

# 2

## It's a mystery

### Grammar start

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

1 <sup>4</sup> 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.

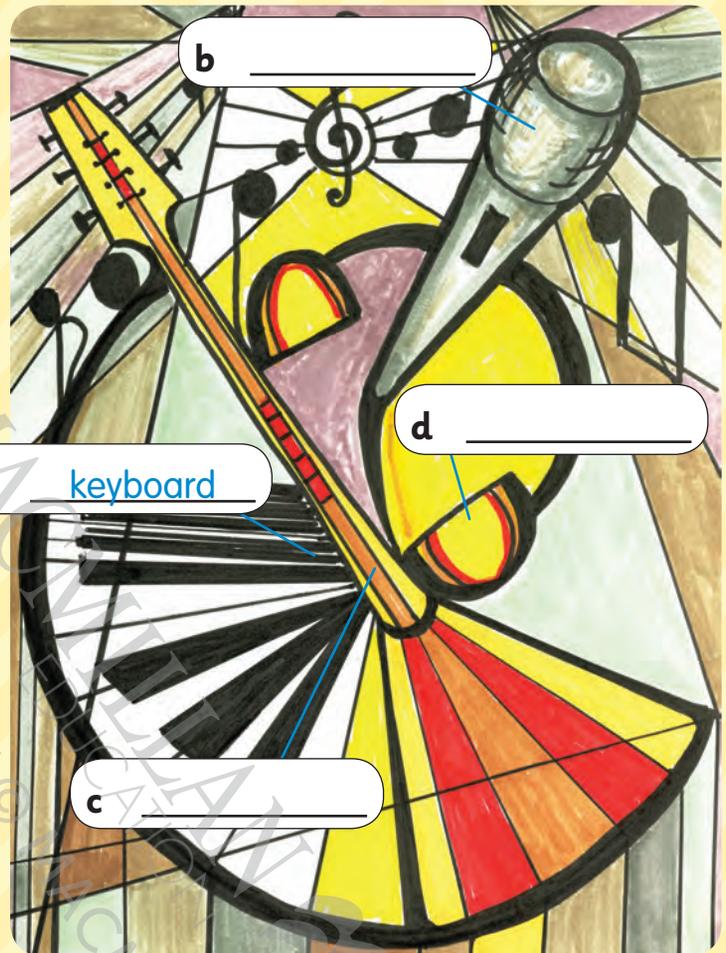
**A:** It might not be an organ or a piano. It could be an accordion. But I'm sure about this long grey shape. It must be a microphone. My brother has one just like it.

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

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

It **might not be** a guitar.

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

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

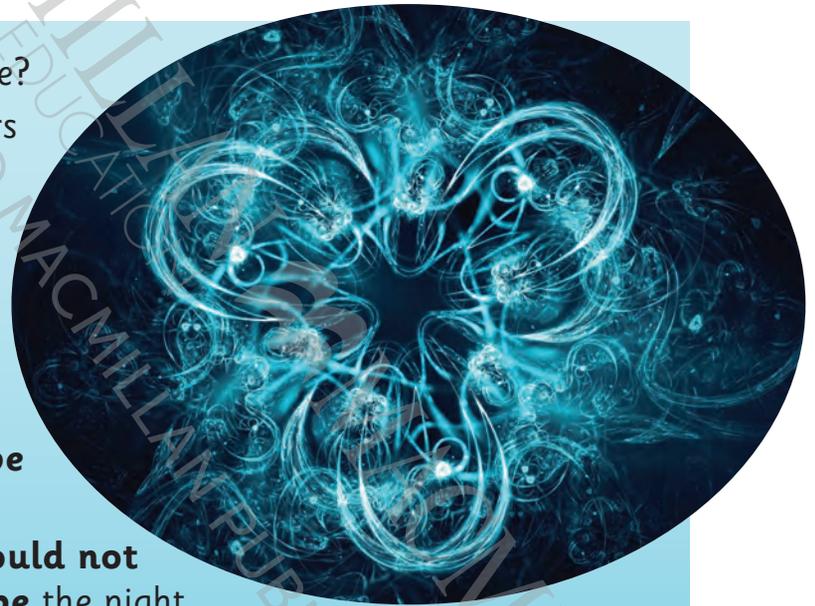
**B:** They (a) **must be** / **may be** flowers because they have petals. I'm sure they are.

**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.

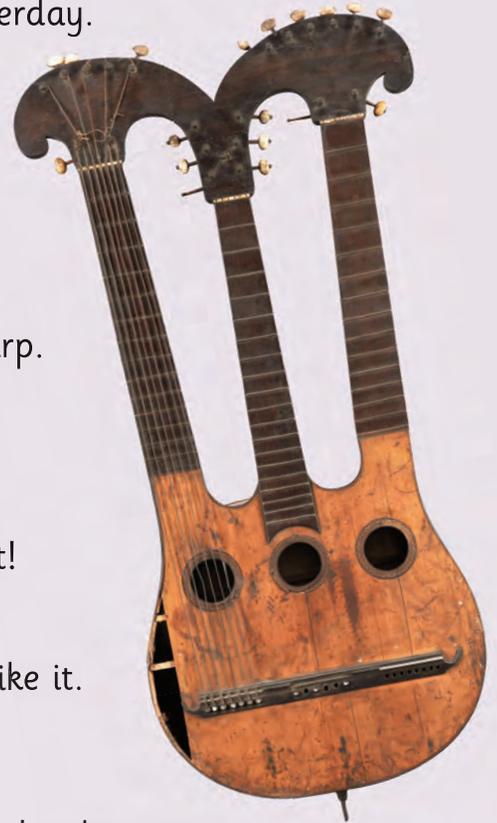
**Jack:** **3**           

**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.

