

OXFORD

fourth
edition


English File

Upper-intermediate

Student's e-book

Christina Latham-Koenig
Clive Oxenden
Kate Chomacki



 e-book interactive features

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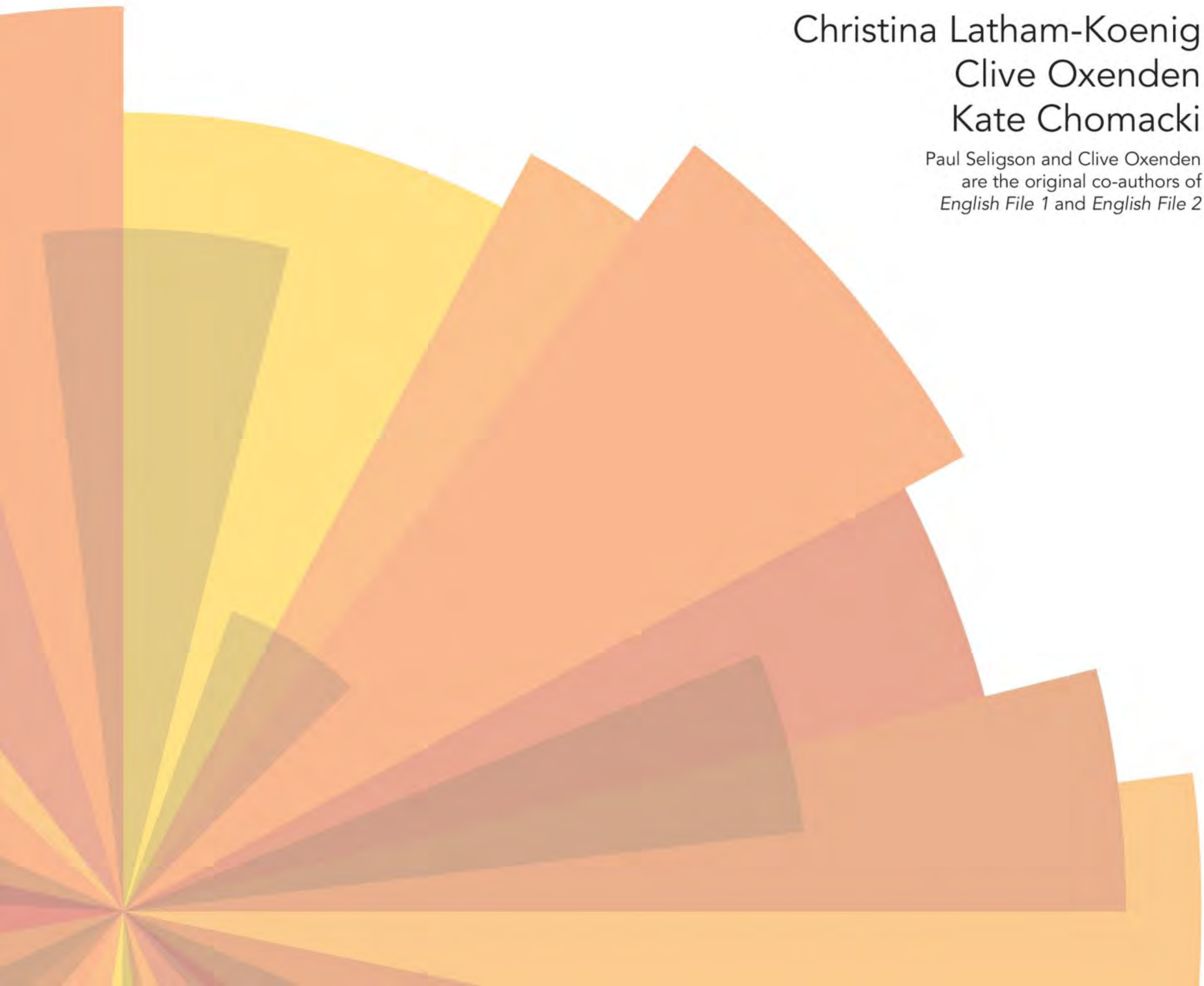
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Paul Seligson and Clive Oxenden
are the original co-authors of
English File 1 and *English File 2*



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Course overview

English File ^{fourth edition}

Welcome to **English File fourth edition**. This is how to use the Student's Book, Online Practice, and the Workbook in and out of class.



Student's Book

All the language and skills you need to improve your English, with Grammar, Vocabulary, Pronunciation, and skills work in every File. Also available as an eBook.

Use your Student's Book in class with your teacher.

Workbook

Grammar, Vocabulary, and Pronunciation practice for every lesson.

Use your Workbook for homework or for self-study to practise language and to check your progress.

Go to **englishfileonline.com** and use the code on your Access Card to log into the Online Practice.

ACTIVITIES AUDIO VIDEO RESOURCES



ONLINE



Online Practice

Look again at Student's Book language you want to review or that you missed in class, do extra **Practice** activities, and **Check your progress** on what you've learnt so far.

Use the Online Practice to learn outside the classroom and get instant feedback on your progress.

LOOK AGAIN

- Review the language from every lesson.
- Watch the videos and listen to all the class audio as many times as you like.

