



lingoda

More academic vocabulary

COMMUNICATION

LEVEL
Advanced

NUMBER
C1_4062X_EN

LANGUAGE
English

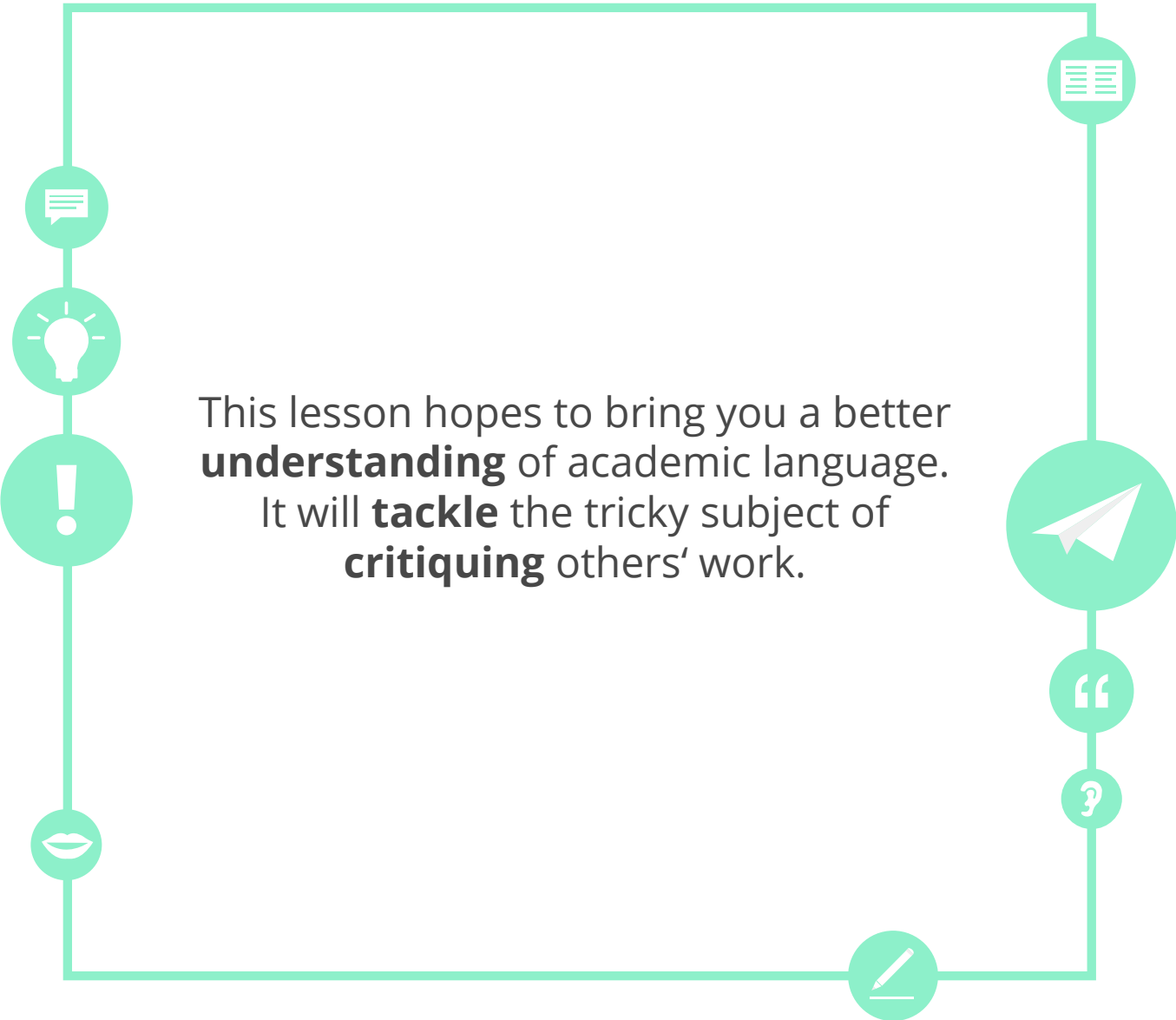




Goals

- Can recognise and recall some more advanced phrases for criticising and disagreeing.
- Can accurately use these phrases to express my agreement or disagreement with an idea, concept or theory.





