 'My mum's Anita Roddick'. I don't know if I am very different from the typical 'rich kid' because I don't know any. My friends never mention my background or money and neither do I.

**C**

**Thea Callan, managing director of Nails Inc. (the biggest UK chain of nail bars\*)**

People often ask me who my boss is. They think, 'She **can't be** the managing director – she's a woman'. They're expecting to see an older man in a suit. Or when people speak to me on the phone and hear that I am a woman then they think that I **must be** a 50-year-old woman who wears trouser suits and is very unfeminine. They're very surprised when they see me – I'm not like that at all. In the office I just wear jeans and trainers.

\* = salons where you can have manicures and pedicures

**5 LISTENING**



a In pairs, look at the man in the photo and answer the questions. Use *must, may, might, can't be*. Say why.

- Where do you think he's from?  
England    Sweden    Spain
- How old do you think he is?  
In his 20s    In his 30s    In his 40s
- What do you think his job is?  
priest    musician    accountant

b **3.8** Listen to the first part of a radio interview with him and check your answers. Were you right?

c Listen again and make notes under the headings below. Compare with a partner.

\_\_\_\_\_

*name*

\_\_\_\_\_

*parents*

\_\_\_\_\_

*languages*

\_\_\_\_\_

*nationality*

- (what he feels)

- (what he looks like)

\_\_\_\_\_

*profession*

- (when he started)

- (how long he's been doing it professionally)

d **3.9** Now listen to the second part of the interview and answer the questions.

- In which of the two countries is it easier for him to make a living?
- In what other countries is there a lot of interest in his job?
- What is the stereotype of someone doing his job?
- In which of the two countries does he think people judge him by his appearance?

e How important is appearance in your country? Do people in your country judge by appearances?

# Communication

## 2B Are you hungry? Yes, I'm starving! Student A

a Say your sentences to B. He / she must respond with the phrase in brackets.

- 1 Is the water cold? (*Yes, it's freezing.*)
- 2 Was the film good? (*Yes, it was great.*)
- 3 Were you tired after the exam? (*Yes, I was exhausted.*)
- 4 Is the kitchen dirty? (*Yes, it's filthy.*)
- 5 Is it a big house? (*Yes, it's enormous.*)
- 6 Was the weather bad? (*Yes, it was awful.*)

b Respond to B's questions. Say *Yes, it's / I'm*, etc. + the strong form of the adjective which B used in the question. Remember to stress the strong adjective.

c Repeat the exercise. Try to respond as quickly as possible.

## 3B Who do you think they are? Students A + B

a In pairs, look at the people. You will have to match them with one of the jobs in the list below.

politician    boxer    violinist    university professor    comedian

b Discuss person A with your partner.

- Eliminate the jobs you think are impossible for that person. Use *He / She can't be a...* Say why.
- Now say which jobs you think are possible. Use *He / She might be...*
- Now make a final choice for person A. Use *He / She must be...* Say why.

c Now do the same for B–E.

d Finally, your teacher will tell you if you are right.



## 3C Guess the sentence Student A

a Look at sentences 1–5 and complete them with the correct form of *be able to* + a verb.

- 1 I've never \_\_\_\_\_ the guitar well.
- 2 I'm sorry I won't \_\_\_\_\_ to your party next weekend.
- 3 I used to \_\_\_\_\_ a little Japanese but I can't now.
- 4 I love \_\_\_\_\_ in bed late at the weekend.
- 5 Will you \_\_\_\_\_ all the work before Saturday?

b Read your sentence 1 to B. If it's not the same, try again until B tells you 'That's right'. Continue with 2–5.

c Now listen to B say sentence 6. If it's the same as your sentence 6 below, say 'That's right'. If not, say 'Try again' until B gets it right. Continue with 7–10.

- 6 I won't **be able to** see you tonight. I'm too busy.
- 7 It was the rush hour but luckily I was **able to** park near the cinema.
- 8 They haven't **been able to** find a flat yet. They're still looking.
- 9 It must be fantastic **to be able to** speak a lot of languages.
- 10 You must **be able to** do this exercise! It's very easy.

### 3A *must, have to, should* (obligation)

obligation / necessity: *have to / must* (+ infinitive)

You **have to** wear a seatbelt in a car.  
Do you **have to** work on Saturdays?  
I **had to** wear a uniform at my primary school.  
I'll **have to** get up early tomorrow. My interview is at 9.00.

I **must** remember to phone Emily tonight – it's her birthday.  
You **must** be on time for class tomorrow – there's a test.

- *Must* and *have to* have a very similar meaning. *Have to* is more common for **general, external** obligations, for example rules and laws. *Must* is more common for **specific** (i.e. on one occasion) or **personal** obligations.  
Compare:  
*I have to wear a shirt and tie at work* (It's the rule in this company).  
*I must buy a new shirt – this one is too old now* (It's my own decision).
- *Have to* is a normal verb and it exists in all tenses.
- *Must* is a modal verb. The only forms are *must* and *mustn't*.
- You can also use *have to* or *must* for strong recommendations, e.g. *You have to / must see that film – it's fantastic.*

advice or opinion: *should / shouldn't* (+ infinitive)

You **should** take warm clothes with you to Dublin. It might be cold at night.  
I think the government **should** do something about unemployment.