PRACTICE

- Improve your skills with extra Reading, Writing, Listening, and Speaking practice.
- Use the interactive video to practise Colloquial English.

CHECK YOUR PROGRESS

- Test yourself on the language from the File and get instant feedback.
- Try an extra Challenge.

SOUND BANK

- Use the Sound Bank videos to practise and improve your pronunciation of English sounds.

1 SPEAKING

- a Read survival questions 1–6. How do you think you would you feel in each situation: calm, nervous, scared, or terrified?

1 What would you do if you woke up in the middle of the night and thought that you could hear an intruder?

- a I'd confront the intruder.
b I'd keep still and quiet and hope that the intruder would go away.
c I'd lock myself in a room and call the police.

2 What would you do if you were driving and your brakes stopped working?

- a I'd put the car in neutral gear.
b I'd put the car in a lower gear.
c I'd put the handbrake on.

3 What would you do if you were caught out in the countryside in a thunderstorm?

- a I'd go down on my knees and make myself into a ball.
b I'd lie flat on the ground.
c I'd shelter under a tree.

4 What would you do if you fell through ice into a lake?

- a I'd take off my clothes and shoes and try to keep afloat.
b I'd try to climb onto the ice from the place where I'd fallen in.
c I'd keep as still as possible and shout for help.

5 What would you do if you were hiking alone in the hills and you got completely lost (and there was no phone signal)?

- a I'd stay where I was and wait to be rescued.
b I'd keep walking and try to find my way to my destination.
c I'd try to find my way back to where I'd started from.

6 What would you do if you were skiing off-piste and were buried in an avalanche?

- a I'd push my ski poles up through the snow to attract attention.
b I'd curl into a ball and cover my head and wait to be rescued.
c I'd use swimming movements to try to get to the surface.

- b Now answer the questions, choosing a, b, or c. Compare answers in groups of three and give reasons.

- c **G Communication** It's an emergency! **A p.108 B p.112 C p.114** Work in the same groups of three. Read the answers to the situations, then explain what you should and shouldn't do.

- d Did you choose the correct answers to the questions in b?

2 READING & LISTENING

- a Read the description of a UK TV show. Do you have any similar programmes in your country?

The Island with Bear Grylls is a British reality TV programme. Narrated by Bear Grylls, a well-known British adventurer, it features two groups of participants who are placed on a remote, uninhabited Pacific island for five weeks, to test their survival skills. They are left alone, with only the clothes they are wearing and some basic tools and training. In series five, the groups were divided according to whether they were high or low earners.

- b Read the first part of an interview with Ali Brookes on p.47. Would you like to learn any of these survival techniques? What do you think you would miss if you were on the island?

- c Read the interview again. Choose the best words to complete the gaps.

- 1 challenge programme aim
2 because since so
3 actually anyway apparently
4 complicated difficult easy
5 across over through
6 hurt injured sick
7 if unless until
8 Although As However
9 as well even though
10 definitely ideally obviously

- d **5.1** Listen and check your answers.

On balance, do you think she was positive or negative about the whole experience?



ALI BROOKES,

A 29-YEAR-OLD DOCTOR, WAS A PARTICIPANT IN SERIES FIVE, IN THE 'HIGH EARNERS' GROUP.

Why did you decide to apply?

I'd always really enjoyed watching *The Island with Bear Grylls*. And I think it's really the ultimate ¹ _____, being stranded on a desert island, having to survive there with no help at all. I love being outdoors and going on adventures, ² _____ that side of it really appealed to me as well. So I sent off my application form, and the next thing I knew, I had a couple of interviews, and then I got a phone call saying they wanted me to go on *The Island*! Never in a million years, when I applied, did I think I'd ³ _____ get to go. So I was absolutely stunned when they told me they wanted me to go on the programme, but at the same time, I was thrilled! And two weeks later, we were off on a plane to the island.

What survival techniques did you learn?

So we learnt a whole range of survival techniques. We learnt how to make fire, which was actually quite complicated. You had to get the right wood from a particular type of tree on the beach, and then use pieces of that wood, and a shoelace to make fire. In our training, they made it look very ⁴ _____, they had the fire lit within a few minutes. But in reality, it took us a couple of days before we made fire, but we did get it, which was amazing. Once we had fire, we could then boil water for drinking. The water we found was brown and green and had bits floating in it, so we would filter it ⁵ _____ a pair of trousers or a shirt to get rid of the big clumps of dirt, and then we would boil it to kill off any bacteria or parasites. Amazingly, nobody got ⁶ _____ from drinking the water during our whole five weeks on the island. They also taught us how to build shelters to protect ourselves from the bad weather. In practice, the shelters were not that waterproof and we had a lot of very wet, cold nights. They taught us how to navigate by the sun and how to build up a map of the island as we explored it. It didn't stop us getting lost though.

Who or what did you miss most?

Before I went on the show, I said I'd miss my husband the most. But in fact, the thing I missed the most was most definitely food. It was all I could think about, and ⁷ _____ I couldn't sleep, I would go through a list of different pizza toppings in my head to try and get to sleep. I really missed having a good night's sleep. ⁸ _____ we did build shelters off the ground to stop us getting bitten by the insects and other creepy crawlies, it was really uncomfortable. Having clean clothes, I missed that ⁹ _____. Putting on dirty, wet socks every morning is one of the worst feelings. Of course, I missed my friends and family too, but actually what I realised was that I didn't miss many things. I ¹⁰ _____ didn't miss having a phone, or a computer, or the internet. Though as I said, I did miss clean, dry socks.