This lesson hopes to bring you a better **understanding** of academic language. It will **tackle** the tricky subject of **critiquing** others' work.



Critiquing texts

Did you have to **critique** texts at school or university?
What kind of texts did you work with?





Provoking debate

What kind of writing is often very divisive?
Which types of writing tend to provoke the least debate?





Nouns to refer to texts

understanding

Graham's **understanding** of the world turns our expectations on their head.

read

This article was an interesting **read**.

argument

His central **argument** is that pastoral life is being eroded.

discussion

Rama's **discussion** of love is integral to the book.

point

Her **point** about robotics is well thought out.

piece

The **piece** brings up new ideas about how technology is shaping our world.



Using names



Remember, you should refer to an author by their surname when discussing their work.



Marx's point about religion is controversial.

Discussing authors' views

Below are some examples of how we can construct a sentence about our views of an author's text.



Dickens shows a deep understanding of poverty in Victorian England.



Twain's exploration of childhood in the US south has delighted generations.



Criticising a text

Below are some **adjectives** which you can use to **criticise** a text. You can use them to **disagree** with the author's point, or simply to criticise how the author has written.

unconvincing	Her argument is unconvincing .
lacking	His argument is lacking in depth.
shallow	The entire argument is rather shallow .
implausible	The conclusion is implausible .
flawed	The writer's contention is flawed .



Criticising a text

Here are some more words and phrases that you can use to **criticise** or **disagree** with a text or author.

overlook	The author overlooks key facts here.
a stretch	His final conclusion is a stretch .
the matter at hand	It fails to address the real matter at hand .
leaves something to be desired	His exploration of the root cause leaves something to be desired .
at best	It is flawed at best , untrue at worst.
to say the least	It is a shallow portrayal, to say the least .



Fill in the gaps

Fill in the gaps to complete the phrases.

matter at hand

read

to say the least

lacking

unconvincing

1. Freud's argument about the importance of dreams is _____.
2. There are some real holes in the theory, _____.
3. The author unfortunately overlooks the real _____.
4. The argument is rather shallow – we can say it is _____ in depth.
5. The piece was certainly an intriguing Sunday afternoon _____.





Disagreeing with a text

**Have you read a text or article that you wholly disagreed with?
Why did you disagree? Did you write a critique of the piece?**





Vocabulary for agreeing with a text

comprehensive

impressive

well-rounded

convincing

in-depth

admirable

Agreeing with a text

Here are some examples of the **adjectives** from the previous page in context.



Hailee has made an **in-depth** study of the phenomenon.



It was a **well-rounded** and wholly **convincing** argument.



More vocabulary for agreeing

Here is some more vocabulary you can use to express **agreement** with a text.

tackle	Jones tackles this divisive subject with grace.
well-thought-out	Jenkins writes a well-thought-out critique of modern life.
fleshed out	It is a fleshed out portrayal of life at that time.
use of	Blake's use of metaphor is astounding.



Sitting on the fence

Here are some more phrases for when you **can't make up your mind**, and you want to **sit on the fence**.

The issue can be considered from two perspectives.

In one sense, the topic is admirably handled.

In another sense, there are certain holes which we can pick in the argument.

On the one hand, Hardy makes a valid point about rural life.

Yet, Hardy overlooks the issue of culture.





Find 5 mistakes

Find and correct five mistakes in the text. Discuss your findings.

Dickens wrote many pieces exploring the theme of poverty in Victorian England. Though Charles himself was a member of the upper classes, his portrayal was unconvincing. He wrote well thought-in critiques of the treatment of the working class, and always presented well-sounded arguments. Dickens' understood of the world was often in opposition to others in his class.



Fill in the gaps

Fill in the gaps with any word or phrase which you think is appropriate from the input slides.

1. The author _____ a difficult subject with compassion.
2. His knowledge of the subject at hand was _____.
3. In one sense, his technical knowledge was spot on. _____, it could be said to already be outdated.
4. He made an _____ attempt to put forward his point of view.
5. The issue can be considered from the _____ of the child or her mother, giving very different points of view.





Speaking

Answer the below questions.



