

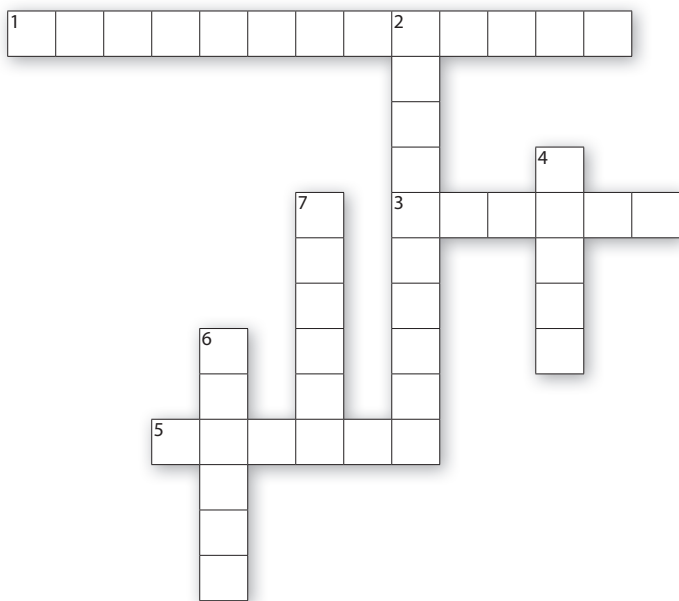
6 Living planet

Grammar ▶ *Be going to, will, may, might* ▶ Zero conditional and first conditional
Vocabulary ▶ Geographical features ▶ The environment ▶ Different uses of *get*
Speaking ▶ Making arrangements
Writing ▶ A formal letter

▶ Vocabulary

Geographical features

1 Rozwiąż krzyżówkę.



Across

- 1 a long line of very big hills
 3 an area with a lot of trees
 5 an area with a lot of sand, but not many plants and almost no water

Down

- 2 similar to 3 across, but here it rains a lot
 4 an area next to the sea with sand, where some people go to spend their holidays
 6 a big, cold area that covers the land and sea around the North and South Pole
 7 a tropical area with a lot of plants, trees, animals and insects

* 2 Użyj haseł z krzyżówki z ćwiczenia 1 do napisania, co jest, a czego nie ma w Polsce.

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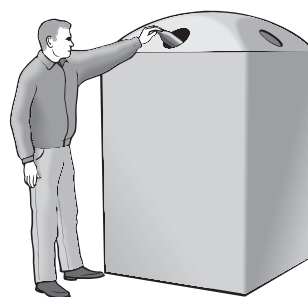
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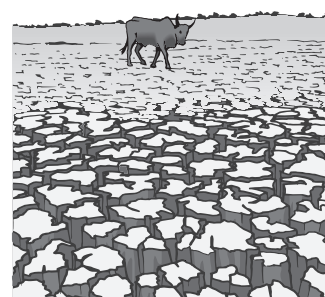
The environment

3 Uzupełnij wyrazy w ramce, a następnie dopasuj je do rysunków.

dr.....ght fl.....d gl.....b.....l w.....rm.....ng
 gr.....nh.....s.....ff.....ctz.....n.....l.....y.....r
 r.....cycl..... s.....v.....w.....t.....r w.....st.....w.....t.....r



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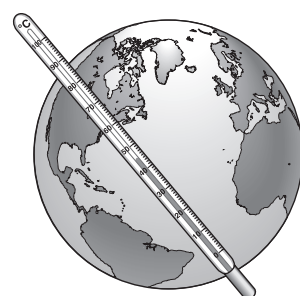
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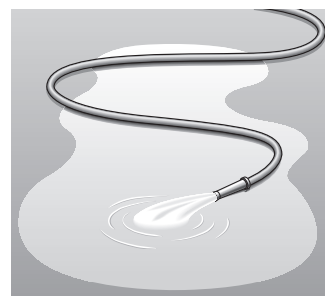
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1 Przeczytaj cztery akapity tekstu ze strony internetowej dotyczącej lasów tropikalnych i napisz odpowiedni tytuł do każdego z nich.

