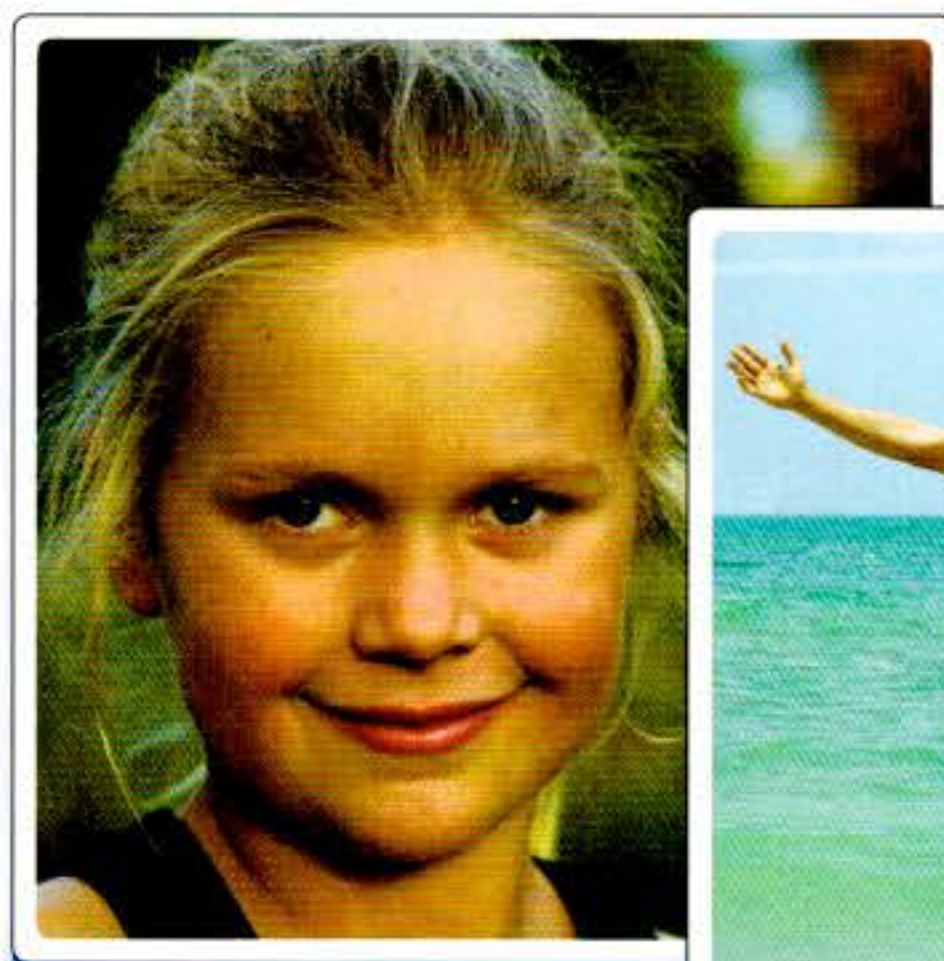


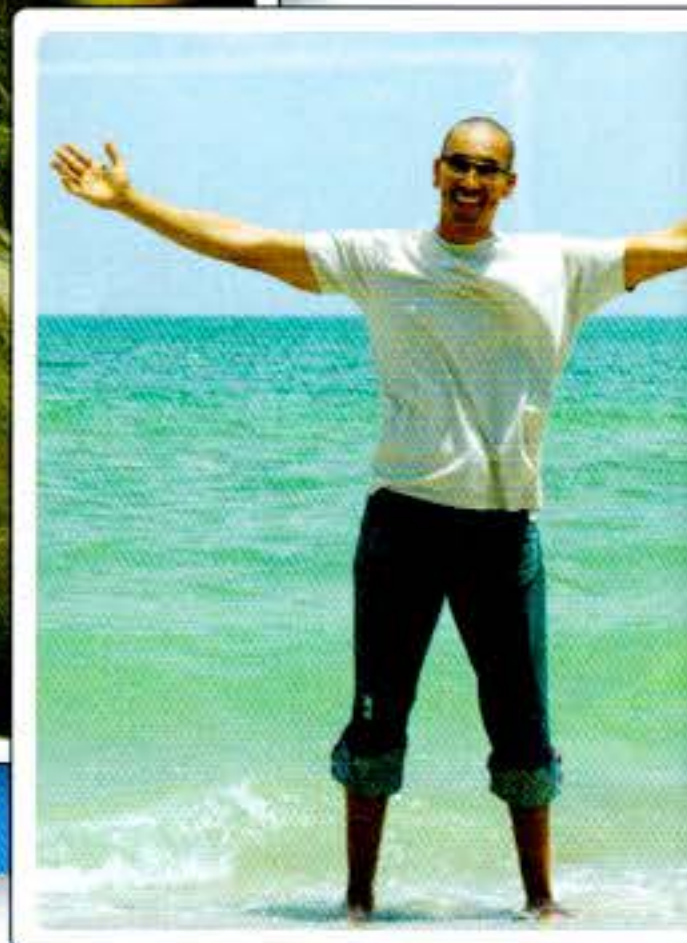
She can't be his mother. She must be his sister.

