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M: Hello English learners! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And today we're gonna go back to the movies, but this time we're gonna do it a little bit different.

E: That's right, uh, we're gonna be listening as two movie critics offer their opinion on the latest release.

M: Right, so, we're gonna be learning how to criticize or give your opinions about something.

E: That's right and, uh, here we're talking movies, but a lot of this language can be used to offer your... your criticism or ideas on literature, um, or art or other **artistic pursuits**.

M: Okay, so, before we listen to this dialogue for the first time, let's take a look at "**vocabulary preview**".

*Voice: Vocabulary preview.*

E: Well, we're gonna look at one word here that we will hear in the dialogue and it is **erudite**.

M: Erudite.

E: Erudite.

M: Okay, so, this word **erudite**, some people pronounce it **Erudite**.

E: That's true and, basically, it's an **adjective**, describing someone, who has a lot of knowledge about a subject.

M: Okay, so, an erudite in engineering.

E: Yes, or an erudite professor.

M: Okay, very good, so, that's the word that we're gonna preview today and now let's listen to our dialogue and find out what movie they are criticizing.

### **DIALOGUE, FIRST TIME**

E: Alright, so, The Lion King, one of my old time favorites.

M: A very good movie and, well, mixed feelings about it, right? Some people think it's good, other people th... other people think it's not that good.

E: Um, **I'm in the good camp**, as you know, um, but anyway there's tons of really useful, um, and quite difficult language here, so, why don't we look at that now in "**language takeaway**"?

*Voice: Language takeaway.*

M: Alright, on language takeaway today we have five words and we can start with the first one.

E: So, the critic... the first critic said that this was a movie, **depicting** men's eternal greed for power.

M: Depicting.

E: To depict.

M: Alright, so, this word **depict**, it sounds a little bit strange, so, before we explain it, let's take a look at some examples.

**Voice: Example one.**

*A: I don't really like the way that novel depicted the role of women in society; it was pretty sexist!*

**Voice: Example two.**

*B: The film depicts the realities of war very accurately.*

**Voice: Example three.**

*C: See, this image here is depicting some of the most well-known **scenes** from Australian history.*

E: Alright, so, depicting, um, I can basically understand that this means to show something. Now, If... now, we can notice, uh, that the word **depict** has th... this short and little word – **pict** in there...

M: Uhu

E: That... that sounds like **picture**.

M: Uhu.

E: And when we think about, um, depicting, we're often thinking about "in a picture" or "in a book", um, or "in a painting".

M: So, in his case the story is depicted in a movie, right?

E: That's right.

M: So, you can see it, it's a picture, basically.

E: Exactly.

M: Alright, very good, so, to depict. Well, moving on, the critic also talked about the **grim portrayal** of the **villain** of the movie - Scar.

E: That's right, so, grim portrayal.

M: A grim portrayal.

E: Okay, let's look at the word **grim** first. When something is grim, it's really unpleasant or uncomfortable or even shocking to think about.

M: Okay, so, something that is grim. Now, what about **portrayal**?

E: Really close to depict. **A portrayal** is something that shows or describes something, especially like in a book or in a picture or in a play.

M: Okay, so, a portrayal. I guess we can relate it again to a **portrait**.

E: That's right.

M: Alright, so, portrayal.

E: Now, we can also use this as a **verb** – **to portray**. So, this movie portrays men's eternal greed.

M: Okay, so, we can use this as a **noun** or as a **verb**.

E: That's right.

M: So, moving on with our third word today we have an **enchanting movie**.

E: That's right, the story was simply enchanting.

M: Okay, so, if something is **enchanting**...

E: It's really, um... it's really attractive and beautiful and interesting and it holds your attention.

M: Okay, it holds your attention. So, it's something very nice, something that is enchanting has to be nice.

E: That's right, and it has this sense of magic around it.

M: Okay, very good, so, an enchanting moment.

E: Or an enchanting woman.

M: Okay, and now, what about our next word? It's very... And what about our next word? It's French, actually, but we use it in English.

E: That's right, so, the... the critic said that this story was **cliché**.

M: Cliché.

E: Cliché.

M: Okay, so, we hear this all the time, what is a cliché?

E: Well, basically, a cliché is a phrase or an idea that is used so often, um, that it loses its meaning or importance or interest.

M: Okay, so, can you give us some examples of a cliché moment or maybe, uh, a phrase that's cliché?

E: Okay, well, how about this one? When you're breaking up with your boyfriend, then you say "honey, it's not you, it's... it's me".