File Edit View History Tools Window Help

FOUR THINGS KIDS CAN DO TO SAVE THE RAINFOREST

1
Most paper comes from trees, so if you use less paper, you'll help to save the rainforests. Don't forget to use recycled paper whenever possible, or better still, use tree-free paper. As you can see from the name, tree-free paper doesn't come from trees, it's made from other types of plants. If you want to buy this type of paper, make sure you look closely at the packet. If paper really is recycled or tree-free, it will say so somewhere on the packet.

Another simple way of saving paper that many of us forget to do is by writing on both sides of the sheet. Meanwhile, there are other types of paper that we can save too. Paper tissues or paper towels are no good at all for the environment. Try not to use them. If you *do* use them, only use one at a time.

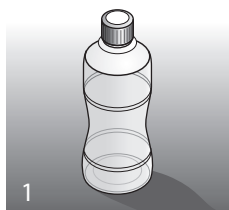
3
One big reason rainforests are disappearing is meat, or beef to be more specific. Big companies destroy millions of acres of rainforest and then cover it with grass for cows. The meat from the cows goes to make fast-food burgers, for example. What you may not know is that to make just one burger, they destroy an area similar to a small kitchen. Think about it – that's just for one burger!

2
As we all know, petrol and plastic are two things that come from petroleum, or oil. A lot of oil comes from the rainforests through a process called extraction. This has a very adverse effect on the rainforests, so using fewer oil products can help save them. Just think twice before asking your parents to use petrol to drive you somewhere in the car. Ride your bike, walk or take the bus whenever possible.

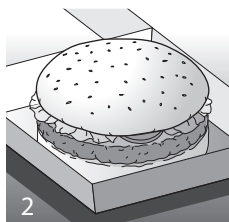
Save plastic by choosing glass bottles and by reusing the plastic containers and bottles that you already have. If you have a plastic water bottle, don't throw it away and buy a new one. Wash it and use it again and again.

4
Rainforests are the most amazing places you can imagine, and they're important to every living thing on earth. Perhaps you think they're too far away to make any difference to you and your life. But, whether we live in the city, country, mountains or desert, rainforests affect all of us. Learn more about the rainforests and why they are so vital. Keep checking out our website to get more information, or go to a library for books on the rainforest. Tell your friends and family what you have learned and get them to join you in helping save the rainforests.

2 Popatrz na obrazki. Dopasuj je do poszczególnych akapitów z ćwiczenia 1 i napisz, dlaczego jest w nich mowa o tych przedmiotach.



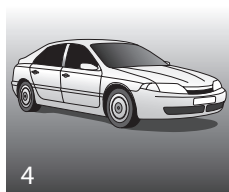
Section 2
It's better to use glass bottles because plastic bottles are made from petroleum. Extracting petroleum can be bad for the rainforest. So we should use plastic bottles again and again, we shouldn't just throw them away.



Section
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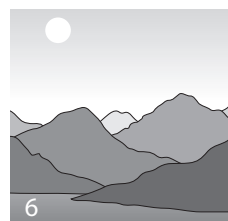
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3 Dopasuj podane definicje do odpowiednich wyrazów w tekście.

- 1 at any or every time (Section 1)
- 2 with no trees (Section 1)
- 3 a series of actions (Section 2)
- 4 put it in the bin (Section 2)
- 5 meat from a cow (Section 3)
- 6 very important, essential (Section 4)

* 4 Odpowiedz na pytania.

Would you like to visit a rainforest one day? Why?/Why not?

.....
.....
.....
.....
.....