No, she's his mother. She looks very young for her age.

6B Judging by appearances



Annabel, 27



Martin, 39



Sean, 19



Sarah, 22

1 READING & SPEAKING

- a Answer the questions in pairs.
- 1 Do you have a profile photo of yourself which you use on social networking sites, or on your ID?
 - 2 Why did you choose it?
 - 3 What do you think the photo says about you?
- b Look at the four profile photos. Why do you think the people have chosen these photos?
- c Read the article and complete it with the headings below. Then look at the four photos again. Which of the 12 categories do you think they belong to?
- A **Photo of you as a child**
 - B **Holiday photo**
 - C **Logo of your business or company**
 - D **Photo with a celebrity**
 - E **Photo with a partner**
 - F **Photo with your baby or child**
- d Read the article again. Look at the **highlighted** phrases. With a partner, try to work out their meaning.
- e Think about the profile photos or ID card photos of your family and friends. Which categories do they fit in? Do you agree with the text? Has the article made you want to change your profile picture? Why (not)?

What does your profile picture say about you?

Whether it's a photo of you on a night out or of you with your newborn baby, the image you choose to represent you on social networking sites says a lot about you.

Profile pictures on *Facebook* and similar sites are the visual projection to friends and family of who you are and what you are like. On *Twitter*, where people follow both friends and strangers, profile pictures are smaller and perhaps more significant. They are often the first and only visual introduction people have to each other. So what does *your* profile photo say about you?



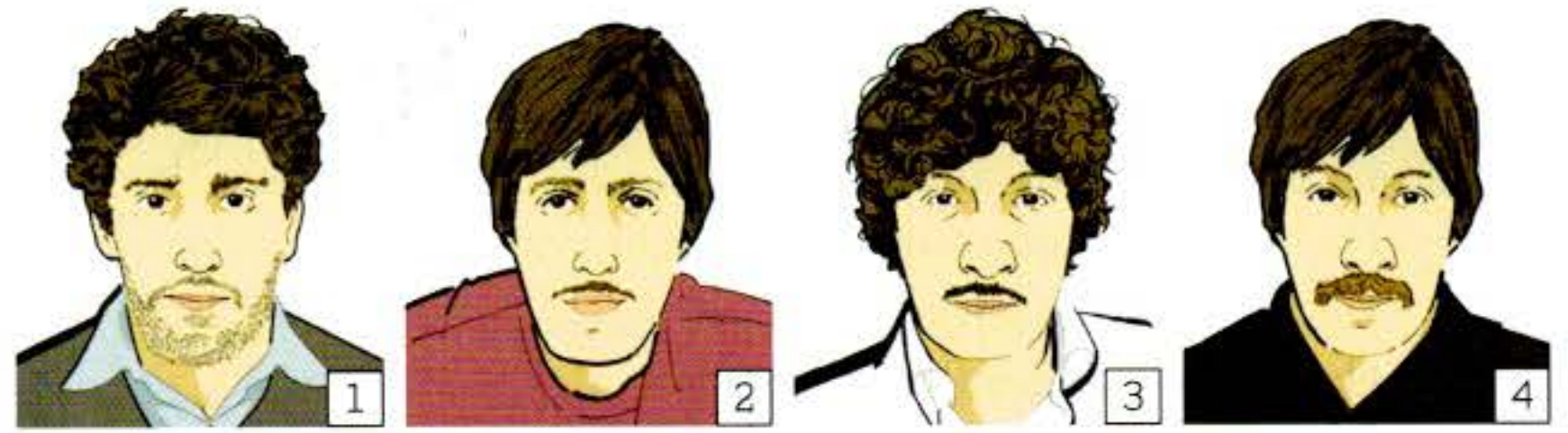
According to communications consultant Terry Prone, there are 12 categories that cover most types of profile pictures.

