

Crimes and Criminals

CRIME	CRIMINAL	VERB
Abduction <i>sequestro</i>	Abductor <i>sequestratore</i>	To abduct <i>sequestrare</i>
Arson <i>incendio doloso</i>	Arsonist <i>incendario / piromane</i>	To commit arson / set fire to sth. <i>appiccare un incendio</i>
Assault <i>aggressione</i>	Assailant <i>aggressore</i>	To assault s.o. <i>aggreire q.uno</i>
Blackmail <i>ricatto</i>	Blackmailer <i>ricattatore</i>	To blackmail <i>ricattare</i>
Burglary <i>furto con scasso</i>	Burglar <i>scassinatore</i>	To burgle <i>scassinare / svaligiare</i>
Embezzlement <i>peculato / appropriazione indebita</i>	Embezzler <i>malversatore</i>	To embezzle <i>appropriarsi indebitamente</i>
Espionage <i>spionaggio</i>	Spy <i>spia</i>	To spy <i>spiare</i>
Evasion (of service of sentence) <i>latitanza</i>	Fugitive from justice <i>latitante</i>	To flee from custody / evade justice <i>latitare / essere latitante</i>
Extortion <i>estorsione</i>	Extortioner <i>estorsore</i>	To extort <i>estorcere</i>
Forgery <i>falsificazione</i> <i>contraffazione</i>	Forger Counterfeiter <i>falsario / contraffattore</i>	To forge To counterfeit <i>falsificare / contraffare</i>
Fraud <i>frode / truffa</i>	Fraudster / Swindler <i>truffatore / imbroglione</i> <i>frodatore</i>	To defraud To swindle <i>frodare / truffare</i>
Hijacking <i>dirottamento</i>	Hijacker <i>dirottatore</i>	To hijack <i>dirottare</i>
Kidnapping <i>sequestro</i>	Kidnapper <i>sequestratore</i>	To kidnap <i>sequestrare</i>
Money laundering <i>riciclaggio di denaro sporco</i>	Money launderer <i>riciclatore di denaro</i>	To launder money <i>riciclare denaro</i>
Murder / homicide = <i>omicidio / assassinio</i> Manslaughter = <i>omicidio colposo</i>	Murderer <i>omicida / assassino</i>	To murder <i>uccidere / assassinare</i>
Pickpocketing <i>borseggio</i>	Pickpocket <i>borsaiolo/a</i> <i>borseggiatore/trice</i>	To pick people's pockets <i>borseggiare</i>
Robbery <i>rapina</i>	Robber <i>rapinatore</i>	To rob <i>rapinare</i>
Shoplifting <i>taccheggio</i>	Shoplifter <i>taccheggiatore</i>	To shoplift <i>taccheggiare / rubare</i>
Smuggling <i>contrabbando</i>	Smuggler <i>contrabbandiere</i>	To smuggle <i>contrabbandare</i>
Stalking <i>stalking</i>	Stalker <i>stalker</i>	To stalk s.o. <i>fare stalking a q.uno</i> <i>stalkerare</i>
Tax evasion <i>evasione delle tasse</i>	Tax evader <i>Evasore fiscale</i>	To evade taxes <i>evadere le tasse / frodare il fisco</i>
Theft <i>furto</i>	Thief <i>ladro</i>	To steal <i>rubare</i>
Trafficking / drug trafficking / people trafficking / organ trafficking <i>traffico / di droga / di persone / di organi</i>	Trafficker <i>trafficante</i>	To traffick <i>trafficare</i>
Treason / High Treason / Treachery <i>alto tradimento</i>	Traitor <i>traditore</i>	To betray <i>tradire</i>
Vandalism / criminal damage <i>vandalismo / atti vandalici</i>	Vandal <i>vandalo</i>	To vandalize sth. <i>vandalizzare qualcosa</i> <i>commettere atti vandalici</i>

WORD ORDER, ADVERBS & ADVERBIALS

1) CLAUSE STRUCTURE: a clause may be one of seven types.

