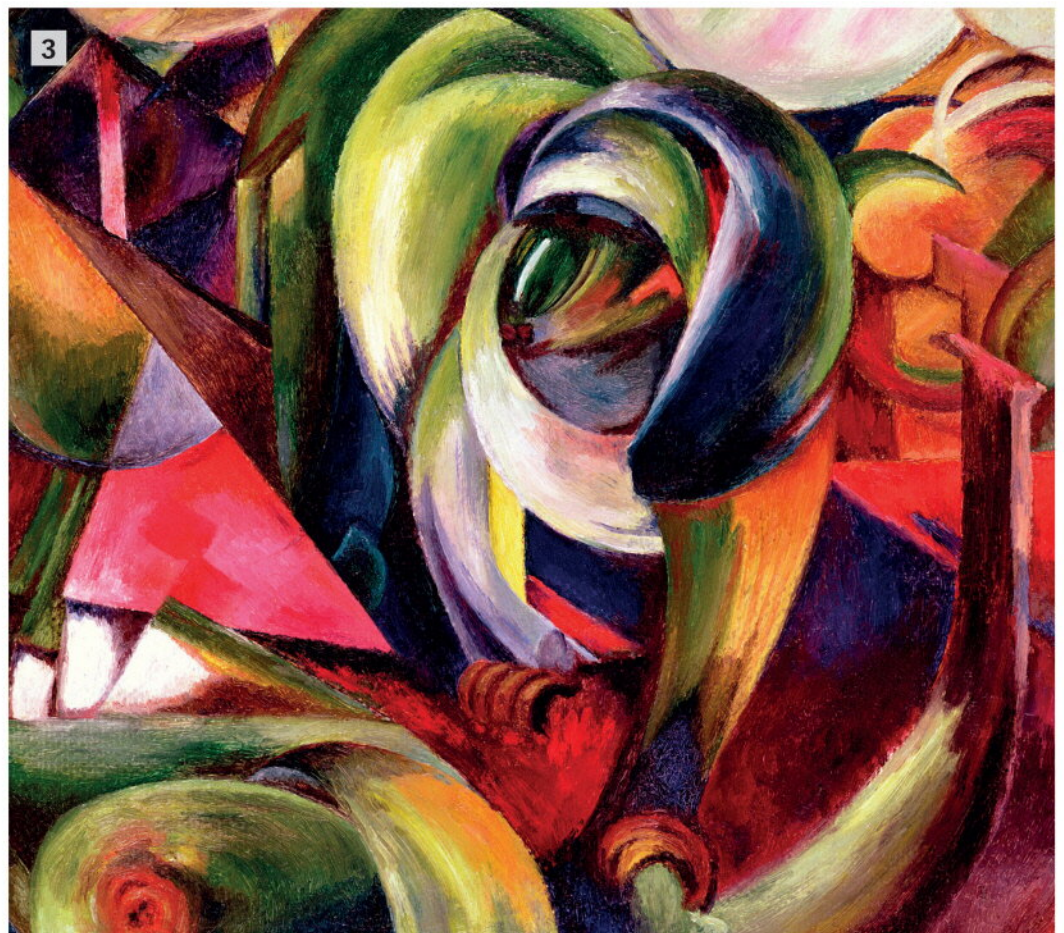


9.2 Paintings

GOALS ■ Describe paintings ■ Speculate and make deductions

Vocabulary & Listening describing paintings

- 1 Look at the paintings. Which painting is a) abstract, b) a landscape, c) a portrait? Which painting do you like best? Do you normally like this kind of painting? Discuss with a partner or in small groups.



- 2 Work with a partner or in small groups. Which of these words and phrases could you use to describe each of the paintings?

bright colourful curves detailed historical looks modern mysterious old-fashioned seems soft colours straight lines tells a story traditional warm

- 3a 9.3))) Listen to two speakers talking about the paintings. Which paintings are they talking about?
- b Did they choose any of the same words and phrases as you?

4 9.3))) Listen again and complete sentences 1–5 to describe which part of the painting each speaker is talking about.

- 1 In the bottom left-hand corner there are some men with dogs.
- 2 Just _____ there's a group of women.
- 3 There's lots of snow on the ground and on the mountains in _____.
- 4 People are skating on it in the valley towards the _____ of the picture.
- 5 The woman is in the _____ of the picture, but the _____ is also really detailed.

5a Complete sentences 1–5 about painting 2, using the phrases in exercise 4.

- 1 _____ there are some sharp, snowy mountain peaks.
- 2 _____ there are four or five tall black trees, with no leaves.
- 3 _____ there are some houses.
- 4 _____ someone is walking over a snowy bridge.
- 5 The people _____ look very small.

b 9.4))) Listen and check.

Grammar & Speaking deduction and speculation

6 Look at these extracts from the listening. Which phrase is used when you are *sure* about something (S), and which when you are *not sure* about something (NS)? Write down S or NS with each phrase.

- 1 ... it **must be** either an old painting or a painting of a historical scene. _____
- 2 ... they **might be** going out to hunt. _____
- 3 They **could be** cooking something. _____
- 4 It **can't be** a window. _____
- 5 It **looks** cold. _____

7 Read the information in the Grammar focus box. Complete rules 1–4.

GRAMMAR FOCUS deduction and speculation

We use the following modals to tell the listener how sure we are about something.

- **must** – when you are very sure something ¹ **is / is not** true:
It must be either an old painting or a painting of a historical scene.
- **can't** – when you are very sure something ² **is / is not** true:
It can't be a window...
- **might/could** – when you are not sure, but you think something ³ **is / is not** possible:
They might be going out to hunt.
They could be cooking something.

We use **look + adjective** – when something ⁴ **is / appears to be** ...
It looks cold.

→ Grammar Reference page 153

8a Complete sentences 1–10 about the paintings in exercise 1 with suitable modal verbs. Sometimes more than one answer is possible.

Speaker 1

- 1 The river _____ be frozen over, because they're skating on it in the valley.
- 2 It _____ be summer; it _____ too cold.
- 3 The hunters _____ be coming back from the hunt because one has something on his back.
- 4 The painting _____ be a few hundred years old, I suppose.

Speaker 2

- 5 It _____ be a picture of an old story or something.
- 6 It _____ be a modern painting; it looks too old-fashioned.
- 7 It _____ be a mirror; I can see the reflection of her face.

Speaker 3

- 8 The abstract painting _____ be very modern. I don't think it was painted a long time ago.
- 9 It _____ be older than you think. People started painting abstracts more than one hundred years ago.
- 10 It _____ be a painting of a mandrill. I can't see a mandrill in the painting at all!

b 9.5))) Listen and check your answers.

PRONUNCIATION sentence stress – speculating

9a 9.5))) Listen again to the sentences in exercise 8a. Which verb is stressed more, the modal verb or the main verb?

b 9.5))) Listen again and repeat.

10 **TASK** Work with a partner. Student A, turn to page 130. Student B, turn to page 134.