- 1 **The professionally taken photo**
You use social media **mainly for business or career purposes**.
- 2
You want to show **what you have achieved** in your family life, and are generally more interested in a response from women than from men.
- 3
You see **your other half** as the most important thing in your life, and you see yourself as one half of a couple.
- 4 **Having fun with friends**
Generally **young and carefree**, you want to project an image of being fun and popular.
- 5
You are a bit of an escapist and keen to show **a different side of yourself** from what you do on a day-to-day basis.
- 6
This kind of image says that you don't really want to **grow up** and face the future. You are nostalgic for your childhood.
- 7 **Caricature**
Using a caricature is a way of saying that your image isn't rigid and that you don't **take yourself too seriously**.
- 8 **Photo related to your name, but not actually you (a shop sign, or product label for example)**
You want to be identifiable, but you feel your name is more important than what you look like.
- 9 **Photo related to your political beliefs or a team that you support**
You think that your beliefs and interests are more important than your personality.
- 10
You think that showing yourself with **a well-known person** will make you seem more important.
- 11 **Self-portrait taken with webcam / camera phone**
Functional. It says, 'Look, I don't **dress up**; take me as I am.'
- 12
You only use social media in a professional capacity, and you identify more with your work role than with your private life.

Adapted from The Irish Times

2 VOCABULARY the body

- a (3 38)) Look at the four pictures and listen. Which one is the thief? Describe the four pictures with a partner.



- b ➤ p.160 Vocabulary Bank *The body*.

3 PRONUNCIATION diphthongs

- a (3 41)) Read the information about diphthongs. Then listen and repeat the six words and sounds.

1 	2 	3 	4 	5 	6

Diphthongs

Diphthongs are a combination of two short vowel sounds, e.g. the /i/ sound and the /a/ sound said together make the longer /ia/ sound.

- b Write these words in the correct columns.

bite beard eyes face hair mouth nose
shoulders smile stare taste throw toes

- c (3 42)) Listen and check. Then practise saying the phrases below.

fair hair narrow shoulders a wide mouth
brown eyes a Roman nose a round face

- d Do the quiz with a partner. Answer with *my* / *your* / *their* + a part of the body.

WHICH PART(S) OF THE BODY...?

- 1 do you wear | a ring | on
gloves
socks
a cap
- 2 do ballet dancers stand on
- 3 do footballers often injure
- 4 do women put make-up on
- 5 do people brush
- 6 do people carry a rucksack on



4 (3 43)) SONG I Got Life 🎵

5 GRAMMAR modals of deduction

a Look at the photos of three people. Then in two minutes, match three sentences with each person.

- He / she might be a criminal.
- He / she might not know how to use the internet.
- He / she could be a model.
- He / she could be German or Scandinavian.
- He / she may not have a job.
- He / she may be a millionaire.
- His / her hair must be dyed.
- He / she must be retired.
- He / she can't be a business person.

b Compare with a partner. *I think he could be a model.*

c ► **Communication** *Judging by appearances p.106.* Find out about the three people. Did you guess correctly?

d Look at the sentences in a and answer the questions.

- 1 Which modal verbs mean *it's possible*?
might _____
- 2 Which modal verb means *it's very probable*? _____
- 3 Which modal verb means *it's impossible*? _____



1



2



3

e ► **p.143 Grammar Bank 6B.** Learn more about modals of deduction and practise them.

6 LISTENING & READING

a In pairs, look at the man in the photo. Make sentences about him using *might | may | could (not) be, must be, or can't be* and words from the list.

Italian English
very rich homeless
intellectual hungry

b (3 47))) Listen to a woman talking about the man in a and answer the questions.

- 1 Where were the speaker and her friend Adriana?
- 2 What were they doing when they saw the man?
- 3 What did he look like?
- 4 What did Adriana want to do?
- 5 What did the speaker do?

c (3 48))) Why do you think the speaker stopped Adriana? Listen and find out. Who was the man?



d Look at the two photos of Susan Boyle in the article. Do you know who she is? Can you guess why she has changed her appearance?

e Read the article once and choose the best summary.