1

What subjects do books aimed at teenagers often tackle?

2

Have you read an article recently which you wholly agreed with?

3

Which texts have you read that divided your opinion?



Life in the countryside

There is absolutely no **substitute** for life in the country. There are so many more benefits to living in the countryside than there are to living in a city. In fact, I cannot think of one reason to live in a city. In the countryside there are wide, open spaces and we are able to live a healthier lifestyle; we can go for long walks, go cycling, or running.

The air in the countryside is much fresher than that in the city; we do not have to breathe in **particles** of pollution every time we step out of our front door. Moreover, **rural** areas have much less noise pollution, and we are able to live quiet and peaceful lives.





Life in the countryside

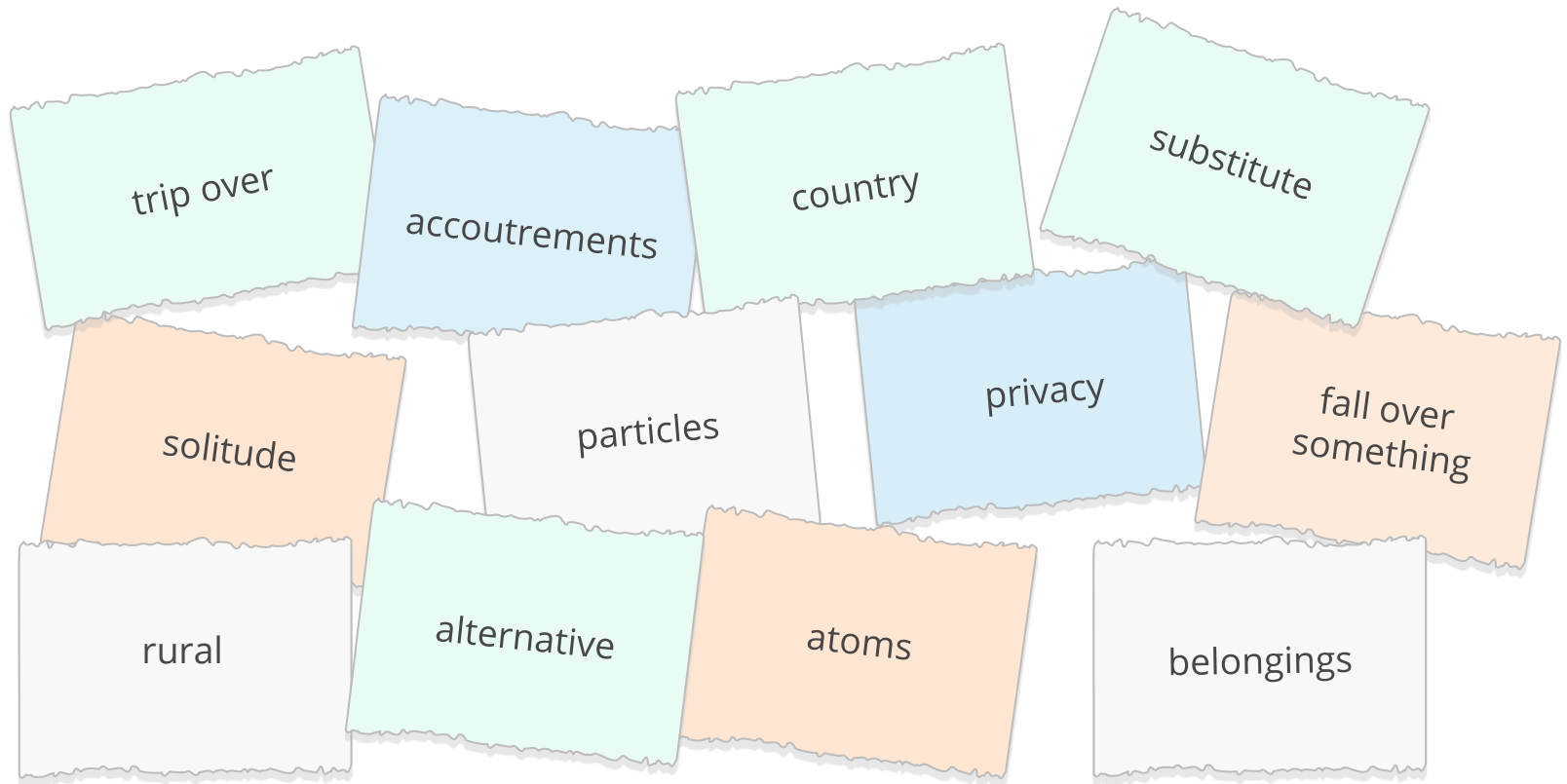
There is more **privacy**, with greater distances between houses you never need to see your neighbours if you don't want to! Compare that to living in the city where you **trip over** your neighbours and all of their **accoutrements** when trying to exit your tiny apartment. There is certainly no lack of culture in the countryside either: we can learn new things such as taking care of wildlife and plants. We have access to all the same resources as people in the city, such as clean water, and even more, as we can grow our own vegetables, for example. Finally, children are much safer in the countryside where there are few people and no traffic to worry about.