SUBJECT VERB	The murderer confessed.
SUBJECT VERB OBJECT	The police arrested the kidnappers.
SUBJECT VERB COMPLEMENT	The defendant was guilty.
SUBJECT VERB ADVERBIAL	Pickpocketing increased on public transport.
SUBJECT VERB OBJECT OBJECT	The judge gave him a life sentence.
SUBJECT VERB OBJECT COMPLEMENT	The jury found the accused not guilty.
SUBJECT VERB OBJECT ADVERBIAL	The criminals burgled his house during the night.

2) ADVERBS / ADVERBIALS:

Within a clause, adverbs and adverbials specify the Time / Manner / Place of the action/event/state described by the verb. E.g. 'Last night', 'yesterday', 'now', 'then'; 'quickly', 'slowly', 'badly', 'well'; 'in prison', 'in court', 'here', 'there', or intensify or qualify other adverbs, adjectives or prepositions: For example, 'too quickly', 'more famous' 'right in'.

ADVERBS are single words. ADVERBIALS are phrases which perform the same function as an adverb.

3) FORMATION OF ADVERBS:

ADVERB = ADJECTIVE + LY	Bad + ly = badly	Recent + ly = recently	Beautiful + ly = beautifully
Special Cases:	i) Easy → easily	Happy → happily	Guilty → guiltily
	ii) Legible → legibly	Notable → notably	Remarkable → remarkably
Exceptions:	i) True → truly	Whole → wholly	Due → duly
	ii) Good → well	Fast → fast	Hard → hard

4) POSITION OF ADVERBS:

English is basically an SVO language. Adverbs/adverbials can occupy Position I, Position II or Position III but should **not** be put between the Main Verb and the Object/Complement. Certain adverbs/adverbials occupy particular positions.

SUBJECT	AUXILIARY VERB 'TO BE' / Ø	MAIN VERB	OBJECT / Ø COMPLEMENT
▼ Position I		▼ Position II	▼ Position III

Position III may be occupied by Adverbs of Degree / Extent:

London's crime rate has increased	<i>enormously.</i> <i>very much.</i> <i>a lot.</i>	The verdict did not surprise me	<i>much.</i> <i>in the least.</i> <i>at all.</i>
-----------------------------------	--	---------------------------------	--

Multiple adverbs/adverbials in Position III should follow the conventional order Manner, Place, Time.

E.g.	She shoplifted <u>surreptitiously</u> <u>at the supermarket</u> .	He embezzled money <u>successfully</u> <u>for years</u> .
	You must go <u>to the police station</u> <u>this afternoon</u>	She testified <u>in court</u> <u>for half an hour</u> .

EXERCISES

1. Form sentences by putting these phrases in the correct order.

- a) the blackmailer / his victim / relentlessly / persecuted
- b) copied / the forger / very well / the painting
- c) burglaries / investigate / the police / have to / every week
- d) he / at the end / got / two years off for good behaviour / of his sentence
- e) the judge / his instructions to the jury / explained / before they considered their verdict / carefully

2. Adverbs and Adverbials in Position 3. Form sentences by putting these phrases in the correct order.

- a) swindled / their victims / the fraudsters / in the City of London / during the financial crisis
- b) banks / robbed / for many years / the criminals / in small towns
- c) before they escaped / the hijackers / their hostages / released /
- d) increased / domestic violence / in many countries / dramatically / in 2020-2022
- e) the trial / take place / in September / at the Appeals Court in London / will

Position II may be occupied by:

- i) Adverbs of Frequency (*never, hardly ever, rarely, seldom, occasionally, sometimes, often, usually, always*).
- ii) Other adverbs/adverbials, including *still, already, just, not yet, both, all, also, only, almost, nearly, mainly*.
- iii) Commenting adverbs:

I	<i>just</i>	want to check the suspect's alibi.	The victim	<i>almost</i>	died of her injuries.
	<i>simply</i>			<i>nearly</i>	
	<i>only</i>			<i>probably</i>	

We	<i>certainly</i>	need more police on the streets.
	<i>definitely</i>	
	<i>still</i>	

Adverbs/adverbials precede lexical verbs but follow 'to be' and auxiliary verbs ('to do', 'to have' + modals).