Be going to and will

1 Uzupełnij zdania i reguły odpowiednimi formami zwrotów *be going to* lub *will*.



Reguła: Przepowiadając lub przewidując przyszłość w oparciu o realne przesłanki, używamy



Reguła: Oznajmiając właśnie podjęte decyzje, używamy



Reguła: Mówiąc o wydarzeniach z przyszłości, które – obiektywnie rzecz ujmując – są prawdziwe, używamy



Reguła: Mówiąc o planach i zamiarach na najbliższą przyszłość, co do których mamy pewność, że je zrealizujemy, używamy



Reguła: Wyrażając ogólne przypuszczenia lub przewidywania, używamy, często poprzedzając to zwrotami typu: *I think ...* lub *I hope ...*

2 Wybierz poprawne uzupełnienie zdań.

- 1 A: The phone is ringing. B: I 'm going to / ll get it.
- 2 A: Do you want to come to a party on Saturday?
B: I can't. My family and I are going to / will go to London for the weekend.
- 3 How old are you going to / will you be on your next birthday?
- 4 Look. He's putting his coat on. He 's going to / will go out.
- 5 A: It's cold in here. B: OK. I 'm going to / ll close the window.

Will, may, might

3 Dopasuj symbole a–e do zdań 1–8.

- a = Yes, certain.
- b = Yes, more or less certain.
- c = Maybe yes, maybe no.
- d = No, more or less certain.
- e = No, certain.

- 1 Perhaps it'll rain. c
- 2 It definitely won't rain.
- 3 It may rain.
- 4 It's possible that it'll rain.
- 5 It might rain.
- 6 It'll probably rain.
- 7 It probably won't rain.
- 8 It'll definitely rain.

* 4 Z poniższych rozsypanek wyrazowych ułóż zdania. Napisz, jakie prawdopodobieństwo wyrażają.

- 1 team the win our Perhaps competition will. =%
- 2 tonight won't It probably cold be =%
- 3 will finish my homework soon I definitely. =%
- 4 out tomorrow She won't definitely go. =%
- 5 do the They week may exam next. =%
- 6 this My probably call brother will afternoon. =%

Grammar extension

* 5 Napisz w siedmiu zdaniach, jak widzisz swoje życie w wieku 35 lat. Użyj podanych wyrazów.

- 1 *may*
- 2 *probably*
- 3 *perhaps*
- 4 *possible*
- 5 *definitely*
- 6 *won't*
- 7 *might*

Different uses of *get*

- 1 Przeczytaj wyrazy w ramce – są to możliwe znaczenia słowa *get*. Przepisz zdania 1–11, tak aby zamiast *get* użyć podanych wyrazów w odpowiedniej formie.

arrive (at) become bring obtain/buy receive

- 1 When do you get angry?
When do you become angry?
- 2 How many emails do you get a week?
.....
- 3 What time do you usually get to school?
.....
- 4 Do you get presents for your parents when it's their birthday?
.....
- 5 Are you going to get something to eat or drink on the way home after school?
.....
- 6 Does your bedroom get hot in the summer?
.....
- 7 What time do you usually get home after school?
.....
- 8 Do you get tired of watching TV?
.....
- 9 What did you get for your last birthday?
.....
- 10 Did you get any letters in the post last week?
.....
- 11 Please get me the pen that's on the table.
.....



- 2 Odpowiedz pełnymi zdaniami na pytania z ćwiczenia 1. Użyj słowa *get*.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

Vocabulary extension: some phrasal verbs with *get*

- *3 Dopasuj czasowniki frazowe ze zdań 1–5 do ich znaczeń a–e. Jeśli potrzebujesz, użyj słownika.

- | | |
|--|---|
| 1 I get up at seven o'clock every day. | a return |
| 2 I get back from school at five o'clock. | b spend time together |
| 3 I got out of the meeting just before lunch. | c leave |
| 4 I'm getting behind with my project. I've only done half of it and I need to give it in tomorrow. | d get out of bed after sleeping |
| 5 Why don't we get together at the weekend? | e do something slower or later than necessary |

- *4 Odpowiedz na poniższe pytania.

