

## 2

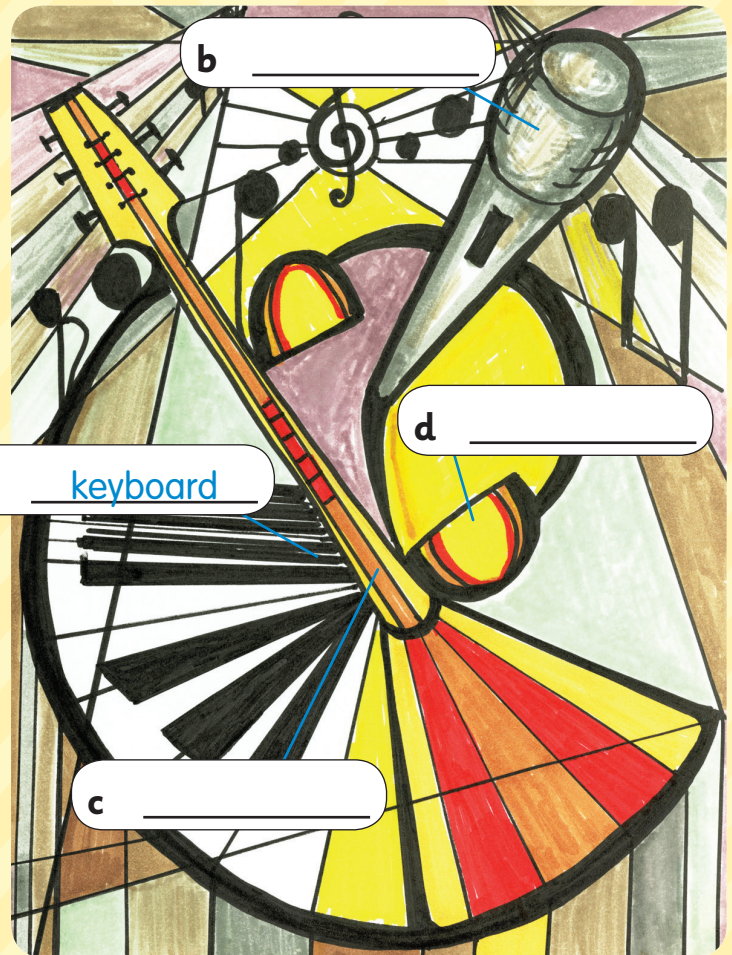
## It's a mystery

## Grammar start

It **may** be a piano. He **must** be a painter.

1  Read and label the picture with the underlined words.

- A:** This painting is called *Making Music*. But it's difficult to see what all the things are. The black and white stripes must be a keyboard.
- B:** Yeah. But what instrument is it exactly?
- A:** It may be a piano, but I'm not sure. What do you think?
- B:** It might be an organ. They also have keyboards.
- A:** It might not be an organ or a piano. It could be an accordion. But I'm sure about this long grey shape. It must be a microphone. My brother has one just like it.
- B:** Oh yeah, it's definitely a microphone! And that must be a guitar next to it. You can see the strings.
- A:** It may not be a guitar. It might be a cello.
- B:** OK. But what about the yellow and orange things in the middle? They look like spoons.
- A:** Spoons? They can't be spoons! They must be something musical! I know...it's a pair of headphones!



## 2 Read and complete the grammar box.

To make deductions about the present, or to guess based on evidence, we use the modals **must**, **may**, **might**, **could** and **can't + infinitive**. We choose the modal according to how **sure** we are about our guess.

**99% probable**

(I'm very sure  
it's **true**)

**50% probable**

(I'm not sure but it's **possible**)

**1% probable**

(I'm very sure  
it's **not true**)

It **must be** a  
keyboard.

It **may be** a piano.

It **might be** an organ.

It \_\_\_\_\_ **be** an accordion.

It **may** \_\_\_\_\_ **be** a guitar.

It **might not be** a guitar.

It **can't be** a spoon.