- 1 We now realize that it is wrong to judge people by their appearance.
- 2 Judging people by appearance can be useful, and is often right.
- 3 If you try to judge people by their appearance, you will usually be wrong about them.

f Read the article again and mark the sentences **T** (true) or **F** (false). Say why the **F** ones are false.

- 1 Most people predicted that Susan Boyle would be successful as a singer.
- 2 After her appearance on TV, people started saying that we shouldn't judge people by their appearance.
- 3 Scientists think that judging by appearance is an important skill.
- 4 It is more important to be able to make quick judgements about people than it used to be.
- 5 When we judge people by their appearance, we are usually wrong.
- 6 Susan Boyle has probably realized that people will never stop judging her by her appearance.

Yes, appearance matters.

When Susan Boyle first walked onto the stage of the *Britain's Got Talent* TV show people immediately thought that she looked like a 47-year-old single woman, who lived alone with her cat (which in fact she was). Nobody thought for a minute that she had a chance of doing well on the show, or could ever become a star. But when she opened her mouth and started singing *I Dreamed a Dream*, from the musical *Les Misérables*, everybody was amazed. After the video of her performance went viral, journalists started talking about how wrong it is to stereotype people into categories, and how we should learn, once and for all, 'not to judge a book by its cover'.

But social scientists say that there are reasons why we judge people based on how they look. On a very basic level, judging people by their appearance means putting them quickly into categories. In the past, being able to do this was vitally important, and humans developed the ability to judge other people in seconds. Susan Fiske, a professor of psychology and neuroscience at Princeton University, said that traditionally,

most stereotypes are linked to judging whether a person looks dangerous or not. 'In prehistoric times, it was important to stay away from people who looked aggressive and dominant,' she said.

One reason why our brains persist in using stereotypes, experts say, is that often they give us generally accurate information, even if all the details aren't right.

Ms Boyle's appearance, for example, accurately told us a lot about her, including her socio-economic level and lack of worldly experience.

People's enthusiasm for Susan Boyle, and for other underdogs who end up winning, is unlikely to stop us from stereotyping people. This maybe one of the reasons why, although Ms Boyle expressed the hope that 'maybe this could teach them a lesson, or set an example,' she did begin to change her appearance, wearing make-up, dying her grey hair, and appearing in more stylish clothing.

Adapted from The New York Times



g Find a word or phrase in the article for the definitions.

Paragraph 1

- 1 _____ was sent all over the internet
- 2 _____ a _____ by _____
judge a person by his / her appearance

Paragraph 2

- 3 _____ absolutely essential

Paragraph 3

- 4 _____ - _____ what social class
she is and how much money she has

Paragraph 4

- 5 _____ people who are not expected to succeed

h Talk to a partner.

- 1 Do you think people in your country tend to judge other people by their appearance? In what way?
- 2 How important do you think appearance is for the following people?
 - politicians
 - TV presenters
 - business people
 - singers
 - doctors

Do you think it is right that their appearance matters?

- 3 On what occasions might *you* judge someone by their appearance?

modals of deduction: *might, can't, must*

might / may (when you think something is possibly true)

Tony's phone is switched off. He **might** be on the plane now, or just boarding. **3 44)))**
 Laura **might not** like that skirt. It's not really her style.
 I don't know where Kate is. She **may** be at work or at the gym.
 I'm surprised that Ted isn't here. He **may not** know that the meeting is today.

can't (when you are sure something is impossible / not true)

Nigel **can't** earn much money in his job. He's still living with his parents. **3 45)))**
 That woman **can't** be Jack's wife. Jack's wife has dark hair.

must (when you are sure something is true)

The neighbours **must** be out. There aren't any lights on in the house. **3 46)))**
 Your sister **must** have a lot of money if she drives a Porsche.

- We often use *might / may, can't, or must* to say how sure or certain we are about something (based on the information we have).
- We don't use *can* instead of *might / may*, NOT *He can be on the plane now.*
- In this context the opposite of *must* is *can't*.
The neighbours must be out. There aren't any lights on in the house. | The neighbours can't be out. All the lights are on in the house. NOT *The neighbours mustn't be out.*



The neighbours must be out. There aren't any lights on in the house.



The neighbours can't be out. All the lights are on in the house.