- *Should* is not as strong as *must / have to*. We use it to say if we think something is the right or wrong thing to do.
- *Should* is a modal verb. The only forms are *should* and *shouldn't*.
- You can also use *ought to* and *ought not to* instead of *should / shouldn't*.  
*You should take an umbrella with you. You ought to take an umbrella with you.*

no obligation / necessity: *don't have to*

You **don't have to** pay for the tickets. They're free.  
You **don't have to** go to the party if you don't want to.

prohibition: *mustn't* (+ infinitive)

You **mustn't** eat that cake – it's for the party.  
You **mustn't** touch that. It's dangerous.

- *Don't have to* and *mustn't* are completely different. Compare:  
*You mustn't drive along this street.* = It's prohibited, against the law.  
*You don't have to drive – we can get a train.* = You can drive if you want to but it's not necessary / obligatory.
- You can often use *can't* or *not allowed to* instead of *mustn't*.  
*You mustn't park here. You can't park here. You're not allowed to park here.*

⚠ *Have got to* is often used instead of *have to* in spoken English, e.g. *I've got to go now. It's very late.*

### 3B *must, may, might, can't* (deduction)

when you are sure something is true: *must*

They **must** be out. There aren't any lights on.  
She **must** have a lot of money. She drives a Porsche.

when you think something is possibly true: *may / might*

His phone's switched off. He **might** be on the plane now.  
She **might not** like that skirt. It's not her style.  
She's not at home. She **may** be working.  
He hasn't written. He **may not** have my address.

when you are sure something is impossible / not true: *can't*

He **can't** be ill. I saw him at the gym.  
They **can't** be Italian. They're speaking to each other in Spanish.

- We often use *must, may / might, and can't* to say how sure or certain we are about something (based on the information we have).
- In this context, the opposite of *must* is *can't* NOT *mustn't*.

### 3C *can, could, be able to* (ability and possibility)

*can / could*

I **can** speak Spanish very well.  
She **could** play the violin when she was three.  
She **can't** come tonight. She's ill.  
They **couldn't** wait because they were in a hurry.  
**Could** you open that door, please?

- *Can* is a modal verb. It only has a present, past, and conditional form (but can also be used with a future meaning).
- For other tenses and forms use *be able to*.

*be able to* + infinitive

I **am able to** accept your invitation.  
They **weren't able to** come.  
I'll **be able to** practise my English in London.  
She **has been able to** speak French since she was a child.  
I'd like **to be able to** ski.  
I'd love **being able to** sleep late at weekends.

- You can use *be able to* in the present, past, future, present perfect, and as a gerund or infinitive.
- *be able to* in the present and past is more formal than *can / could*.

## 3A

a Circle the correct form.

You *shouldn't* / *mustn't* drink that water. It's not safe.

- 1 We *mustn't* / *don't have to* hurry. We have plenty of time.
- 2 You *must* / *should* remember to write the report. The boss will be furious if you forget.
- 3 The exhibition was free so I *hadn't to* / *didn't have to* pay.
- 4 *Do you have to* / *Should you* wear a uniform at your school?
- 5 We *must* / *had* to wait two hours at security and nearly missed our flight.
- 6 *Had you to* / *Did you have to* do a lot of homework when you were at school?
- 7 I think people who live in flats *mustn't* / *shouldn't* have dogs.
- 8 She's allergic to dairy products so she *mustn't* / *doesn't have to* eat anything made from milk.

b Complete the second sentence with two or three words so it means the same as the first.

Smoking is prohibited here. You *mustn't smoke* here.

- 1 It isn't a good idea to go swimming after a big meal.  
You \_\_\_\_\_ swimming after a big meal.
- 2 Was it necessary for them to pay cash?  
Did \_\_\_\_\_ pay cash?
- 3 The meeting isn't obligatory.  
You \_\_\_\_\_ go to the meeting.
- 4 It's bad manners to talk loudly on a mobile on a train.  
People \_\_\_\_\_ quietly on their mobile on a train.
- 5 Lorries are not allowed to go on this road.  
Lorries \_\_\_\_\_ on this road.

## 3B

a Match the sentences.