- | | |
|--|--|
| 1 What time do you usually get up in the week?
..... | 4 What time do you get out of your house on a school morning?
..... |
| 2 What time do you usually get up at the weekend?
..... | 5 How often do you get together with your grandparents and your uncles and aunts?
..... |
| 3 What time do you usually get back if you go out with friends on Friday or Saturday night?
..... | 6 How often do you get behind with schoolwork or homework?
..... |

Zero conditional

1 Dopasuj fragmenty zdań 1–7 do a–g.

- 1 If you leave a can of cola in a freezer,
 - 2 If you run as fast as you can,
 - 3 If you write too quickly,
 - 4 If you read the newspaper every day,
 - 5 If you look regularly at your vocabulary list,
 - 6 If you work on a computer all day,
 - 7 If you want to be a professional musician,
- a you know what's happening in the world.
 - b it's a good idea to start playing when you're young.
 - c your eyes sometimes hurt.
 - d you often make mistakes.
 - e you remember words more easily.
 - f it explodes.
 - g you get tired very quickly.



2 Przeczytaj zdania w ćwiczeniu 1 i wybierz poprawne uzupełnienie poniższych reguł.

- 1 Zerowego trybu warunkowego używamy, gdy mówimy o rzeczach oczywistych lub zawsze prawdziwych/konkretnej, wyjątkowej sytuacji.
- 2 Czasu present simple używamy w jednej części/obu częściach zerowego trybu warunkowego.

First conditional

3 Wybierz poprawne uzupełnienie zdań.

- 1 If I like/will like their next CD, I buy/will buy it.
- 2 She doesn't/won't come tonight if you don't/won't invite her.
- 3 If our car doesn't/won't work tomorrow, my dad takes/will take it to the garage.
- 4 If you need/will need help next week, I come/will come.
- 5 The police arrest/will arrest him tomorrow if they find/will find evidence.
- 6 If you play/will play that song again, I go/will go mad.
- 7 If she doesn't/won't play in the next match, her team loses/will lose.

*4 Przeczytaj zdania w ćwiczeniu 3 i wybierz poprawne uzupełnienie poniższych reguł gramatycznych.

- 1 Pierwszego trybu warunkowego używamy, mówiąc o prawdopodobnych/nieprawdopodobnych wydarzeniach i ich konsekwencjach.
- 2 W części zdania z if używamy czasu present simple/will.

5 Wykorzystując podane wyrazy, napisz pełne zdania w pierwszym trybie warunkowym.

- 1 If/he/have a problem/he/speak to the teacher.
.....
- 2 I/go to the doctor/if/my hand hurt tomorrow.
.....
- 3 He/not be happy/if/he/miss the bus.
.....
- 4 If/my sister/go to music lessons/my mum/buy her a guitar.
.....
- 5 If/you/see the film tomorrow/you/know how the story ends.
.....
- 6 The teacher/give me a bad mark/if/I/not give her my homework.
.....
- 7 You/not see me/if/you/come late.
.....
- 8 If/you/not switch off your mobile phone/people/get angry.
.....
- 9 The picnic/be a disaster/if/the weather/be bad.
.....
- 10 If/we/not go to the shops/we/not have enough food.
.....

Grammar extension

*6 Uzupełnij zdania w pierwszym trybie warunkowym, tak aby były logiczne.

- 1 If it rains,
- 2, you won't pass your exams.
- 3, I'll give you a present.
- 4 If my parents give me enough money,
- 5 If I don't speak English,
- 6 If the plane isn't late,
- 7, perhaps she'll win the competition.
- 8 If the shop is open,
- 9, I'll cry.
- 10 If that noise doesn't stop,

Weekend plans

1 Przeczytaj dialog i uzupełnij notkę poniżej.

KATIE: Hi, Lauren.

LAUREN: Hi, Katie.

KATIE: Listen. Are you (a) to anything tomorrow?

LAUREN: Not really. What (b) you?

KATIE: Do you (c) coming shopping with me?

LAUREN: Sure. What time (d) we meet?

KATIE: (e) about half past ten?

LAUREN: Fine. Why (f) we meet at the bus stop next to my house?

KATIE: OK, but where shall we meet if it rains?

LAUREN: Come straight to my house.

KATIE: Good idea. I'll ring Amy too and see if she wants to come.

LAUREN: (g) See you tomorrow.

KATIE: See you.

