

## 1 THE INTERVIEW Part 1

- a Read the biographical information about Candida Brady. Have you heard of any of the documentary films or people mentioned?

**Candida Brady** is a British journalist and filmmaker. She founded her film company, Blenheim Films, in 1996 and has produced and directed several films and documentaries on a variety of topics, including youth culture, music, and ballet.



In 2012, Candida completed her first full-length documentary feature film, *Trashed*, which follows the actor Jeremy Irons around the world as he discovers the growing environmental and health problems caused by waste – the billions of tons of garbage that we generate every day – and the way we deal with it. The soundtrack for the film was composed by the Greek composer Vangelis, who wrote the award-winning soundtrack to *Chariots of Fire*, and the film won several awards at film festivals. Her latest film, *Urban and the Shed Crew*, based on the memoir of writer Bernard Hare, is about a young boy's struggle to survive on the streets of Leeds in the 1990s.

- b Watch Part 1 of an interview with her. Mark the sentences **T** (true) or **F** (false).

- 1 Candida made the film *Trashed* because she wanted people to know more about the problem of waste.
- 2 Jeremy Irons is a person who loves buying new things.
- 3 Candida was surprised that Jeremy Irons immediately loved the film proposal.
- 4 Vangelis is a good friend of Candida's.
- 5 Vangelis had previous experience working on projects related to the environment.
- 6 She didn't need to do much research before making the film because she was already an expert on the subject.

## Glossary

**rough cut** /rʌf kʌt/ the first version of a film after the different scenes have been put together

**Jacques Cousteau** a well-known French conservationist and filmmaker who studied the ocean and all forms of life in water

- c Now watch again and say why the **F** sentences are false.
- d Have you seen any documentaries about the environment? What did you learn from them?

## Part 2

- a Now watch Part 2. Answer the questions.

- 1 Which was the bigger problem for Candida: making the film visually attractive, or trying not to make it too depressing?
- 2 What kind of pollution does she think is the most worrying: air, land, or water?

- b Watch again. Complete the sentences with one word.

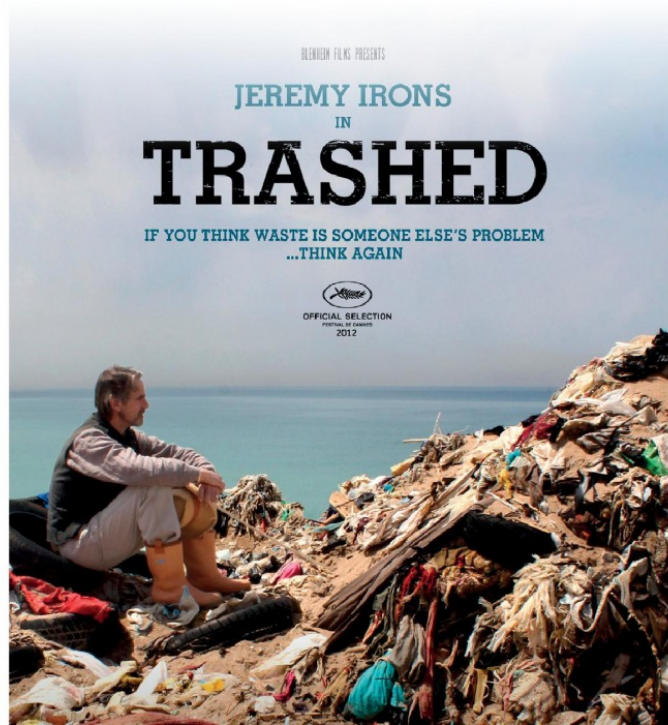
- 1 Candida had a \_\_\_\_\_ DOP (Director of Photography).
- 2 She wanted to film in beautiful places that had been \_\_\_\_\_ by man-made garbage.
- 3 She would have preferred to make a more \_\_\_\_\_ documentary.
- 4 They were very much aware that they wanted to offer \_\_\_\_\_ at the end of the film.
- 5 She says you have to dig down over a foot deep on a beach to find sand that doesn't have any \_\_\_\_\_ in it.
- 6 She says the pieces of plastic in the water become so fragmented that they're the same size as the zooplankton, which is in the \_\_\_\_\_ chain.