Vandalism is	<i>also</i>	called criminal damage.	The blackmailers should	<i>both</i>	go to prison.
	<i>usually</i>				
	<i>often</i>		Rapists don't	<i>always</i>	get convicted.

The thieves had *just* stolen my car.

NB. Although the adverbs *probably* and *still* occur in **Position II** in affirmative sentences, e.g. 'I can *probably* help you' / 'There is *still* time', they precede all verbs in negative sentences, e.g. 'We *still* don't know' / 'You *probably* won't agree.'

EXERCISES

1. Adverbs and Adverbials in Position 2. Form sentences by putting these phrases in the correct order.

- a) During a trial, the prosecution / first / presents / always / its case
- b) vandals / go to prison / usually / for a first offence / don't
- c) very anxious / all / the defendants / felt / were / but / they / all / found not guilty
- d) probably / the killer / has / murder / got away with
- e) probably / the prosecution / enough evidence / hasn't got / against him
- f) be able to / probably / will / leave the court / he / a free man
- g) probably / a legal precedent / will / this case / set
- h) already / been / has / she / to prison / twice before
- i) still / found / the evidence / haven't / they / they were looking for
- j) only / serve / ten months / he / in prison / will

Position I may be occupied by:

i) Sentence Adverbs, which should be followed by a comma.

Frankly / To be honest, the detective didn't believe what the witness had told him.
Luckily,
Fortunately / Unfortunately,
Obviously,
Basically,
In fact,

Between you and me, I think the defendant is guilty. *Hopefully, / With luck,* the arsonist will go to prison.
Personally,

ii) Negative or Restrictive Adverbials. Negative or restrictive adverbials may be put in **Position I** for emphasis. In this case, the subject and the verb must be inverted, i.e. the question form should be used.

No sooner had the detective arrived *than* the criminal confessed.

Hardly / scarcely had the arsonist left the building *when* the fire started.

Under no circumstances must you leave the victim unattended.

Never / seldom have I seen such a bad forgery.

Not only was he a smuggler *but* he was a drug-dealer, too.

On no account must you get involved in espionage.

Nowhere else in the world will you find so many pickpockets.

Only in this way will you catch the bank robbers.

So greedy were the victims *that* the fraudsters tricked them easily.

Neither do I / *Neither* was he / *Neither* have we / *Neither* can they.

iii) Adverbial Expressions of Place Introduced by a Preposition. An adverbial expression of place introduced by a preposition may be put in **Position I** for emphasis and/or dramatic effect. This adverbial should be followed by the verb and then the subject.

In the dock, stood the accused.

Next to the defence lawyer, sat his client.

In his pocket, were the stolen watches.

At the end of the trial, came the verdict.

EXERCISES

1. Adverbs and Adverbials in Position 1. Form sentences by putting these phrases in the correct order.

a) arrived in court / I / as the jury / fortunately / gave their verdict

b) and money-laundering is rare / in fact / tax evasion is common

c) manslaughter / is / basically / unintentional homicide

d) thought / to be honest / I / treason / was no longer a crime

e) the contradictory evidence / notwithstanding / the jury / still / guilty / the accused / found

.....

2. Negative or Restrictive Adverbials in Position 1. Now complete these sentences in a logical way.

a) Under no circumstances

b) Not only but also.

c) No sooner than

d) So that

e) Only in this way

5) DISCUSSION

Think about

(i) Stalking

(ii) Extortion

(iii) Vandalism

(iv) Hijacking

Explain, (a) what does the criminal usually do

(b) what the victim should do

(c) what the police will probably do

(d) what the police probably won't do

6) PRACTICE ACTIVITY

Now put the words and phrases in brackets in the correct place in each sentence.