Katie, Lauren and possibly

(1) *are going to*
go (2) *tomorrow. They're*
going to meet at (3)
at (4) *But if it rains,*
they'll meet at (5)

2 Przeczytaj ponownie dialog w ćwiczeniu 1 i uzupełnij go wyrazami podanymi w ramce.

about don't fancy Great How shall up

3 Uzupełnij listę wyrazów, które pojawiły się w dialogu. Zaproponuj po jednym dodatkowym wyrażeniu do każdej części (c, g, k).

Asking about somebody's plans

- a
b Do you?
c

Arranging to meet

- d What time?
e
f
g

Responding to plans and arrangements

- h Fine.
i
j
k

Describing photos

4 Popatrz na zdjęcie i odpowiedz na pytania. Jeśli nie jesteś czegoś pewien/pewna, użyj zwrotów: *I think ...* lub *I imagine ...*



1 Who can you see in the photo?

.....

2 Where are they?

.....

3 What are they doing?

.....

4 How do you think the people are feeling? Why?

.....

* 5 Pomyśl, jak opisać poniższe zdjęcie, używając pytań z ćwiczenia 4 jako odpowiedzi. Zrób notatki, a następnie przećwicz opis zdjęcia ustnie.



A letter to a newspaper

1 Uzupełnij tabelę łącznikami z ramki.

Finally Firstly Furthermore However
Nevertheless Next What's more

Sequence	Addition	Contrast
.....
.....
.....

2 Przeczytaj artykuł prasowy. Jak redaktor argumentuje to, że nie chce nowego lotniska?

.....

.....

.....



The Editor writes ...

Let's make it clear right from the start. The government wants to build a new airport here in the city but this newspaper is totally against the idea. Doesn't the government realise that another airport means more planes, and more planes mean more pollution? That means air pollution and noise pollution. And what about the people who live in the area where they want to build this new airport? How will they live with all this pollution from the sky? And how will they live with all the road traffic that this airport will bring to the area? A new airport? We say NO.

* 3 Uzupełnij zdania, tak aby były logiczne.

- I agree with what the editor says. Firstly,
....., Next,
- I think airports are important. However,
- Airports create a lot of air pollution. Furthermore,

4 Zaplanuj list do redakcji dotyczący pomysłu zbudowania nowego lotniska. Zrób notatki do każdego akapitu. Nie spisuj całych zdań.

Paragraph 1: Express your opinion and explain your main reason for it.

.....

.....

.....

Paragraph 2: Give an additional reason for your opinion.

.....

.....

.....

Paragraph 3: Finish with one final reason for your opinion.

.....

.....

.....

* 5 Napisz swój list. Użyj łączników z ćwiczenia 1.

Dear Editor,

I am writing in response to an article about airports which appeared in your newspaper last Wednesday.

Firstly,

.....

.....

Next,

.....

.....

Finally,

.....

.....

I will be interested in hearing other readers' opinions on this question.

Yours faithfully,

.....

- 1a** Zapoznaj się z treścią poniższego fragmentu zadania maturalnego, a następnie przeczytaj wypowiedź egzaminacyjną, w której zdający ma dokonać wyboru plakatu najlepiej zachęcającego do udziału w akcji oszczędzania wody. Czy wypowiedź zdającego jest prawidłowa? Uzasadnij swoją opinię.

W Twoim mieście organizowana jest akcja *Oszczędzaj wodę*.

- Wybierz ten plakat, który Twoim zdaniem najbardziej zachęca do udziału w akcji.



I think that poster number two is really convincing. It shows a young woman in the bathroom, washing her face. She has forgotten to turn off the tap.

- 1b** Popraw wypowiedź zdającego z ćwiczenia 1a.

- 1c** A ty jakiego byś dokonał/dokonała wyboru, będąc na miejscu zdającego?

- 2a** Zapoznaj się z treścią poniższego fragmentu zadania maturalnego, a następnie przeczytaj trzy wypowiedzi zdających (A–C). Która z nich najlepiej realizuje treść zadania? Dlaczego?

Wspólnie z grupą szkolnych kolegów, próbujesz zachęcić innych uczniów, nauczycieli i rodziców do oszczędzania energii elektrycznej. Wyraż swoje zdanie na temat poniższych projektów plakatów zachęcających do udziału w waszej akcji.