- e You're going to listen to Ali talk about her best and worst experiences on the island. First, read some things she mentions. Do you think they were things she enjoyed (✓), or things she found difficult (X)?
- most of what we ate was yucca, which is a bit like a potato
 - the water we had to wash in was the sea
 - when it rained
 - we were meeting all these new people we'd never met before
 - (He) threw us out of the boat and told us to swim to the island
 - we had a sports day and we had a talent show
 - leaving the island
- f 5.2 Now listen to the second part of the interview with Ali and check your ideas in e.
- g Listen again. What does she say about...?
- | | |
|-------------------------|----------------------|
| 1 a few coconuts | 4 a communal shelter |
| 2 a wild boar | 5 35 days |
| 3 tension and arguments | |
- h How many of the 16 people survived the whole five weeks? What general lesson did the participants learn as a result of their time on the island? Do you think you could survive on the island?

3 VOCABULARY & PRONUNCIATION

feelings; word stress

- a 5.3 Listen to two extracts from the interview. How did Ali feel? Complete the gaps with adjectives.

So, I was absolutely ¹ _____ when they told me they wanted me to go on the programme, but at the same time, I was ² _____.

...seeing Bear pull up on his boat to come and collect us was just an amazing feeling. I felt both really ³ _____ and super ⁴ _____.

- b p.157 Vocabulary Bank Feelings

- c 5.7 Listen to some conversations and look at the extracts. Underline the stressed syllable in the **bold** adjectives.

- 1 Please come quickly. I'm **des|pe|rate**.
- 2 You weren't **o|ffen|ded** by what I said, were you?
- 3 To be honest, I was a bit **di|sa|ppoin|ted**.
- 4 I'm completely **be|wil|dered** by so much information.
- 5 I was **a|sto|nished** – I really wasn't expecting it.
- 6 Yes, we'd be **de|ligh|ted** to. Thank you so much.
- 7 They were **de|va|sta|ted**. It was such a shock.
- 8 I was absolutely **ho|rri|fied**. It was an awful accident.
- 9 I'm **o|ver|whelmed** – it's stunning!

- d Practise saying the extracts, copying the intonation and stressing the correct syllable in the adjectives.
- e Choose three adjectives from c and tell your partner about a time or a situation when you felt like that.

4 READING & LISTENING

- a How much do you know about the Amazon rainforest? In small groups, complete the missing words.

- 1 The Amazon rainforest is in the continent of South America. It is roughly the size of **A**_____.
- 2 It covers a total of nine countries, including **Br**_____, Bolivia, **P**_____, Ecuador, **C**_____, Venezuela, Guyana, Suriname, and French Guiana.
- 3 The River Amazon, which flows through the north of the forest, is the **s**_____ - **l**_____ river in the world.
- 4 The tree canopy is so thick that the forest floor is always **d**_____. Some trees grow up to 60 metres high.
- 5 There are about 50 indigenous **tr**_____ living in the forest that have never had any **c**_____ with the outside world.
- 6 Some of the most dangerous animals in the world live in the forest; these include poisonous **sn**_____, **fr**_____, and **sp**_____, as well as jaguars and piranhas.

- b Read the beginning of a true survival story and then answer the questions below.

- 1 What was the three friends' original plan? How did this change?
- 2 What caused tensions between...?
 - a the three men and the guide
 - b Kevin and Marcus
- 3 Why did they finally separate into two pairs? How did they decide to travel?

Which pair would you have chosen to go with? Why? How would you have felt if you had been in Marcus's situation?

- c You are going to listen to part of a documentary and find out what happened to the four men. After each part, answer the questions with a partner.

5.8

- 1 What happened to Kevin and Yossi on the raft?
- 2 What piece of luck did Yossi have?

Whose situation would you rather have been in, Kevin's or Yossi's? Why?



5.9

- 3 How were Kevin and Yossi feeling?
- 4 What happened to Yossi on his first night alone in the jungle?

What would you have done if you had been in Yossi's situation?



LOST IN THE JUNGLE

FOUR YOUNG MEN WENT INTO THE AMAZON JUNGLE ON THE ADVENTURE OF A LIFETIME. ONLY TWO OF THEM WOULD COME OUT ALIVE...



In 1981, three friends went backpacking in the Amazon rainforest in a remote area of Bolivia: Yossi Ghinsberg, 22, and his two friends Kevin Gale, 29, and Marcus Stamm, 29. They hired an experienced guide, an Austrian called Karl Rupprechter, who promised that he could take them deep into the rainforest to an undiscovered Indian village. Then they

would raft nearly 200 kilometres back downriver. Karl said that the journey to the village would take them about seven days. Before they entered the jungle, the three friends made a promise that they would 'go in together and come out together'.