- |  |                                 |
|--|---------------------------------|
| 1 He must be over 70. <input type="checkbox"/>             | A He hasn't seen me for ages.   |
| 2 He can't be at university. <input type="checkbox"/>      | B He sometimes sends me emails. |
| 3 He may not remember me. <input type="checkbox"/>         | C He must be joking.            |
| 4 He might like this book. <input type="checkbox"/>        | D He's interested in history.   |
| 5 He must be very shy. <input type="checkbox"/>            | E He sometimes works late.      |
| 6 He can't be serious. <input type="checkbox"/>            | F He gets up very early.        |
| 7 He may be in bed already. <input type="checkbox"/>       | G He's only 16.                 |
| 8 He might not be at home yet. <input type="checkbox"/>    | H He's not fit enough.          |
| 9 He must have a computer. <input type="checkbox"/>        | I He retired 10 years ago.      |
| 10 He can't be a good footballer. <input type="checkbox"/> | J He never opens his mouth.     |

b Complete with *might* (not), *must*, or *can't*.

This sauce is really spicy. It must have chilli in it.

- 1 A What music is this?  
B I'm not sure but it \_\_\_\_\_ be Mozart.
- 2 She looks very young. She \_\_\_\_\_ be more than 16.
- 3 I'm not sure why she hasn't phoned. She \_\_\_\_\_ have my new number.
- 4 They \_\_\_\_\_ have a lot of money. They live in an enormous house.
- 5 He \_\_\_\_\_ be away. His car is outside his house.
- 6 I \_\_\_\_\_ be a size 44! I'm usually a 40 or 42.
- 7 It \_\_\_\_\_ be true! I saw it on the news.

## 3C

a Complete with the correct form of *be able to*.

I ve never been able to learn to swim.

- 1  I \_\_\_\_\_ send any emails since lunchtime.
- 2  She used to \_\_\_\_\_ speak German really well.
- 3  I \_\_\_\_\_ do my homework until tomorrow.
- 4  I'd really like \_\_\_\_\_ dance well.
- 5  \_\_\_\_\_ you \_\_\_\_\_ come to our wedding?  
It's on May 10th.
- 6  If I spoke better English, I \_\_\_\_\_ get a job in a hotel.
- 7  When I've saved another €1000, I \_\_\_\_\_ buy a new car.
- 8  She hates \_\_\_\_\_ do what she wants.

b Complete with *can* / *can't*, or *could* / *couldn't* where possible. If not, use a form of *be able to*.

They told me that they couldn't do anything about the noise.

- 1 I \_\_\_\_\_ talk to you now. I'm too busy.
- 2 When I lived in Rome I \_\_\_\_\_ speak Italian quite well.
- 3 I would love \_\_\_\_\_ play tennis very well.
- 4 If we don't hurry up, we \_\_\_\_\_ catch the last train.
- 5 My mother \_\_\_\_\_ see much better now with her new glasses.
- 6 To do this job you need \_\_\_\_\_ speak at least two languages.
- 7 I \_\_\_\_\_ help you tonight if you want.
- 8 They \_\_\_\_\_ find a flat yet. They're still looking.

### 1 Age

Complete the phrases.

mid-    early    about    late    forties

- 1 He's \_\_\_\_\_ 20.                    = 19, 20, or 21
- 2 He's in his \_\_\_\_\_ .                = between 41 and 49
- 3 She's in her \_\_\_\_\_ thirties. = between 34 and 36
- 4 She's in her \_\_\_\_\_ sixties. = between 67 and 69
- 5 He is his \_\_\_\_\_ seventies. = between 71 and 73

### 2 Height and build

Match the sentences and pictures A–C.

- 1  He's **tall** and **slim**.
- 2  He's **short** and a bit **overweight** /əʊvə'weɪt/.
- 3  He's **medium height** /'mi:diəm 'haɪt/ and **well built**.



**▲** *Thin* and *slim* are both the opposite of *fat*, but *slim* = thin in an attractive way.

### 3 Hair

Match the sentences and pictures.

- 1  She has **fair** (or **blonde**) hair and a **ponytail**.
- 2  She has **long wavy** hair.
- 3  He has **grey** hair and a **beard** /biəd/.
- 4  She has **short brown curly** hair.
- 5  She has **red shoulder-length** hair.
- 6  He's **bald** /bɔ:ld/ and has a **moustache** /mə'sta:ʃ/.
- 7  She has **straight dark** hair and a **fringe**.



### 4 General adjectives

a Are these adjectives  or ? Are they used for men, women, or both? Write M, W, or B.

	<input type="checkbox"/> or <input type="checkbox"/>	M, W, or B
attractive	<input type="checkbox"/>	<input type="checkbox"/>
beautiful	<input type="checkbox"/>	<input type="checkbox"/>
good-looking	<input type="checkbox"/>	<input type="checkbox"/>
handsome /'hændsəm/	<input type="checkbox"/>	<input type="checkbox"/>
plain	<input type="checkbox"/>	<input type="checkbox"/>
pretty /'prɪti/	<input type="checkbox"/>	<input type="checkbox"/>
ugly	<input type="checkbox"/>	<input type="checkbox"/>

**▲** *What does he / she look like?* = Can you describe his / her appearance?  
*What is he / she like?* = Can you describe his / her personality?

Can you remember the words on this page? Test yourself or a partner.

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