- Wybierz ten plakat, który Twoim zdaniem najbardziej zachęca do udziału w akcji.



- A. I prefer poster number one to the other two. It's really interesting and I think it would help me persuade people to save energy.
- B. I think that the third poster is very attention-grabbing. Posters number one and two are also quite appealing and good for the campaign.
- C. I don't like the woman in the first poster and I think that posters number two and three are really boring.

- 2b** Uzupełnij zdania 1–5 brakującymi wyrazami.

- I have no that this poster is the worst.
- To my, this photo is very catchy.
- As far as I'm, this poster is quite controversial.
- In my, it's the best poster.
- It to me that these slogans are very similar.

► Zadanie maturalne

- 3** Wykonaj zadanie maturalne.

Wspólnie z sąsiadami pragniesz przypomnieć mieszkańcom Waszej dzielnicy o zbliżającym się *Dniu bez samochodu*. Wyraż swoje zdanie na temat poniższych plakatów.

- Wybierz ten plakat, który Twoim zdaniem najbardziej zachęci mieszkańców do udziału w kampanii *Dzień bez samochodu* i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- What can people do to reduce air pollution in big cities?
- What are the advantages of using bicycles?

.....

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Revision: Units 5–6

Grammar

1 Wybierz poprawne uzupełnienie zdań.

- Greece is hotter/more hotter than Britain in the summer.
- I think Sam is thinner than/that Jake.
- She's the best player of/in the team.
- That's the sillyest/silliest thing I've ever seen.
- Greg is the more/most intelligent person I know.
- Do you think rainy weather is more bad/worse than sunny weather?

/ 6 points

2 Przepisz zdania, używając podanych wyrazów i zachowując znaczenie zdań wyjściowych.

- Love is more important than money.
Money **LESS**
- I think that biology is easier than maths.
I think that maths **AS**
- We aren't old enough to see that film.
We're **TOO**
- It's too cold to swim in the sea today.
It's **ENOUGH**
- Her sister is very intelligent and she's very intelligent.
She's **AS**
- He is too slow to win the race.
He **FAST**

/ 6 points

3 Wybierz poprawne uzupełnienie zdań.

- I don't really know but Joe may/will win the competition.
- It won't probably/probably won't rain tomorrow.
- They say it is snowing/is going to snow next Christmas.
- The effects will definitely/definitely will be terrible.
- Nobody is certain, but humans will/might travel to Mars around 2050.
- A:** Someone's at the door! **B:** OK, I 'll/m going to go.

/ 6 points

4 Uzupełnij zdania czasownikami podanymi w nawiasach w pierwszym lub zerowym trybie warunkowym.

- If she (go) to London, she'll be able to see the London Eye.
- She won't say anything if you (tell) her a secret.
- If you put snow in your hand, your hand (get) cold.
- If we have the chance, we (travel) all around Europe next summer.
- If you look directly at the sun, it (be) bad for your eyes.
- Sheila (do) well in tomorrow's exam if she (think) carefully.

/ 7 points

Total

/ 25 points

Vocabulary

1 Uzupełnij nazwy programów telewizyjnych brakującymi samogłoskami.

- | | |
|-------------------------------|---------------------|
| 1 g _ _ m _ _ sh _ _ w | 4 _ _ dv _ _ rt |
| 2 c _ _ rt _ _ n | 5 ch _ _ t sh _ _ w |
| 3 d _ _ c _ _ m _ _ nt _ _ ry | 6 dr _ _ m _ _ |

/ 6 points

2 Dopasuj przymiotniki z ramki do definicji. Niektóre z wyrazów nie pasują do żadnej definicji.

confused confusing cool funny interested
interesting relaxing scary surprised surprising

- It's when something makes you laugh.
- It's how you feel when something happens but you didn't know it was going to happen.
- It's when something makes you want to know more.
- It's when something makes you feel frightened.
- It's how you feel when you don't understand something or a situation.
- It's when something is really good.

