

6A Vocabulary: Talking About Movies in English

Play the video and follow along with the text. Identify and correct mistakes in the script. Example: *line 1 'with another talk lesson...'*
Find at least 30 mistakes.

1 Hi, again! This is Adam. I'm here to you and not with another talk from
2 Engvid.com and today's lesson is a little bit complicated, but a little bit basic
3 at the same time. Today we're going to look at the passive form of the verb.
4 Now, before we get to look at the more difficult things, like the three
5 reasons to use the passive, let's have a very quick review of what is a
6 passive and how we construct it. So, if we look at a basic sentence 'The cat
7 ate the rat.' Okay, very simple. We have our subject, we have our verb and
8 we have our object. Very simple, everybody knows this, no problem. What
9 we have to remember is that in this sentence the subject is doing the action
10 to the object. Good. In a passive sentence we are reversing this order,
11 okay. We are going now this way: what was the object is now the subject
12 and we have a verb 'was eaten.' 'By the cat' is now less important. If we
13 want to say it, we say it. If we don't, we take it out. But this is now not an
14 object. We call this now the 'agent' – the person or animal that is doing the
15 action. So the difference here is that the subject is now receiving the action.
16 Very easy, no problem. How do we create the passive? 'Be' verb plus the
17 past participle, verb 3, some of you call it. Ok, no problem. Now, what we
18 have to concentrate on is the four reasons we use the passive. Students
19 always ask me, 'I know how to use the passive but why am I using the
20 passive. I can interact easily, I can speak easily, I can write easily and
21 never use the active.' Of course, you can, but there are reasons to use it.
22 Okay, so the first reason that we would use a passive is because the
23 subject is unknown, obvious or not important. If we don't know who or what
24 did the action, we can use a passive. If we know very clearly, it's very
25 obvious who did the action, then we can use a passive. If the person or
26 thing that did the action is just not important to our sentence, we can leave
27 it out and use the passive. I'm going to give you some examples, don't
28 worry. Another reason, and a very important reason, especially when you're
29 speaking, is to shift focus of subject. If you want the object of your last
30 sentence to now be the subject of your next sentence, you can use the
31 passive to make that switch. Remember 'The cat ate the rat,' we switched
32 it, 'The rat was eaten by the snake.' Great. Now, again, coming back to that
33 question, I don't need to use it, I can communicate easily without it. Yes, of
34 course you can, but you want sentence variety. If you say he did this, he did
35 that, then he did this, then he did that – that's very exciting. Nobody wants
36 to listen to it, really, nobody wants to read it, trust me. And the last reason is
37 for coherence – to make it something very understandable. And, flow – to
38 make your, especially, writing flow from one sentence to the next, one idea
39 to the next. Makes it less enjoyable for the reader. Now, let's look at some
40 specific examples of each one of these reasons. Okay, so let's look at —
41 subject is unknown/obvious/not important first. The building was vandalized.
42 First of all, what does 'vandalized' mean? 'Vandalized' means that
43 somebody came and did some damage to the house, maybe they spray-
44 painted, maybe, they broke some windows, etc. So who did this, we don't
45 know. I could say that vandals did this, but I don't need to say it. That
46 comes from the word, it's obvious. I could say that somebody did this, but
47 why? Better to use the passive and concentrate on the building and what
48 happened to it. 'The flowers were delivered on time.' Who delivered it?
49 Well, it's obvious, either the flower company, or the delivery company. I
50 don't need to say it. It's very clear that one of these two brought the flowers.
51 'The roads were fixed quickly.' Who fixed them? Who cares! They're fixed!
52 That's what's important – I can drive, I'm happy! Now, we can also use the
53 passive and we commonly use the passive to give information. 'The
54 airplane was invented in the early 20th century.' Exactly when – I don't want
55 to say. Who created it – I don't want to say. Why? Maybe there's a little
56 controversy there. Maybe, not everybody believes the Wright brothers
57 invented the airplane in 1923, so what do I want to concentrate on? The
58 airplane. Right, that's why I'm using the passive. We have to choose what is
59 more important and what is less important, so this is the main reason, this is
60 the most common reason we use the passive. Ok, let's look at some other
61 reasons. Ok, let's look at the third reason. Don't worry, I haven't forgotten
62 number two, I'm going to do that after. First, I want to look at sentence
63 variety. Now, why is this important? This is especially important for any of
64 you who are going to take the EGE or TOEFL. Why? Because you're going
65 to have to write an essay. Many-many points come with this little topic.
66 Extent is variety. So now, you could write all your sentences in a standard