## Glossary

**Saida (or Sidon)** a port in Lebanon, its third largest city

**zooplankton** microscopic organisms that live in water

- c Which kind of pollution, air, land, or water, is the biggest problem where you live?





## ▶ Part 3

### a Now watch Part 3. Answer the questions.

- 1 Who does she blame for the problem of waste?
- 2 Why does San Francisco offer a positive note at the end of the film?
- 3 Has the film changed her own habits?

### b Watch again. What does she say about...?

- 1 hotels in San Francisco
- 2 her grandparents
- 3 her bicycle

#### Glossary

**zero waste** the recycling and re-using of all products  
**bins** containers where people throw their garbage

### c How much recycling do you do personally? Are you optimistic or pessimistic about the future of the environment?

## 2 ▶ LOOKING AT LANGUAGE

#### Comment adverbs

Candida uses a lot of comment adverbs (e.g., *unfortunately*) to clarify how she feels about what she is saying.

Watch some extracts from the interview and write in the missing adverbs.

- 1 "We ended up \_\_\_\_\_ filming in 11 countries..."
- 2 "...but the stories that I've chosen are universal and, \_\_\_\_\_, I spoke to, to people in communities, um, in more countries, um, than we actually filmed in..."
- 3 "...and so I sent him the treatment and \_\_\_\_\_ he, um, he loved it."
- 4 "...but \_\_\_\_\_, again, he was very shocked, um, by the film and really wanted to get involved."
- 5 "...yes and no, um, \_\_\_\_\_ enough. Obviously I had a wonderful DOP, Director of Photography, so, um, he can pretty much make anything look beautiful..."
- 6 "I did a lot of research and so, \_\_\_\_\_, these things were repeatable and, and in every country around the world..."
- 7 "\_\_\_\_\_, what's happened with the way that soft plastic degrades in water is that, um, the pieces become so fragmented..."

## 3 ▶ THE CONVERSATION



### a Watch the conversation. Circle the correct phrase to sum up their conclusion.

They think being plastic-free is *definitely possible* / *possible but difficult* / *impossible*.

### b Watch again. Answer with S (Simon), J (Joanne), or Sy (Syinat).

Who...?

- 1 ☐ gives an example of plastic straws
- 2 ☐ thinks that consumers need to lead the way
- 3 ☐ brings up the problem of plastic packaging in supermarkets
- 4 ☐ mentions that China no longer accepts other countries' recycling
- 5 ☐ suggests that it might be possible to be plastic free in 20 years' time
- 6 ☐ says that there is more plastic than fish in the sea
- 7 ☐ compares the use of plastic today to in the past
- 8 ☐ tells the others about bacteria that can eat plastic
- 9 ☐ talks about plastic bottles that you can use and then eat the plastic

### c Do you agree with the participants about the possibility of being plastic free? Why (not)?

### d Watch some extracts and match some of the different ways that the participants respond to what another person had said.

- 1 The deepest place on the planet... and they found plastic. ☐ ☐
  - 2 ...there's more plastic in the sea by weight than there are fish... ☐ ☐
  - 3 ...plastic bottles that actually you can then eat the plastic. ☐ ☐
- A Yes, isn't that awful?      E I mean that's just so depressing, isn't it?  
 B Oh wow!  
 C It's depressing.      F I think that's just so amazing.  
 D Yes, it's very scary!      G That sounds pretty cool.

### e With a partner, say what the function of each response is: responding to something positive or something negative.

### f Now have a conversation in groups of three.

- 1 What kinds of things in everyday life do you think really make a difference to the environment?
- 2 What do you think the government could do to make people recycle more?



Go online to watch the video, review the lesson, and check your progress