- 1) He is a habitual criminal. He commits (frequently / burglary).
- 2) He can (also / pick people's pockets / very well).
- 3) The drug-dealers didn't (have the chance / often / to launder their money).
- 4) He worked (for many years / in Indonesia / as a smuggler).
- 5) The thieves parked (carelessly / outside the airport / their getaway car).
- 6) The bank robbery began (at the Lugano branch / unexpectedly / at 10 a.m.).
- 7) Jurors should be (at eight thirty / at the main entrance / ready and waiting).
- 8) The lawyers (usually / at the trial / punctual / were).
- 9) I have (about the verdict / informed / already / the victim's family).
- 10) I shall (my first case / forget / of arson / never).
- 11) She (remember / always / will / the victims' names).
- 12) You ought (about / told / never / to have / the police / your previous conviction).
- 13) The police officers (very efficient / all / and polite / were).
- 14) My neighbours (to tidy up / after the burglary / all / lent a hand).
- 15) I (hate / really / reading / about violent crime / newspaper stories).
- 16) Not only (the victim robbed / was / also / she was assaulted / but).
- 17) "I don't want to do jury service." "....." (I / do / neither).
- 18) No sooner (than / had I entered the bank / the robbery started).
- 19) The hijackers will (blow up / probably / the plane).
- 20) The police (save the hostages / won't / in time / probably).

A B

A B C

A B C D E F G

H I J

K L M

N O P Q R S T U

V W

X Y Z

EMAIL SYMBOLS

@

.

:

/

\

A—A

A_A

~

boris_johnson @ brexit-bonanza . com

[https://www . prince-charles.doomsday](https://www.prince-charles.doomsday) \ self ~ isolation

queen_elizabeth @ forever-young . co . uk

kim _ jong — un @ north ~ korea . pt

http:// www . harry _ and — meghan . fb \ hollywood

covid19 ~ quarantine @ guidelines . zx

Q&A

TITLE: Mr ("Mister"),Mrs ("Misses'),Miss ("Miss"),Ms ("Mzzz"),Dr ("Doctor"),Prof. ("Professor")

FIRST NAME: "What is your name?" – "How do you spell that?"

SURNAME: "What is your surname?" – "How do you spell that?"

ADDRESS: "What is your address?" – "How do you spell that?"

EMAIL ADDRESS: "What is your email address?" – "How do you spell that?"

PHONE: "What is your phone number?"

NATIONALITY: "What is your nationality?"

DATE OF BIRTH: "What is your date of birth?"

AGE: "How old are you?"

MARITAL STATUS: "Are you married?"

LANGUAGES SPOKEN: "What languages do you speak?"

PREFERRED JOB: "What kind of job would you like?"

"What sort of job are you looking for?"

QUICK REVIEW Jobs Work in pairs. Write all the jobs you know. Which pair in the class has the most words?

What number is it?

- 1 a Work in pairs. How do we say these numbers?
Check in **VOCABULARY 1.4** p128.

20 30 40 50 60 70 80 90 100

- b Work in the same pairs. Say these numbers.

28 34 47 51 63 75 86 92

- 2 a **CD1** 22 Listen to these numbers. Notice the stress.

thirteen thirty fifteen fifty nineteen ninety

- b **CD1** 23 Listen and write the numbers.

- c **CD1** 24 **PRONUNCIATION** Listen and practise the numbers in 2a and 2b.

- 3 Work in pairs. Say a number between 1 and 100.
Your partner says the next three numbers.

fifty-eight

fifty-nine, sixty, sixty-one

What's her address?

- 4 a Look at the photo of Emma. Then
match these words to Emma's things 1-3.

a credit card a business card a mobile phone

- b Match these words/phrases
to the letters a-j in the pictures.

- 1 first name **b**
- 2 surname
- 3 home number
- 4 work number
- 5 mobile number
- 6 home address
- 7 email address
- 8 postcode at work
- 9 credit card number
- 10 job

- c Work in pairs. Ask questions about 1-10 in 4b.

What's her first name?

Emma.