/ 6 points

3 Ułóż litery w odpowiedniej kolejności, tak aby powstały nazwy form geograficznych.

- | | |
|----------------|------------------------|
| 1 leungj | 3 trsofe |
| 2 tesdre | 4 mintoanu grean |

/ 4 points

4 Dopasuj wyrazy z ramki do definicji. Niektóre z wyrazów nie pasują do żadnej definicji.

drought flood global warming greenhouse effect
ozone layer recycle save waste

- when it rains a lot and rivers get too big
- when you save old things to use the materials again
- when you use things in an unnecessary way
- the thing which protects the earth from the sun
- when it doesn't rain and there is no water
- when you stop using something or use very little

/ 6 points

5 Znajdź synonimy słowa *get* użytego w poniższych zdaniach.

- I'll *get* your bag.
- Can you *get* me the newspaper when you go to the shops?
- She usually *gets* home early.

/ 3 points

Total

/ 25 points

Reading

1 Przeczytaj tekst i wybierz prawidłowe zakończenie zdań 1–5.

Matt Bowels is a cameraman who works on nature documentaries. He has filmed all over the world, in jungles, rainforests and deserts. Here he tells us about his job.

'To film nature documentaries, it's important to be good with a camera, obviously. But, in my opinion, it's more important to be interested in plants and animals. If you aren't, the work can be really boring. To make a two-minute film of a bird, insect or animal, you can sometimes spend a day or a week looking for them. And animals aren't like actors. They don't just appear when you want them to. Sometimes they never appear!'

Matt knows that his job is very important. When he travels to ice caps or deserts, he sees that the environment is changing. His job is to film a world that may disappear one day. 'If the environment continues to change because of global warming, the only place where you'll be able to see some animals and insects is in nature documentaries. I hope our work helps people to understand that we all need to do something to save the planet.'

Generally, changes in technology make Matt's life easier. 'High-definition (HD) cameras help to get better pictures. But if you make a small mistake with an

HD camera, it looks much worse than with an old camera. It's true that the new cameras aren't as heavy as the old ones.' But sometimes Matt carries 35 kilos, climbs up a mountain, and tries to film at the same time!

Matt knows what he wants when he makes films. 'I want to film things that people have never seen before. Or I want to film things they've seen, but in a new way. I want it to be a unique experience

for the people watching.'

And the scariest experience he's ever had? 'We were making a TV programme about polar bears in the Arctic ice cap. We weren't filming at the time, we were sleeping. Suddenly I heard the sound of a polar bear right next to my ear. I was too frightened to open my eyes. It stayed there for five minutes and then left. Believe me, they were the longest five minutes of my life!'



- 1 Matt says that
 - A he doesn't like his job much because it isn't very exciting.
 - B it can take a long time to make a short film.
 - C the most important thing in his job is the camera.
- 2 Matt also says that animals
 - A don't always do what you want.
 - B don't like actors.
 - C don't like appearing in films.
- 3 Matt thinks his work is important because
 - A he is protecting some animals, insects and plants.
 - B it may be the only way that people can see some animals and insects in the future.
 - C he makes programmes about saving the planet.
- 4 Matt thinks that new HD cameras
 - A always take better pictures than old cameras.
 - B are lighter than old cameras.
 - C usually take worse pictures than old cameras.
- 5 Matt
 - A wants people to see something new and different when they watch his work.
 - B once had a bad experience when he was watching a polar bear.
 - C had a scary experience because he's very frightened of filming polar bears.

/ 5 points

Writing

- *2** Napisz list do redakcji. Wyraż swoją opinię na temat tego, co widziałeś/widziałaś w telewizji w ubiegłym tygodniu. Jeśli masz wątpliwości, o czym pisać, skorzystaj z poniższych pytań.

- What type of programme was it?
- Was it good or bad? Why?
- How did it make you feel – happy, angry, interested, frightened?
- What do you want? More programmes like this? To stop programmes like this?
- What are other people's opinions?

Dear Editor,

I am writing in response to a TV programme which I saw last week. The programme ...

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/ 10 points

Total

/ 15 points