- We can use *could* instead of *might* in positive sentences.
Jack could (or might) be at the party – I'm not sure.
- We often use *be + gerund* after *might / must / can't*.
They must be having a party – the music is very loud.

a Match the sentences.

- | | | | |
|-------------------------------------|-------------------------------------|---|---|
| He might be American. | <input checked="" type="checkbox"/> | D | A He's carrying a sports bag. |
| 1 He can't be a university student. | <input type="checkbox"/> | | B He's carrying a camera and a guide book. |
| 2 He must be cold. | <input type="checkbox"/> | | C He's looking at a map. |
| 3 He might be going to the gym. | <input type="checkbox"/> | | D He's wearing a baseball cap. |
| 4 He could be lost. | <input type="checkbox"/> | | E He's looking at job adverts in the newspaper. |
| 5 He must be married. | <input type="checkbox"/> | | F He isn't talking to anybody. |
| 6 He must be a tourist. | <input type="checkbox"/> | | G He isn't wearing a suit. |
| 7 He can't be enjoying the party. | <input type="checkbox"/> | | H He's wearing a wedding ring. |
| 8 He may not have a job. | <input type="checkbox"/> | | I He's not old enough. |
| 9 He can't be a businessman. | <input type="checkbox"/> | | J He isn't wearing a jumper. |



b Cover 1–9 and look at A–J. Remember 1–9.

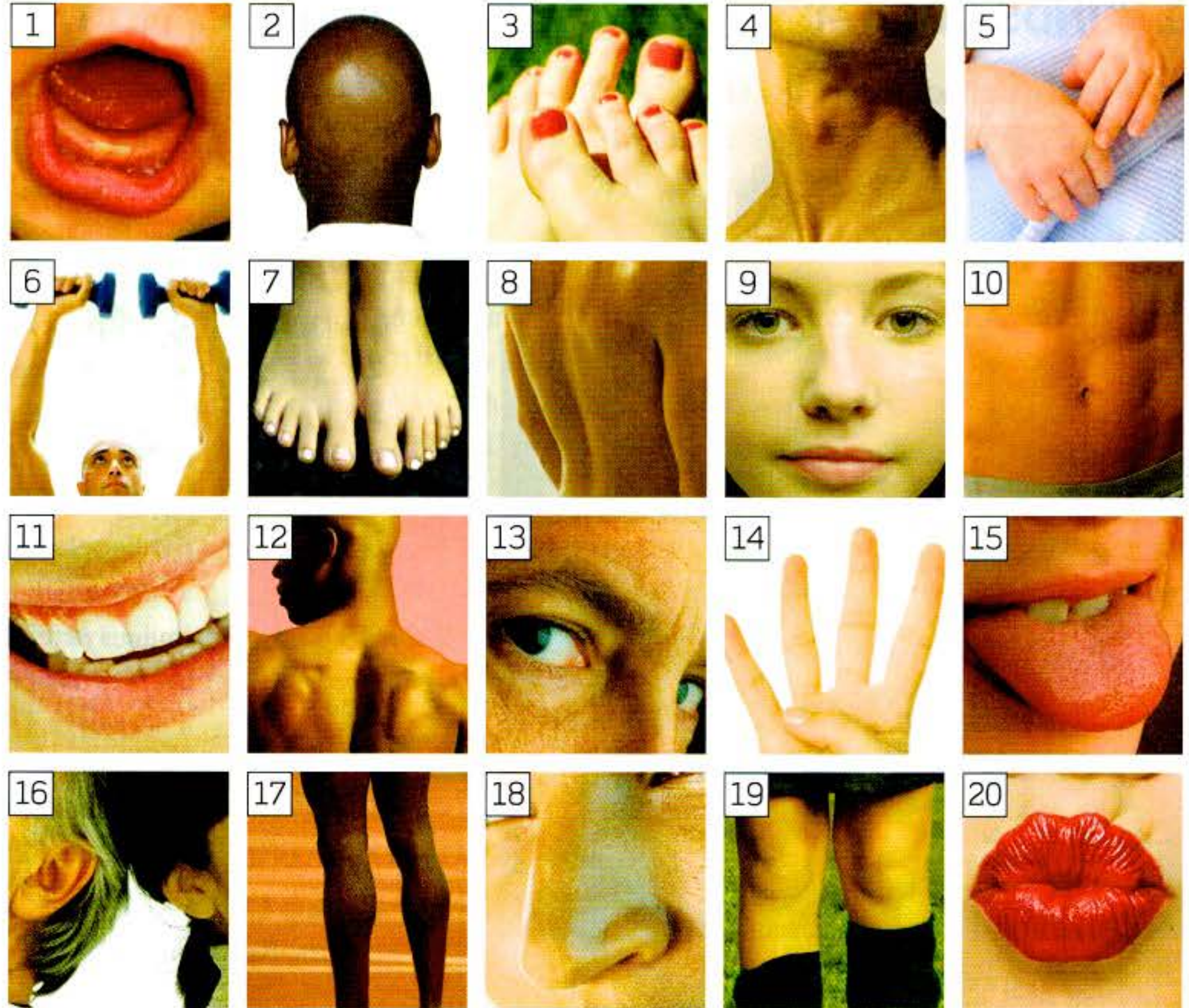
c Complete with *must, might (not), or can't*.