M: Okay, that's cliché, it's typical.

E: Yeah, or maybe, um, a cliché portrayal of a Frenchman would be a guy, riding a bike with a **baguette**, smoking a cigarette and with a beret on his head.

M: Okay, that's a cliché portrayal, very good.

E: Yeah.

M: So, it's common, it's even to a certain point a little bit **stereotypical**.

E: That's right.

M: Alright. And what about our last word?

E: Well, they described this story as a **fable**.

M: Fable.

E: A fable.

M: Okay, so, when we were small, we all read fables.

E: That's right, uh, they are stories, um, about animals that are used to teach people a lesson.

M: Okay, so, a fable teaches you a lesson, I think the most famous one is the one of "The Tortoise and the Hare", right?

E: Yeah, and another good one would be "The Three Little Pigs".

M: Okay, that's also a fable.

E: Yep.

M: Okay, so, we've looked at these five great words and now it's time for us to move on to "**putting it together**".

*Voice: Putting it together.*

E: Okay, here we're gonna look at some phrases that you can use in a bunch of different ways to help you criticize or give you opinion about a piece of art like a movie or a book or whatever.

M: Okay, so, let's start **right away** with our first word. So, the film critic asked "**what is your impression of** this film?"

E: What's your impression of.

M: What's your impression of something, right?

E: That's right.

M: Alright, so, before we get into explaining **impression**, let's listen to some more examples.

***Voice: Example one.***

*A: I don't know where, but I have the impression that we've met before.*

***Voice: Example two.***

*B: I get the impression that he's a very organized person.*

***Voice: Example three.***

*C: Somehow Jim got the impression I was gay; did you tell him that?*

E: Okay, so, I can see that this means, basically, what's your opinion or how do you feel about something.

M: Okay, so, you can have an impression of something or of someone.

E: Yep.

M: Alright. And what about the next word?

E: Well, the critic Richard Clarke said that it was a really enjoyable film, even despite the **accusations of plagiarism**.

M: Okay, so, now we have an interesting phrase here – the accusations of plagiarism.

E: Accusations of plagiarism.

M: Okay, so, **accusations** is a **noun**, right?

E: Right, it's the action of accusing.

M: Okay, of blaming somebody.

E: Yeah.

M: Alright, and what about **plagiarism**?

E: This is an academic term. If you, uh, plagiarize, you copy someone's work and **take credit** for it.

M: Okay, so, if I copy somebody's book and I say I wrote it, then that's plagiarism.

E: Yeah, that's pretty bad, so...

M: Alright.

E: Accusations of plagiarism. Now, we can use this phrase, **accusations of something**, in a bunch of different ways. So, Marco, what... let's have an example.

M: Alright, so, for example, we can say "he was cleared of all accusations of **tax evasion**".

E: Okay. He denied accusations of **cheating on** his wife.

M: Alright, very good, so, accusations. And now, moving on to the final part of putting it together, we have this word – **lacks**.

E: The film lacks a certain originality.

M: Okay, so, the film lacks a certain originality. What does he mean by that?

E: **It doesn't have enough of.**

M: Okay, so, if you're lacking something, you don't have enough of it.

E: Or you don't have it at all.

M: Alright, so, can you give us some more examples of how we can use **lack**?

E: Okay, the same way it's used in the dialogue – "our team lacks the... appropriate talent to complete this project"

M: Okay or I can say "our school lacks infrastructure for so many students".

E: Or we can also say "infrastructure is lacking at our school".

M: Okay, so, you can use it in those two ways, right? You can use it as a **gerund** or as a **verb**.

E: That's right. Okay, lots of great language here and why don't we hear one more time in context with the dialogue?

### **DIALOGUE, SECOND TIME**

M: Alright, so, a good movie. What do you think about The Lion King? What do you think about his **critique**?

E: Well, I am with Dick on this one. Um, I think that this is a great film, it was one of my favorites and I've seen it about five billion times.

M: Really?

E: Yeah.

M: You really liked it?

E: But I'm not interested in my opinion. I wanna hear criticisms and film criticisms from our users.

M: Right, so, come to our website at [englishpod.com](http://englishpod.com), where you can leave your questions or comments and also any criticisms on this particular movie or maybe the other one that we mentioned, uh, "How to Lose a Guy in Ten Days".

E: Personally, not so fond of that one, but looking forward to hearing from our users.

M: Alright, or maybe any other movies you might like. So, uh, come to the website and until next time...

E: Good bye!

M: Bye!

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