1 Webber & Webber Ltd

89 Villiers Street
Liverpool
a L14 6Y2

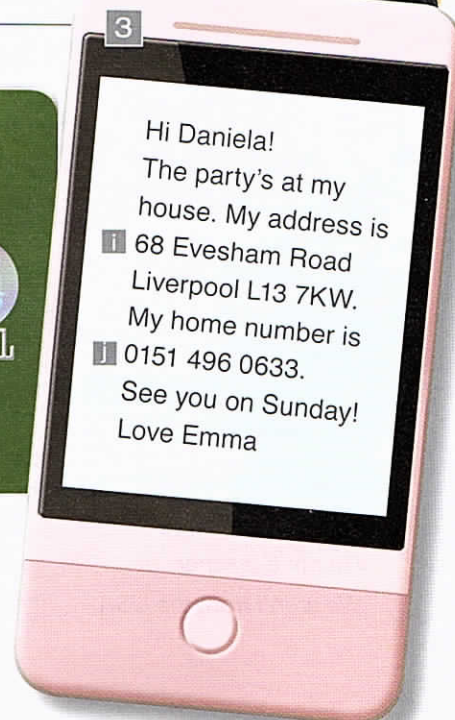
b **Emma Mitchell**

c Sales Manager

d Tel 0151 496 0814

e Mobile 07974 610771

f email emma.mitchell@wwl.co.uk





Hiring a car

HELP WITH LISTENING Sentence stress (1)

5 **CD1** → **25** Look at the photo of Paul. Then listen to the woman's questions. Notice the sentence stress. We stress the important words.

- 1 What's your surname, please?
- 2 What's your first name?
- 3 And what's your nationality?
- 4 What's your address?
- 5 And what's your postcode?
- 6 What's your mobile number?
- 7 And what's your home number?
- 8 What's your email address?

6 **a** **VIDEO** → **1** **CD1** → **26** Watch or listen to Paul's conversation. Tick (✓) the sentences in **5** when you hear them.

b Watch or listen again. Complete the form.

Car Hire Form

Customer ref: 00349



surname _____

first name Paul

nationality _____

address _____ Road

Bristol

mobile number 07969

home number _____

email address paul99@webmail.com

REAL WORLD Asking people to repeat things

7 **a** **CD1** → **27** Listen to these sentences from the conversation in the car hire office. Fill in the gaps with these words.

repeat again please Could sorry

1 I'm _____ ?

2 _____ you say that _____, please?

3 Could you _____ that, _____ ?

b **PRONUNCIATION** Listen again and practise.

REAL WORLD 1.3 → p129

8 **CD1** → **28** **PRONUNCIATION** Listen and practise the questions in **5**. Copy the sentence stress.

9 Work in pairs. Interview your partner and fill in the form. Use the questions in **5**.

Car Hire Form

Customer ref: 00350



surname _____

first name _____

nationality _____

address _____

mobile number _____

home number _____

email address _____

HIRING A CAR

Listen to the conversation and complete the form below with the information you hear

FIRST NAME:

SURNAME:

NATIONALITY:

ADDRESS:

.....

POSTCODE:

MOBILE PHONE NUMBER:

HOME PHONE NUMBER:

EMAIL ADDRESS:

THE SIMPLE PRESENT

FORM

Infinitive = to work

+ I work
You work
He / she / it works
We work
You work
They work

— I don't work
You don't work
He / she / it doesn't work
We don't work
You don't work
They don't work

? Do I work ?
Do you work ?
Does he / she / it work ?
Do we work ?
Do you work ?
Do they work ?