## 3 Circle the correct option. If both are possible, circle both.

**A:** What do you think these shapes are?

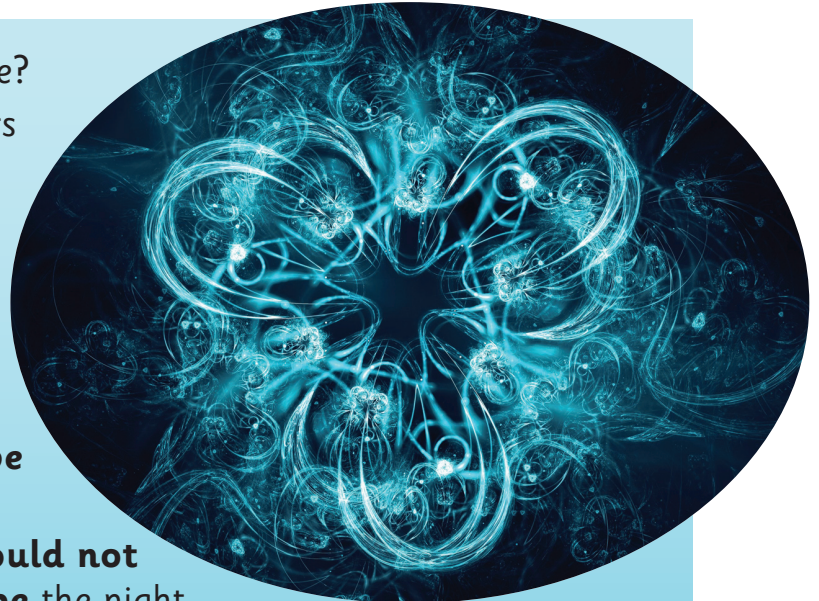
**B:** They (a) **must be** / **may be** flowers because they have petals. I'm sure they are.

**B:** I don't know – they (b) **must be** / **could be**.

**A:** And this (c) **could be** / **may be** water because it's blue. And these shiny things (d) **can't be** / **could be** little fish.

**B:** But the dark blue (e) **may not** / **could not** be water. It (f) **could be** / **might be** the night sky. And the shiny things (g) **may not be** / **might not be** fish. They (h) **must be** / **could be** stars in the sky.

**A:** No! They (i) **can't be** / **might be** stars! They aren't the right shape! They don't look like stars at all. But the picture is beautiful.



1  Listen and circle the things that support the deductions.



2  Listen again and complete the deductions.

- a He must be a painter. He has paint on his hands.  
 b He \_\_\_\_\_ be an artist. Look! He paints portraits.  
 c He \_\_\_\_\_ be successful. Look at the broken sofa!  
 d He \_\_\_\_\_ live in New York. Lots of other cities have skyscrapers.  
 e He \_\_\_\_\_ live in London or Tokyo. They also have skyscrapers.  
 f He \_\_\_\_\_ like Picasso. All his books are about Picasso!

3 Look and complete with affirmative or negative deductions.

This woman (a) could be (be) a musician. She's got a piano in her house. But lots of people have got pianos, so she (b) \_\_\_\_\_ (play) the piano professionally. She's carrying a guitar, so she (c) \_\_\_\_\_ (play) it as well. She (d) \_\_\_\_\_ (enjoy) reading about music. Look at the book. And she (e) \_\_\_\_\_ (live) in a city. I can see trees and fields outside her window. There's also a teddy bear on the sofa. She (f) \_\_\_\_\_ (have) children, or it (g) \_\_\_\_\_ (belong) to a niece or nephew. Who knows?



**4 Complete with a modal and suitable verb.**

**A:** I can tell a lot about Dan by looking at this photo display he made.

**B:** Like what?

**A:** Well, first, he (a) must be a good photographer because the photos are great. And he (b) \_\_\_\_\_ football because that's a football shirt.

**B:** Not necessarily! He (c) \_\_\_\_\_ football.

Lots of people who don't play football wear football shirts.