- A What does Pete's new girlfriend do?
 B I'm not sure, but she might be a model. She's very pretty.
- 1 A Do you know anyone who drives a Ferrari?
 B Yes, my nephew. I don't know his salary, but he _____ earn a fortune!
- 2 A Why don't you buy this dress for your mum?
 B I'm not sure. She _____ like it. It's a bit short for her.
- 3 A My sister works as an interpreter for the EU.
 B She _____ speak a lot of languages to work there.
- 4 A Did you know that Andy's parents have split up?
 B Poor Andy. He _____ feel very happy about that.
- 5 A Are your neighbours away? All the windows are closed.
 B I'm not sure. I suppose they _____ be on holiday.
- 6 A Where's your colleague today?
 B She _____ be ill. She called to say that she's going to the doctor's.
- 7 A Jane is looking at you in a very strange way.
 B Yes. I've grown a beard since I saw her last, so she _____ recognize me.
- 8 A My daughter has failed all her exams again.
 B She _____ be working very hard if she gets such bad grades.
- 9 A Why is Tina so happy?
 B I'm not sure, but she _____ have a new partner.
- 10 A Where's the manager's house?
 B I don't know, but he _____ live near the office because he commutes every day by train.

1 PARTS OF THE BODY

a Match the words and pictures.

- arms /ɑ:mz/
- back /bæk/
- ears /iəz/
- eyes /aɪz/
- face /feɪs/
- feet /fi:t/ (singular foot /fʊt/)
- fingers /'fɪŋgəz/
- hands /hændz/
- head /hed/
- knees /ni:z/
- legs /legz/
- lips /lɪps/
- mouth /maʊθ/
- neck /nek/
- nose /nəʊz/
- shoulders /'ʃəʊldəz/
- stomach /'stʌmək/
- teeth /ti:θ/ (singular tooth /tu:θ/)
- toes /təʊz/
- tongue /tʌŋ/



b (39) Listen and check.

c Cover the words and test yourself or a partner. Point to a part of the body for your partner to say the word.

🔍 Possessive pronouns with parts of the body
 In English we use possessive pronouns (*my, your, etc.*) with parts of the body, not *the*.
 Give me **your** hand. NOT *Give me the hand.*

2 VERBS RELATED TO THE BODY

a Complete the sentences with a verb from the list in the correct tense. Which three verbs are irregular in the past tense?

- bite /baɪt/ clap /klæp/ kick /kɪk/ nod /nɒd/
 point /pɔɪnt/ smell /smel/ smile /smaɪl/
 stare /steə/ taste /teɪst/ throw /θrəʊ/
 touch /tʌtʃ/ whistle /'wɪsl/

b (40) Listen and check. Which parts of the body do you use to do all these things?

◀ p.59

- 1 Don't be frightened of the dog. He won't *bite* _____.
- 2 Jason _____ the ball too hard and it went over the wall into the next garden.
- 3 Don't _____ stones – you might hit somebody.
- 4 Mmm! Something _____ delicious! Are you making a cake?
- 5 The stranger _____ at me for a long time, but he didn't say anything.
- 6 Can you _____ the rice? I'm not sure if it's cooked yet.
- 7 Some builders _____ when the girl walked past.
- 8 Don't _____ the oven door! It's really hot.
- 9 The audience _____ when I finished singing.
- 10 The teacher suddenly _____ at me and said 'What's the answer?' I hadn't even heard the question!
- 11 In Russia if you _____ at strangers, people think you're mad!
- 12 Everybody _____ in agreement when I explained my idea.