SPELLING

<u>Infinitive</u>	<u>He/she/it form</u>	<u>Exceptions</u>
Enjoy	Enjo <u>y</u> s	To be
Pay	Pay <u>s</u>	To have
Study	Stud <u>i</u> es	Have got
Try	Try <u>e</u> s	Central modal verbs

Miss	Miss <u>e</u> s
Wish	Wish <u>e</u> s
Watch	Watch <u>e</u> s
Go	Go <u>e</u> s
Fax	Fax <u>e</u> s

USE

- For things that are always true e.g. "Water boils at 100°C"
- For things that happen regularly e.g. "I get up at 10 a.m. on Sundays"

DIWALI

'Diwali speakout elem unit 3'

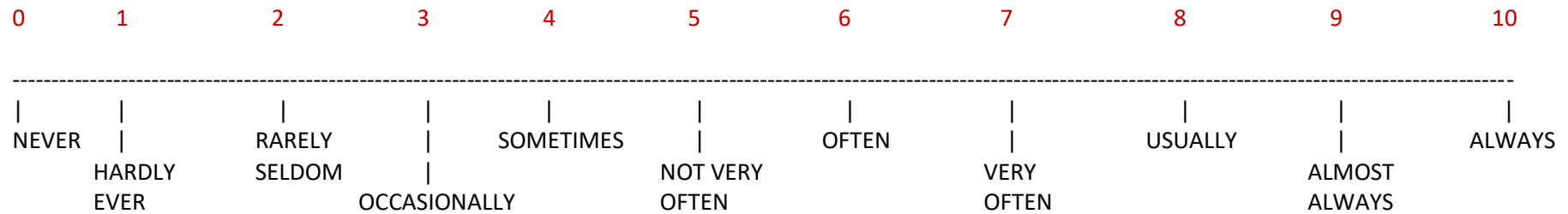
<https://www.youtube.com/watch?v=L3MgNAfwXfA>

- 1) How many Hindus are there in India ?
- 2) Diwali is the Hindu Festival of
- 3) When does it happen ?
- 4) For how many days does it last ?
- 5) On day one of Diwali, Hindus money in milk and water.
- 6) On day one of Diwali, Hindus also gold and silver.
- 7) On day two of Diwali, Hindus pakoras and throw them in directions. Then they pour..... on the ground. They always forward, they never back.
- 8) On day 3 of Diwali, Hindus make a in bright colours. They and brightly-coloured clothes.
- 9) Day 4 of Diwali is the Hindu Families presents to each other and cards. They a special meal together, as a family.
- 10) At the end of the Diwali festival, Hindus firework displays.

DISCUSSION

Now describe a festival in your country and/or what people do to celebrate a special occasion.

ADVERBS OF FREQUENCY



WORD ORDER

i) Lexical Verbs

I **often** **go** to the cinema

She **sometimes** **listens** to Jazz

ii) Auxiliary Verbs & 'To Be'

I **don't** **always** **do** my homework

He **can** **never** **remember** my name

I **have** **rarely** **got** the time to have breakfast

The train **is** **usually** late

'Speak Out: Pre-Intermediate' Unit 11

'Pearson Longman Speakout Pre-Intermediate DVD Unit 11'

<https://www.dailymotion.com/video/x6h66gn>

TV TURN OFF

- 1) According to Jeremy Vine, what happens to children who watch too much television ?
- 2) What percentage of British children over the age of five have a TV in their bedroom ?
- 3) For how many weeks were all televisions and computers removed from the families' homes ?
- 4) What did the families do instead of watching television ?
- 5) When the experiment finished, what rules did the various families impose with regard to TV viewing ?
- 6) How did family life change when all the televisions and computers were removed ?

QUICK REVIEW Present Perfect:
yes/no questions with ever Think
of four interesting places in the
town or city you are in now. Work in
pairs. Ask your partner if he or she
has ever been to these places. Ask
follow-up questions if possible.

Vocabulary and Speaking

TV nouns and verbs

- 1 a Work in pairs. Put these words/
phrases into three groups.

- 1 TV equipment
- 2 TV programmes
- 3 TV verbs

cable or satellite TV 1
the news 2 turn on 3
a chat show the remote control
turn off a soap opera
a documentary change channels
a reality TV programme
a game show a DVD player
a current affairs programme
record a 3D TV a sitcom
a drama download a cartoon

- b Check in **VOCABULARY 4.3** p134.

- c Close your books. Write all
the words/phrases in 1a you can
remember in one minute.

- d Work in pairs. Compare
lists. Have you got the same
words/phrases?