The four men set off from the town of Apolo and soon they had left civilization far behind. But after walking for more than a week, there was no sign of the village, and tensions began to appear in the group. The three friends started to suspect that Karl, the guide, didn't really know where the Indian village was. Yossi and Kevin began to get fed up with their friend Marcus because he was complaining about everything, especially his feet, which had become infected and were hurting.

Eventually, they decided to abandon the search for the village and just hike (instead of rafting) back to Apolo, the way they had come. But Kevin was furious because he thought that it was Marcus's fault that they had had to cut short their adventure. So, he decided that he would raft down the river, and he persuaded Yossi to join him, but he didn't want Marcus to come with them. Marcus and Karl decided to go back to Apolo on foot. The three friends agreed to meet in a hotel in the capital La Paz in a week's time.

Early next morning, the two pairs of travellers said goodbye and set off on their different journeys...

5.10

5 Why did Yossi's spirits change from desperate to optimistic, and then to desperate again?

How would you have felt at this point? What do you think had happened to Kevin?



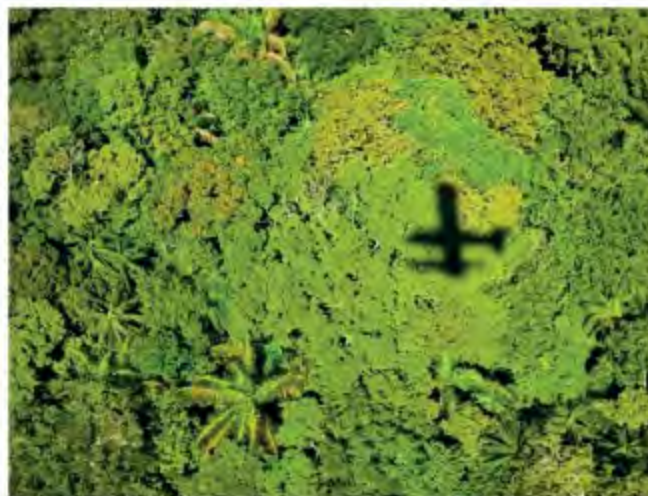
5.11



6 What had Kevin been doing all this time?
7 What did Kevin decide to do?
8 Why was he incredibly lucky?
If you had been Kevin, what would you have done now?

5.12

9 How did Kevin first try to get help?
10 Why was it unsuccessful?
11 What was his last attempt to find his friend?



5.13



12 How long had Yossi been on his own in the jungle? How was he?
13 What did he think the buzzing noise was? What was it?
What do you think might have happened to Marcus and Karl?

d Do you think you would have survived if you had been in Yossi's situation? Would you have done anything differently? Who do you sympathize with most?

5 GRAMMAR unreal conditionals

a Complete the gaps with the verbs in the correct tense.

- 1 What would you do if you _____ (hike) alone in the hills and you _____ (get lost)?
2 If I thought that I could hear an intruder in my house, I _____ (call) the police and I _____ (not confront) the intruder.
3 What would you have done if you _____ (be) in Yossi's situation?
4 If Kevin hadn't looked for his friend, Yossi _____ (die).

b Look at sentences 1-4 again. Which two refer to a hypothetical situation in the past? Which two refer to a hypothetical situation in the present or future?

c p.140 Grammar Bank 5A

d With a partner, write two conditional story chains, one with second conditionals, and one with third conditionals.

- 1 If I had one year off work, I'd _____
If _____
If _____
If _____
If I had one year off work, I'd go to South Africa.
If I went to South Africa, I'd probably go on a safari...

- 2 If I hadn't been feeling so terrible, _____
If _____
If _____
If _____

e Read your stories to another pair. Whose did you like best?

6 WRITING

p.118 Writing A blog post Write a post about how to keep safe in different situations.