67 subject-verb-object way. You could say, 'He did A, then he did B, after that
68 he did C.' What is the problem with this? No problem. Grammatically – it's
69 okay. In terms of English, you can put nice words in here. Okay, what is the
70 problem? The problem is that it is dull. You don't want a boring letter, you
71 want a fun, lively, engaging essay. This is what the readers are looking for,
72 right. So, 'how does the passive come into play here,' you ask yourself.
73 Well, I'll tell you, the passive allows you to play with word structure, allows
74 you to have different varieties of sentences. 'He did A.' Same start. 'C
75 wasn't done until he had completed B.' My mistake here. Not only do you
76 have a passive, you have a past continuous. Bravo! Extra points for you, if
77 you can do this. But, first, you got to have that passive, you got to get to
78 that passive first, okay. This gives you sentence variety. Now, when you
79 see the next part, you'll see reasons number two and four together, you'll
80 understand even more how the passive can create nice sentences, create
81 good flow, make it all easier and focus the reader's attention on exactly
82 what you want them to, okay. The passive is very powerful, remember this!
83 Let's look at the next examples. Okay, so now we come to what is probably
84 the most substantial reason to use the passive. And again, especially for
85 writing, especially for the IELTS and TOEFL. We're looking at shifting focus
86 and creating flow in our speaking. So, for example, you are writing an essay
87 about Coca-cola. What is the most important thing you're going to talk
88 about? Of course it's Coca-cola, right. So you want this to be your subject.
89 John Pemberton invented coca-cola. We don't really care about John
90 Pemberton. We care about what he invented, so we switch around the
91 sentence, right. Coca-cola was invented by a doctor named John
92 Pemberton. Easy! We put the focus on the Coca-cola, all the other
93 information comes later. Now, because he is the first idea we have here.
94 We want to start with him. His new recipe contained cocaine. Okay, regular
95 sentence, active voice. Why? Because we have John Pemberton. We want
96 to continue with John Pemberton, but now we want to introduce another
97 new idea, okay. Which is why the drink was named Coca-cola. I want to
98 bring the reader back to my original subject – coca-cola. So the passive is
99 used for placement. Where do you want to put your topics? Where do you
100 want to put your agent? Where do you want to put your object? Where you
101 want to put your subject, for that matter. So now the last idea I'm speaking
102 about is the name Coca-cola. Remember, this is very important. Today
103 Coca-cola (again, I'm talking about the name, the product) is a global brand.
104 What is a brand? A brand is basically a name, right. You see how I
105 connected the ideas. I kept them close to each other. This is where you get
106 flow, okay. This makes it easy for the reader to understand your ideas. If
107 you have one idea here and then you talk about it again way down there,
108 sometimes the reader can't make the connection. You want to bring ideas
109 that are alike, that are connected close together. So, today Coca-cola is a
110 global brand that is consumed by millions of people. Now, here, I could say,
111 'Coca-cola is a global brand that millions of people consume,' but the
112 'millions of people' – they're not important. What is important is
113 consumption. This is what you want to focus on, so what do you do? You
114 put it in a passive. You bring it closer to your original idea, brand. This is the
115 subject, this is another... what is an adjective clause, but we're putting this
116 closer to what the brand is. The millions of consumers, the millions of
117 people – not really important, we don't care about them, okay. So, I hope
118 you understand what I did here – I placed focus on the subject I wanted to. I
119 put ideas together to create flow and, most of all, I have sentence variety. I
120 don't say 'John Pemberton invented coca-cola,' 'Coca-cola had cocaine,'
121 'He named the drink coca-cola because of the cocaine,' right, it's very-very
122 boring. Very *blah*, if you know what *blah* means. It means be-e-eh. So, what
123 we do, we have variety, we have flow, we have focus. Everybody's happy
124 and who's the happiest? You! When you get your high IELTS and TOEFL
125 score. Okay, great, thank you very much for joining me today! Please go to
126 Engvid.com, there's a quiz there for you as usual and look at the other
127 teenagers' lessons, they're all very nice. Please come back and visit us
128 again. Thank you very much!