- 2 Work in groups. Discuss these
questions.

- 1 What TV equipment have you got
in your home?
- 2 Which types of TV programme are
popular in your country? Which
aren't popular?
- 3 Which types of TV programme do
you like? Which don't you like?
- 4 What did you watch on TV last
night or last weekend?

Are you a telly addict?

	you	your partner	Tim
1 Do you watch TV for more than twenty hours a week?			
2 Have you ever watched TV all night?			
3 Do you ever study or work with the TV on?			
4 Have you got a TV in your bedroom or in the kitchen?			
5 Do you always have to have the remote control?			
6 Do you ever have dinner in front of the TV?			
7 Do you often download TV programmes or watch them online?			
8 Have you ever missed something important because you wanted to watch TV?			

Reading and Listening

- 3 a Do the quiz. Put a tick (✓) or a cross (X) in the *you* column.

- b Work in pairs. Ask and answer the questions in the quiz. Put a tick or
a cross in the *your partner* column. Then look at p114. Are you and your
partner telly addicts?

- 4 **CD1** ▶ 46 Mel and Tim are flatmates. Listen to Tim's answers to the quiz
and put a tick or a cross in the *Tim* column. How many ticks did he get?

HELP WITH LISTENING Linking (3): /r/ and /j/ sounds

- When a word ends with an /ə/, /ɜ:/, /ɔ:/, or /eə/ sound and the next word
starts with a vowel sound, we often link them with a /r/ sound.
- When a word ends with an /i/, /i:/ or /aɪ / sound and the next word starts
with a vowel sound, we often link them with a /j/ sound.

- 5 a **CD1** ▶ 46 Listen to the beginning of the conversation again and notice
the linking sounds.

TIM Is it OK /j/ if I turn on the TV for /r/ a bit?

MEL I've got a better /r/ idea. Let's do this quiz. It's about
telly /j/ addicts.

TIM Me? I don't watch TV very /j/ often.

MEL Yeah, right. OK, let's find out if you're /r/ a telly /j/ addict.

- b Look at Audio Script **CD1** ▶ 46 p156. Listen to the conversation again
and notice the linking sounds /r/, /j/ and /w/.

Reading and Speaking

6 a Work in pairs. Cover the article. Then guess the answers to these questions.

- 1 How much TV does a typical American family watch every day?
- 2 Who watches more TV in the UK, men or women?
- 3 How many ads do American children see on TV every year?
- 4 How many TV murders do they see before they're 18?
- 5 What is TV Turnoff Week, do you think?

b Read the article and answer the questions in **6a**. Were your guesses correct?

www.turnoffyourtv.net

KILL YOUR TV!



Could you live without TV for a week? That's what millions of people do every April and September as part of TV Turnoff Week, which is organised by anti-television groups around the world like NoTV.com and White Dot.

"Sure, TV programmes can be **exciting** or **relaxing**, especially when you're **tired** at the end of the

day," says Rudy Matthews from NoTV.com, "but most of the time TV is just **boring**. We want people to turn off the TV for a week and do something more **interesting** instead."

You may be **surprised** by how much television we watch. The average American family watches TV for 6 hours and 47 minutes every day and British men watch about 27 hours a week (British women watch 'only' 24 hours). This means we spend over ten years of our lives watching TV – what a **frightening** thought!

Many parents are **annoyed** at the amount of TV advertising aimed at children and they're **worried** about the effect of television violence. Children in the USA watch 20,000 ads every year, and they see 40,000 murders on TV before they're 18. Teacher Julianne Wells thinks this is a problem. "American kids spend more time watching TV than in school, and I think that's very worrying."

TV Turnoff Week started in the USA in 1994 and it now happens twice a year in countries all over the world. More than 70 million people have turned off their TV for a week – so why don't you do the same?



7 Work in groups. Discuss these questions.

- 1 Do you think adults in your country watch too much TV? Why?/Why not?
- 2 Think about children you know. How much TV do they watch? Is it too much, do you think? Who decides what they watch?
- 3 Would you like to live without TV for a week? Why?/Why not?