5B

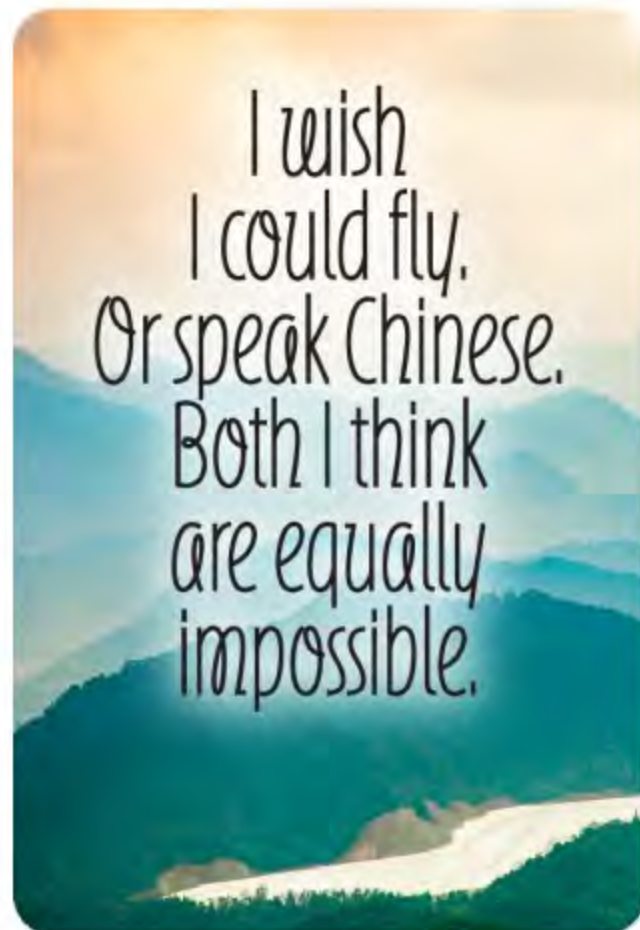
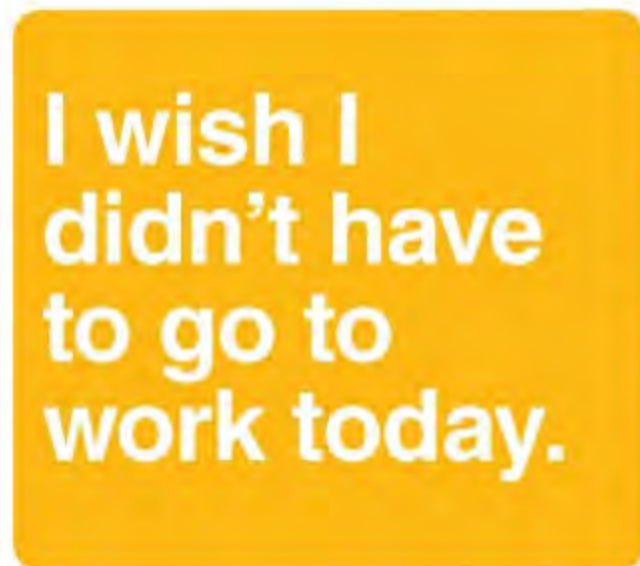
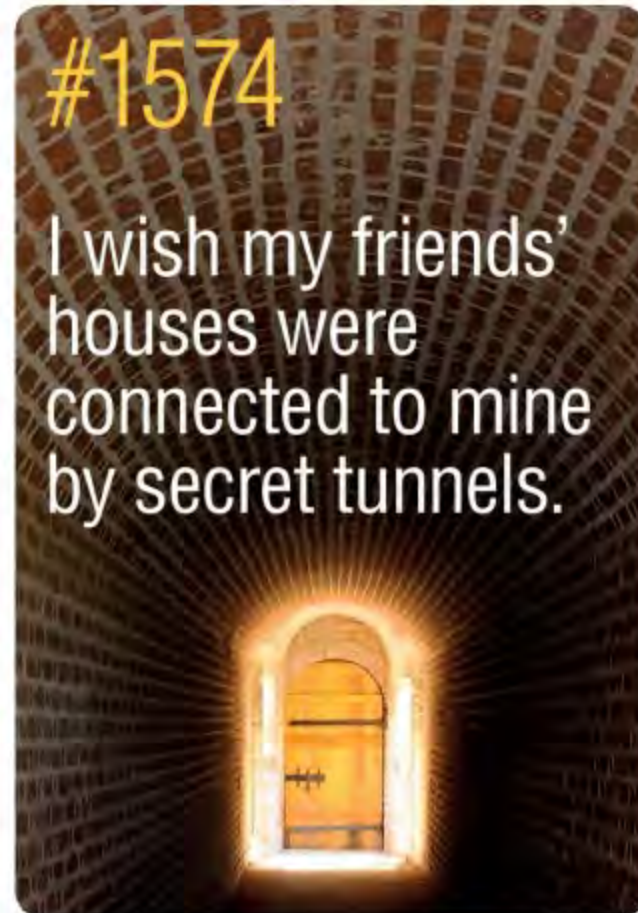
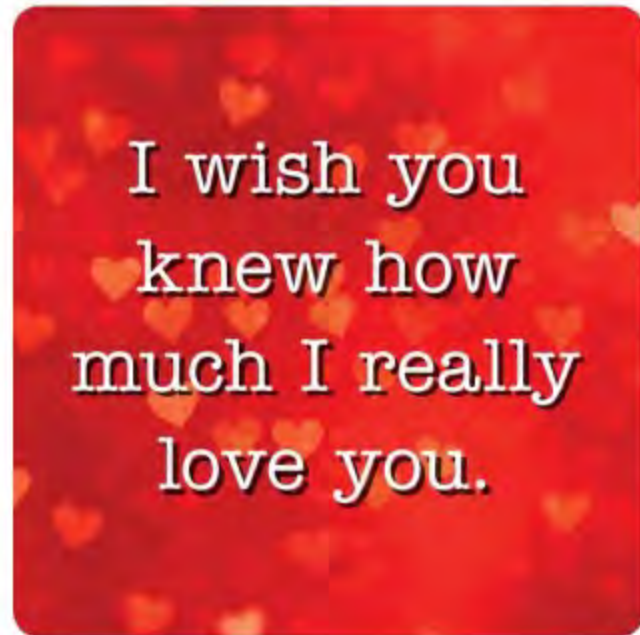
Wish you were here

Don't wish it were easier;
wish you were better.
Jim Rohn, US businessman

G wish for present / future, wish for past regrets **V** expressing feelings with verbs or -ed / -ing adjectives **P** sentence rhythm and intonation

1 GRAMMAR wish for the present / future

a Look at some posts on a Pinterest board. Do you ever wish any of these things? Which ones?



b Now look at a WhatsApp group where friends have shared things that annoy them. Tick (✓) the things that annoy you, too.