Jenny We will!
Monica Bye, Rob. Nice meeting you.
Rob Bye.
Jenny Bye. Talk soon.
Rob She seems like a happy person.
Jenny She is, especially right now - she's getting married.
Rob That's fantastic news!
Jenny Yeah, it is. I guess we're at that age now. When most of our friends are settling down and getting married.
Rob Yeah... Oh, speaking of friends, I want to ask you a favour. Is it OK if we change our plans a bit this week?
Jenny Er... sure. What's up?
Rob I've just had a call from an old friend of mine, Paul. I haven't seen him since we were at university and he's travelling around the States at the moment. Anyway, he's arriving in New York this evening and, er... I've invited him to stay for the week.
Jenny Cool! It'll be fun to meet one of your old friends! What's he like?
Rob Oh, Paul's a laugh. He used to be a bit wild, but that was a long time ago. He's probably changed completely.
Jenny Well, I'm looking forward to meeting him.
Rob Just one other thing. Could you do me a big favour? I have to work late this evening so... would you mind meeting him at the airport?
Jenny Not at all. I'd like to meet him.
Rob And do you think you could take him to my flat? I'll give you the keys.
Jenny No problem, Rob.
Rob Thanks so much, Jenny. You're a real star.

3 29)))

Paul Hey man!
Rob Paul!
Paul It's great to see you, mate.
Rob You too, Paul. It's been years. You haven't changed at all.
Paul Just got better looking!
Rob How come you're so late?
Jenny Paul's flight from LA was delayed. And then the traffic coming back was just awful.
Paul But that gave us time to get to know each other.
Jenny Yeah. Paul told me all about his travels. Every detail.
Paul And look at this. Your own New York flat. How cool is that?
Rob It's good. Really good. But - do you want something to eat? I got some things on my way home.
Paul Stay in? It's my first night in the Big Apple! Let's go out and have a pizza or something.
Rob I thought you'd be tired after the flight.
Paul No way, man! I'm ready for action.
Rob Great! I'll get my jacket...
Jenny Rob, I think I'll go home if you don't mind. I, uh, I'm exhausted.
Rob Oh, OK then.
Paul So it's a boys' night out!
Rob Just like the old days!
Paul And after the pizza we can go on somewhere else. Rob, we've got a lot to talk about!

3 36)))

Interviewer So tell me, how did you get involved in the film, Dagmara?
Dagmara Well, as you probably know, *Schindler's List* was shot in Krakow, in Poland, which is where I live. I was a university student at the time studying English. The film company set up their production office here three months before they started shooting the film and I got a job there as a production assistant, preparing and translating documents and the script.
Interviewer But how did you get the job as Steven Spielberg's interpreter?
Dagmara Well, it was a complete coincidence. Just before the shooting started, there was a big party

in one of the hotels in Krakow for all the actors and the film crew, and I was invited too. When I arrived at the party the Polish producer of the film came up to me and said, 'The woman who was going to interpret for Steven Spielberg can't come, so we need you to interpret his opening speech.'

Interviewer How did you feel about that?
Dagmara I couldn't believe it! I was just a student - I had no experience of interpreting - and now I was going to speak in front of hundreds of people. I was so nervous that I drank a couple of glasses of champagne to give myself courage. I must have done a pretty good job though, because soon afterwards Spielberg came up to me to say thank you and then he said, 'I'd like you to be my interpreter for the whole film.' I was so stunned I had to pinch myself to believe that this was happening to me.

3 37)))

Interviewer So what exactly did you have to do?
Dagmara I had to go to the film set every day and translate Spielberg's instructions to the Polish actors, and also to the extras. I had to make them understand what he wanted them to do. It was really exciting and I often felt as if I was a director myself.

Interviewer So, was it a difficult job?
Dagmara Sometimes it was really hard. The worst thing was when we had to shoot a scene again and again because Spielberg thought it wasn't exactly right. Some scenes were repeated as many as 16 times - and then sometimes I would think that maybe it was my fault - that I hadn't translated properly what he wanted, so I'd get really nervous. I remember one scene with lots of actors in it which we just couldn't get right and Spielberg started shouting at me because he was stressed. Eventually we got it right and then he apologized, and I cried a little, because I was also very stressed - and after that it was all right again.