**A:** But look, there's also a football. And he (d) \_\_\_\_\_ a vegetarian.

**B:** Why not?

**A:** Look at the name of the recipe book! And look at this picture. That's Dan, but I'm not sure about the other two. They (e) \_\_\_\_\_ his brothers.

**B:** Or they (f) \_\_\_\_\_ brothers. They (g) \_\_\_\_\_ friends. What else?

**A:** I have no idea about the keys or pens! We should ask him!



**5 Work with a partner. Make five deductions and give reasons.**



- a She must like painting because she has lots of paint brushes.
- b She might \_\_\_\_\_ because \_\_\_\_\_.
- c She can't \_\_\_\_\_.
- d \_\_\_\_\_
- e \_\_\_\_\_
- f \_\_\_\_\_

## 1 Read the dialogue. What are they looking at?

- A: Here is the first object.  
Can you guess what it is?
- B: It feels really smooth and hard.  
It might be made of wood.
- C: And it looks really old.
- B: It looks like an old toy.  
Is it for children to play with?
- A: No, it isn't a toy.
- B: When I shake it, it sounds like  
a musical instrument. Is that  
what it is?
- A: That's right! It's a percussion  
instrument made from  
a dried bean pod.  
It's called a rattle.



The five sense verbs **taste**, **look**, **smell**, **sound** and **feel** are followed by:

1 an adjective:

*It feels **smooth**. It looks **old**.*

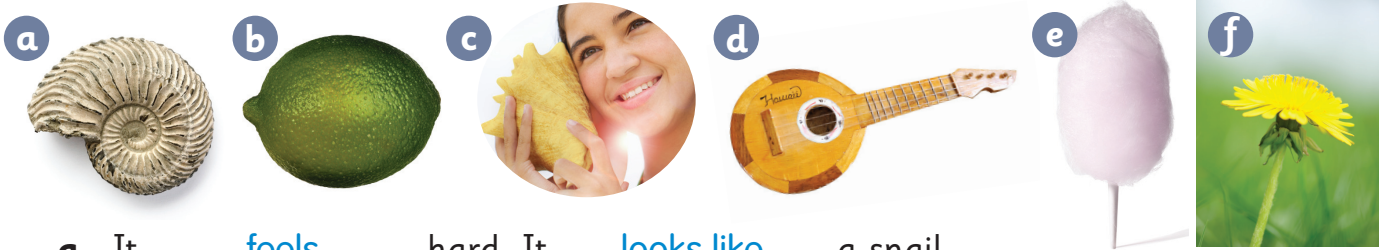
2 *like* + noun:

*It looks **like a toy**. It sounds **like a musical instrument**.*

## 2 Complete the sentences with the correct sense verbs.

- a A: What's that? B: It sounds like the doorbell.
- b This soup is delicious. It \_\_\_\_\_ homemade.
- c Winter is here. It \_\_\_\_\_ really cold.
- d My sister \_\_\_\_\_ like my mother. They are identical.
- e That perfume is nice. It \_\_\_\_\_ like roses.
- f This \_\_\_\_\_ very hard. It can't be a fruit.

3  Complete with a sense verb. Add *like* where necessary. Listen and check.



- a It feels hard. It looks like a snail.
- b It \_\_\_\_\_ sour. It \_\_\_\_\_ a lemon.
- c It \_\_\_\_\_ the sea. It \_\_\_\_\_ colourful.
- d It \_\_\_\_\_ a small guitar. It \_\_\_\_\_ beautiful.
- e It \_\_\_\_\_ sweet. It \_\_\_\_\_ soft.
- f It \_\_\_\_\_ grass. It \_\_\_\_\_ a feather.

4 Choose four objects. Write two sentences to describe each. Use some of the adjectives in the box.



hard soft cold smooth rough salty wet expensive loud

*It looks expensive. It smells like flowers.*

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

5  Read your descriptions to a partner. Can they guess the object?

# Review 1

## 1 Read and circle the correct words.

A: This is Ranulph Fiennes. He's a famous explorer.

A: He (a) **must be** / **might be** somewhere very cold.  
Look at the ice on his face!