So annoying!
You, Tony, Sue, Georgia, Ronnie,...

I'm just back from the cinema – couldn't enjoy the film. I wish they would ban people from eating in the cinema. Some people just can't last for two hours without eating or drinking something. Grrr. 08.58 ✓

Tony
I wish football commentators would stop shouting 'Gooooal' in that ridiculous way. If we're watching, we can see that it's a goal, and if we're not watching, it's because we don't care. 08.58

Sue
I wish people wouldn't put their bags on seats to try and stop people sitting next to them. 09.17

Georgia
I wish my boyfriend wouldn't fall asleep every time I want to talk to him. 10.03

Ronnie
I wish my son would occasionally remember to fill up with petrol when he borrows my car. 15.11

Josie
I wish people in call centres wouldn't use my first name as if we were old friends. 15.47

Harry
I wish my family would take their tissues out of their pockets before they put their clothes in the washing machine. 16.08

Ella
I wish people wouldn't ask me 'What are you doing?' when it's completely obvious what I'm doing. 17.16

Jon
I wish people wouldn't leave supermarket trolleys in the car park, just because they can't be bothered to take them back. 18.08

c Compare the things you've ticked with a partner. Which are your top three, and why?

Expressing annoyance

It really annoys me when...	people eat crisps in the cinema.
It's so annoying when...	
It drives me mad when...	

d Compare the Pinterest posts in **a** and the messages in **b**. Then complete the rules with *would / wouldn't* + infinitive or past simple.

- 1 We use *wish* + person + _____ to talk about things you would like to be different in the present / future (but which are impossible or unlikely).
- 2 We use *wish* + person + _____ to talk about things we want to happen or stop happening because they annoy us.

e **G** p.141 **Grammar Bank 5B** *wish* for present / future

f Write two more things that annoy you and that you would like people to change, and two things that you would like to be different about yourself or your life. Use *I wish* + *would / wouldn't* and *I wish* + past simple.

g In pairs or small groups, compare what you've written. Did anyone come up with the same things?

2 VOCABULARY & SPEAKING expressing feelings with verbs or *-ed / -ing* adjectives

🔍 Ways of talking about how we feel

We can talk about how we feel in three different ways:

- 1 by using a **verb** (e.g. *annoy*)
People who eat in the cinema really annoy me.
- 2 by using an **-ing adjective** (e.g. *annoying*)
People who eat in the cinema are really annoying.
- 3 by using an **-ed adjective** (e.g. *annoyed*)
I get really annoyed when people eat in the cinema.

a Complete the sentences with the correct form of the word in **bold**.

- 1 It really _____ me when people drive close behind me. **infuriate**
- 2 I get very _____ when something goes wrong with my internet connection and I don't know how to fix it. **frustrate**
- 3 It's so _____ when I can't remember someone's name, but they can remember mine. **embarrass**
- 4 I used to love shopping in the sales, but now I find it _____. After an hour, I just want to go home. **exhaust**
- 5 I'm often _____ with my birthday presents. My expectations are obviously too high! **disappoint**
- 6 It _____ me that some people still don't do their banking online. **amaze**
- 7 I find speaking in public absolutely _____. I hate doing it. **terrify**
- 8 I've often been _____ by reading about how some successful people have overcome difficulties. **inspire**
- 9 I never find instructions for electronic devices helpful – in fact, usually they just _____ me. **confuse**
- 10 When I travel, I'm always _____ if I manage to communicate something in a foreign language. **thrill**

b **5.19** Listen and check. Then with a partner, say if the sentences are true for you or not. Give examples or reasons.

🔍 Feelings adjectives that have an *-ed* form but not an *-ing* form

A few *-ed* adjectives describing feelings don't have an *-ing* form, e.g. *impressed* – *impressive*
NOT *impressing*

c Complete the sentences below with a form of the adjective in **bold**.

- 1 We are extremely **impressed** by your CV. Your CV is extremely *impressive*.
- 2 I get very **stressed** at work. My job is very _____.
- 3 I was really **scared** during the film. The ending was especially _____.
- 4 I was **delighted** to meet Jane. She really is a _____ person.
- 5 I was really **offended** by what you said. What you said was really _____.

d In pairs, choose three squares and think about what you are going to say. Then talk to a partner.

an embarrassing mistake you once made	something that makes you feel depressed
a film or a book that you found really disappointing	something that really annoys you when you're shopping
something that you find frustrating about learning English	something that really stresses you in your daily life
someone who inspires you	some physical activity that you did that left you absolutely exhausted

I'm going to tell you about an embarrassing mistake I once made. I was emailing a colleague...

3 READING & SPEAKING

- a You are going to read an article about regrets. Which three areas of life do you think people tend to have the most regrets about? Choose from the list below.

career education family health love money travel

- b Read the article once and check. How did the writer change someone's life?

Regrets

Recently, I helped my son move into his first-year room at university in Chicago and we discussed his hopes and plans for the next three years. That evening, I found myself thinking about how to help him make decisions he would never regret. I went to Twitter and typed, 'What is your biggest regret?' The response was huge and devastatingly **honest**. I had asked a question that, surprisingly, a lot of people really wanted to answer.