HELP WITH VOCABULARY

-ed and -ing adjectives

8 a Look at the adjectives in bold in the article. Then complete the rules with **-ed** or **-ing**.

- We use _____ adjectives to describe how people feel.
- We use _____ adjectives to describe the thing, situation, place or person that causes the feeling.

b Look again at the adjectives in bold in the article. Write the other **-ed** or **-ing** adjectives.

exciting **excited**

c Check in **VOCABULARY 4.4** p135.

9 **CD1 47 PRONUNCIATION** Listen and practise. Which **-ed** endings are pronounced /ɪd/?

10 a Complete the adjectives with **-ed** or **-ing**.

- 1 Were you **surprised** by anything in the article?
- 2 Which TV programmes do you think are really bor_____?
- 3 What's the most frighten_____ film you've ever seen?
- 4 When did you last feel really tir_____?
- 5 What's the most excit_____ holiday you've ever had?
- 6 Are you interest_____ in sport?
- 7 Do you have any annoy_____ habits?
- 8 When you were a child, what were you worr_____ about?
- 9 What's the most relax_____ way to spend the weekend?

b Work in pairs. Ask and answer the questions. Ask follow-up questions if possible.

c Tell the class two things about your partner.

Tamer thinks the most relaxing way to spend the weekend is watching DVDs in bed.

TV nouns and verbs VOCABULARY 4.3

1 Write the TV words.

- 1 "I hate sitcoms. They're never funny. Where's the r e m o t e c o n t r o l?"
- 2 T _____ is a programme about important events.
- 3 More and more people d _____ TV programmes or watch them online.
- 4 "Dinner's ready. T _____ the TV!"
- 5 On a c _____ s _____, famous people answer questions about themselves.
- 6 D _____ are factual programmes about real situations or people.
- 7 "I want to watch that programme later. Can you r _____ it?"
- 8 S _____ o _____ are popular programmes on TV every week.

Reading

2 Find the numbers in the article. What do they describe?

- a 94% _____
- b 66% _____
- c 30 million _____
- d 2.3 billion _____
- e at least 2,500 _____

-ed and -ing adjectives VOCABULARY 4.4

3 a Read four responses to the article and choose the correct words.

The internet won't kill television but it's changing the black box in our living rooms. Our new TV is ¹amazed/amazing. It can go online, download programmes and play YouTube videos.

Natalia, Barcelona

I have a shop that sells old TVs. Perhaps I should be ²worried/worrying! But I will be very ³surprised/surprising if people stop buying TVs. Remember, only 30% of the world can get the internet.

Chas, New York

In our house, we have two TVs, two computers and four children. In the past, the children argued over the remote control. Now they fight to use the computers! They think that TV is ⁴bored/boring and they are ⁵tired/tiring of watching it.

Luca, Rome

We're British but we live in Australia. We're really ⁶disappointed/disappointing that we can't watch TV programmes from British TV stations on our computer. We have to wait until they're on Australian TV. It's really ⁷annoyed/annoying!

Jasmine and Tara, Sydney

b Read the responses in 3a again. Are these sentences true (T) or false (F)?

- 1 ☐ Natalia's TV can record programmes.
- 2 ☐ Chas isn't worried about his business.
- 3 ☐ 30% of people in the world have got a computer.
- 4 ☐ Luca's children like using computers more than watching TV.
- 5 ☐ Jasmine and Tara have tried to watch TV online.
- 6 ☐ Jasmine and Tara never watch Australian TV programmes.

In 1935 the radio was very popular. Families sat down every night and listened to dramas. By 1950, 94% of Americans had a radio in their house. But by 1955, 66% of American houses had their own TV.

And now we have the internet. In 1996, about 30 million people used the internet. In 2011, there were over 2.3 billion people online. They buy things, talk to friends, send emails and now many watch television online too. There are at least 2,500 TV channels on the internet. And you can download TV programmes in many countries. Will the internet kill the TV in your living room?