Interviewer So, was Spielberg difficult to work with?
Dagmara Not at all. I mean he was very demanding, I had to do my best every day, but he was really nice to me. I felt he treated me like a daughter. For instance, he was always making sure that I wasn't cold - it was freezing on the set most of the time - and he would make sure that I had a warm coat and gloves and things.

Interviewer Did you ever get to be an extra?
Dagmara Yes, twice! I was going to be in two party scenes, and I got to wear beautiful long dresses and high heels. Unfortunately, one scene didn't make it to the final cut of the film, and before we started shooting the other one I tripped walking down some stairs and twisted my ankle really badly. I was in so much pain that I couldn't take part in the filming. And that was the end of my 'acting career'. I still have the photos of me looking like a girl from the 40s, though!

Interviewer Have you ever worked with Spielberg again?

Dagmara Yes. A year later he invited me to interpret for him again, this time during the premiere of *Schindler's List* in Poland, which was broadcast live on national television! Before that, he had also asked me come to work as a production assistant on his next movie in Hollywood. I was very tempted and thought really hard about it, but I hadn't finished my studies yet, and all my family and friends were in Poland - so in the end I decided not to go.

Interviewer Do you regret it?

Dagmara Not at all. I had my moment, and it was unforgettable, but that was it!

3 47)))

A few years ago I was with an Italian friend of mine called Adriana in London, and we went for a walk in Hampstead Heath, which is a big park in North London. It was a nice day, and the park was full of people, parents with children, people walking their

dogs. Anyway, we sat down on a bench to have a rest. While we were sitting there we saw an old man walking towards us. He was walking very slowly, and he looked a real mess - he had long white hair and he was wearing a jacket with a hole in it and old looking shoes. And my friend said 'Oh, look at that poor man. He must be a tramp. He looks like he hasn't had a good meal for some time - shall I give him some money?' She started to look in her bag for some money, but I looked at him again and just said 'Don't!' She couldn't understand why I didn't want her to give the old man some money and she thought I was being very mean and unfriendly.

3 48)))

When the old man had gone past I said 'Adriana, that man isn't a tramp. He's Michael Foot, an ex-politician. He used to be the leader of the Labour Party and he's a very brilliant and intelligent man. And he definitely *isn't* homeless - he lives in one of the most expensive parts of London and he certainly doesn't need any money! He just doesn't believe in dressing very smartly. Even when he was a politician he used to look a bit of a mess.' Adriana was really surprised. She said that in Italy no politician or ex-politician would ever look like that. But I told her that in Britain you can't always judge people by their appearance because a lot of people, even rich people don't worry too much about the way they dress...

4 8)))

Part 1
 Gareth had only eight weeks for the experiment, during which time he would be teaching three days a week. His aim was to try to improve the boys' reading age by six months. On the other two days the boys would have normal lessons with the girls.

His plan was based on his own experience of being a learner, and from talking to educational experts. He had three main principles:

First, that it was essential to make the work feel like play. 'If I can do that, the boys will learn,' said Gareth. The second principle was competition. Gareth says 'Boys absolutely love competition! It has gone out of fashion in British schools, but I think it's really important. Boys have to learn to lose and to fail and to come back from that. If you've never done that until you fail your A levels, or until you go for your first job interview and don't get the job, then you've got a problem.'

The third thing Gareth thought was important was to allow boys to take risks. All kinds of risks. Not just physical risks like climbing trees, but doing things like acting in front of other people. Doing things which are a bit scary, but which are very motivating if you manage to do them.

4 9)))

Part 2
 When Gareth started, he made some changes to the way the children were learning. The boys spent a lot of time outside, and they did PE (physical education) every day before normal lessons began. They even made their own outdoor classroom. Gareth also tried to involve the boy's parents as much as possible in their education and he visited them at their homes on several occasions.

Gareth set up three major activities for the boys, to help improve their language skills. The first activity was a school debating competition against the girls. The topic that the children had to debate was 'Computer games should be banned'.

When they started to prepare for the debate, the boys weren't very enthusiastic, but soon they started to get more involved. In the end the girls won the debate, but the boys had learned to argue and make points, to express themselves better. They were disappointed not to have won, but they wanted to do it again.

Next, Gareth organised a Reading World Cup, where the boys had to read in teams. Some of the boys couldn't read very well, but they all got very excited about the World Cup, and became much