I loved the light-hearted responses...

'Not flying on Concorde to New York with Lionel Richie. He wanted to take me for dinner. I was working. #idiot'

But very few of them were like that. What emerged is that real regrets are not about bad things happening to you. They are about bad choices – a deep **sorrow**, or **anger** at yourself for something you did, or something you failed to do.

Most of the replies divided into different categories. Education was high up the list – there were many more regrets to do with school and college than I had expected.

'Never going to university. Left me disadvantaged all my life. Never lived up to my potential.'

1

2

Career-choice regrets made me realize a pattern was developing: regret seems most often to be about **fear**. Fear of doing the wrong thing, which then leads to an unfulfilled life.

'Not following my dream to work in radio.'

3

4

And then, perhaps less surprising, there was love: a few tweets from people regretting that they had declared their love and ended up having their heart broken, but many, many more regretting not being **brave** – regretting having been afraid. There's definitely a lesson in there: while there's always the possibility of rejection, it's better than the regret of not having tried.

'Not telling someone I loved them. 20 years too late now.'

5

It was **encouraging** that right alongside the people who regretted a life lived in fear were others who had made a change who were now regretting the time it had taken to find their solution.

'Worrying too much about what other people thought of me.'

6

Intriguingly, of all the replies, only two people mentioned money – one regretting a flat they hadn't bought, one regretting a sale.

◆ **Regret seems most often to be about fear.** ◆

My favourite of all the replies was from @dorey1414. She tweeted me this:

'I'm 54, no friends, or family, only 18 Twitter followers, but I have everything I need. Biggest regret – not listening at school.'

At last, here was one tiny area where I could be useful! I retweeted her words and asked Twitter if they could help. Ten minutes later, her follower count had gone up to 24. By the morning, it was 360. She now has more than 900 and is massively **excited** about it, starting **enthusiastic** conversations with dozens of her new followers. Having left school before her exams and worked for 38 years in a job she doesn't enjoy, she now has a chance to change her life.

Before I flew home from Chicago, I texted my son with this advice: 'Take risks – they may go wrong but it's better than regretting not having tried. And ring your mother.'

- c Read the article again. Complete 1–6 with tweets A–F. What kinds of words are left out in some of the tweets?

A	'Being scared all the time. Moved to France – still scary but food and life is good!'
B	'Listening to my dad when he said my voice was too weak to be a singer.'
C	'Marrying the first person who asked, because I thought no one would ever ask me.'
D	'My regret: listening to teachers who said I was stupid because I can't spell. After two degrees was told I'm dyslexic. Am currently on fourth degree.'
E	'Not getting a better education and working full-time from the age of 16.'
F	'Not taking the job in Paris.'

- d Look at the **highlighted** words in the article. Which are nouns and which are adjectives? If it's a noun, write the adjective, and vice versa.
- e If you had read Emma Freud's tweet *What is your biggest regret?*, what would you have written?

I would have written 'Not starting to learn English when I was younger.'

4 GRAMMAR *wish* for past regrets

- a **5.20** Listen to three people talking about regrets. What thing does each person regret?
- b Listen again and complete the sentences with *wish*. What tense do we use after *wish* to talk about a regret?



Speaker 1

I wish I _____.



Speaker 2

I wish I _____.

I wish she _____.



Speaker 3

I wish I _____.

- c **p.141 Grammar Bank 5B** *wish* for past regrets
- d Write a regret with *I wish* for each of the categories below.

family health money travel

5 PRONUNCIATION & SPEAKING

sentence rhythm and intonation

- a **5.22** Listen and write down six more regrets with *wish*.
- b Match regrets 1–6 from a with the sentences below.
- A Do you want me to phone and make an excuse?
 - B Yes, watching it on TV is never as exciting.
 - C Well, it isn't too late. You're only 22.
 - D Yes, you should have had more self-control!
 - E Why don't you go back to the shop and see if they still have them?
 - F Yes, it was a bit tactless. I hope she's not too upset.
- c **5.23** Listen and check. In pairs, practise the conversations. Copy the rhythm and intonation.
- d Work in small groups. Tell the other students about...

- a famous person from the past that you wish you'd met.
- a live event you wish you'd been to.
- something you wish you'd learned as a child.
- something you wish you hadn't bought.
- something you wish you'd spent more time on.
- a holiday or journey you wish you hadn't gone on.

6 LISTENING & WRITING

- a **5.24** Listen to a poem about regret from a poetry website. What's the first line of each verse?
- b Listen again, and for each verse, write down as many words as you can.
- c Work with a partner. Compare the words you've written, and together, try to reconstruct the poem.
- d Listen one more time and check your version.
- e Together, write your own poem of at least three verses. Start each verse with *I wish I had / hadn't...*
- f Read your poems aloud. Have a class vote for the best one.

1  **THE INTERVIEW** Part 1

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

Candida Brady is a British journalist and film-maker. 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 rubbish 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 he immediately loved the film proposal.
- 4 Vangelis is a good friend of Candida's.
- 5 Vangelis had previous experience of 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 film-maker who studied the sea 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 sea?

- 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 rubbish.
- 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.