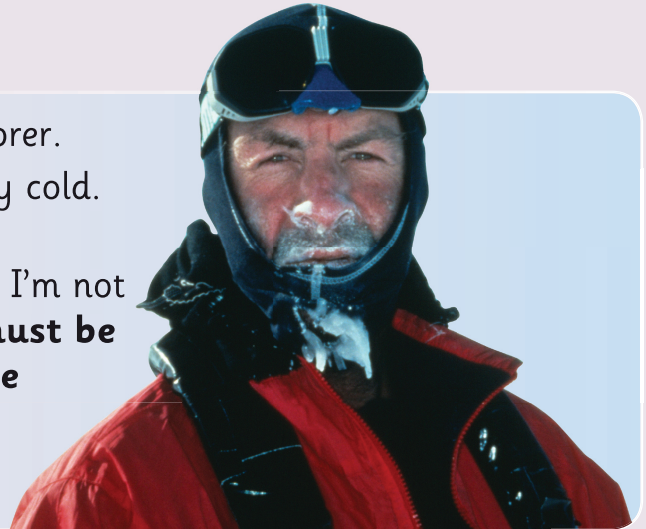
B: He (b) **must feel** / **must feel like** freezing! I'm not sure where he is though. He (c) **may be** / **must be** in the Antarctic or it (d) **could be** / **can't be** the Arctic.

A: He's over 70 years old, isn't he? Does he really still go on expeditions?

B: Yes! He (e) **has been** / **was** an explorer since the 1960s, and he (f) **has explored** / **explored** places all over the world. In 1969 he (g) **has been** / **went** on an expedition up the White Nile, and in 1993 he (h) **has crossed** / **crossed** the Antarctic on foot.

A: He's climbed Mount Everest too, hasn't he? When (i) **has he climbed** / **did he climb** it?

B: In 2009.



## 2 Complete with the correct form of the verbs or a modal of deduction.

A: (a) Have you ever heard (hear) of Kira Salak?

B: I'm not sure. Doesn't she get paid to travel around the world?

A: Yes, she (b) \_\_\_\_\_ (be) a professional adventurer since she was 24.

B: What countries (c) \_\_\_\_\_ she \_\_\_\_\_ (go) to since then?

A: She (d) \_\_\_\_\_ (travel) in the Congo, Burma, Borneo and Peru.

B: (e) \_\_\_\_\_ she ever \_\_\_\_\_ (be) to the Antarctic?

A: I'm not sure, but she (f) \_\_\_\_\_ (cross) Papua New Guinea alone in 1995.

B: She (g) \_\_\_\_\_ be very brave. It (h) \_\_\_\_\_ be very safe travelling alone. In fact, it (i) \_\_\_\_\_ be really dangerous.

A: Maybe. But it (j) \_\_\_\_\_ be fun!



**3 Complete the dialogue. What does Jack say to Elena? For each question, write the correct letter (A–H).**

**Example**

**Elena:** Look at this photo. I took it in the museum yesterday.

**Jack:**     B    

**Elena:** That's right. It's called a harpolyre.

**Jack:** 1           

**Elena:** Yes, you don't see old ones like this very often.

**Jack:** 2           

**Elena:** No, it's more complicated. It's like playing the harp.

**Jack:** 3           

**Elena:** Yes, it does. It's sometimes called a harp guitar.

**Jack:** 4           

**Elena:** Yes, they have a huge collection. You should visit!

**Jack:** 5           



**A** It must be really rare. I've never seen an instrument like it.

**B** Wow! What is it? It looks like a musical instrument.

**C** Did you see any other instruments at the museum?

**D** How do you play it? It looks like a guitar, but it can't be the same.

**E** And how long did you spend there?

**F** I think I might go next week!

**G** What did you see?

**H** What does it sound like? Does it sound like a harp?

**What can you do? Circle a medal.**

1 I can talk about past experiences and finished actions.



2 I can make deductions about the present.



3 I can say what things feel, look, taste, smell or sound like.