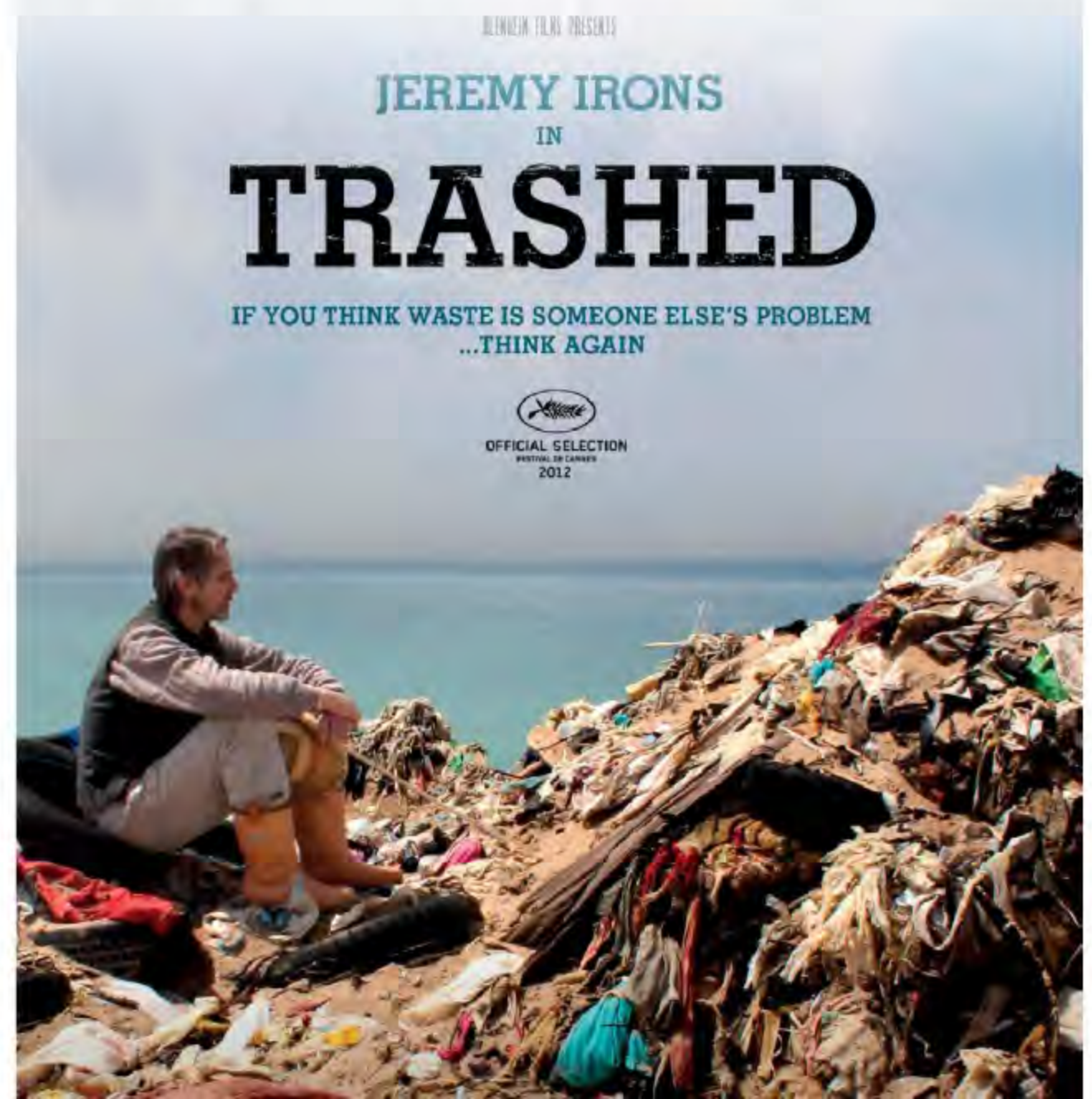
Glossary

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

a foot UK measurement = 30.5 centimetres

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.

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

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

- hotels in San Francisco
- her grandparents
- her bicycle

Glossary

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

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.

- 'We ended up _____ filming in 11 countries...'
- '...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...'
- '...and so I sent him the treatment and _____ he, um, he loved it.'
- '...but _____, again, he was very shocked, um, by the film and really wanted to get involved.'
- '...yes and no, um, _____ enough. Obviously I had a wonderful DOP, Director of Photography, so, um, he can pretty much make anything look beautiful...'
- 'I did a lot of research and so, _____, these things were repeatable and, and in every country around the world...'
- '_____, 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...?

- gives an example of plastic straws
- thinks that consumers need to lead the way
- brings up the problem of plastic packaging in supermarkets
- mentions that China no longer accepts other countries' recycling
- suggests that it might be possible to be plastic free in 20 years' time
- says that there is more plastic than fish in the sea
- compares the use of plastic today to in the past
- tells the others about bacteria that can eat plastic
- 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.

- The deepest place on the planet... and they found plastic.
 - ...there's more plastic in the sea by weight than there are fish...
 - ...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! F I think that's just so amazing.
 C It's depressing. G That sounds pretty cool.
 D Yes, it's very scary!

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.

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