Vocabulary

Match the vocabulary from the text with their synonyms below.





Make notes

Make some notes about how much you agree with what you read. If you want to pick a hole in something, make sure that you have evidence to counter the argument in the text.

unconvincing

shallow

overlook

at best

in one sense

convincing

A sheet of white lined paper with a spiral binding on the left side. The paper has several horizontal lines for writing.



Present your ideas

**Present your ideas on the text.
Do you agree or disagree with the comments?
What is the general consensus?**





Read the text

Read through the text and make notes of the arguments.

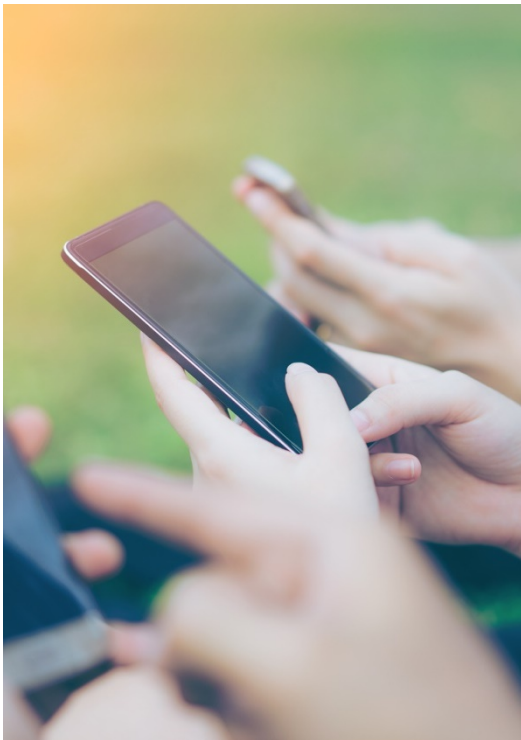
There are arguments on both sides as to whether children and teenagers should be allowed to take their mobile phones to school. Having **weighed up** the evidence, I have come to the conclusion that mobile phones are better left at home. There is the issue of safety: there have been **instances** of children having their phones stolen or even being **mugged** for their phone during the school day. Secondly, we have the issue of children using phones in the classroom, which is a huge **headache** for teachers. The students can be distracted by their phones and not pay attention to the lesson, preferring instead to play video games or use social media. They can also use their phones to cheat during tests, either by using the internet or texting each other the answers. Children also need a break from their phones: technology seems to run our lives, and having some time without access to a constant **barrage** of information and some time away from the **demoralising** effects of social media would do children a world of good.





Vocabulary

Discuss your understanding of the vocabulary words below which were used in the text.



weigh up

instances

mugged

headache

barrage

demoralising



Speaking

Discuss your view of the arguments in the second text.
Can you refute their arguments if necessary?



admirable

in-depth

impressive

on the one
hand...



Planning a text

Think of a text you have read and the arguments you remember. You are going to write a short criticism or support of the arguments.

- Remember! It is unlikely that you will agree one hundred percent with anything anyone says, so try to give a **balanced perspective**. However, it is good to make an overall judgement in favour of or against the argument.





Writing

Write your piece here, and then present. Do you have any objections?

A vertical sheet of white paper with a blue vertical line on the left side and a series of horizontal lines for writing. The left edge has a series of small circles, suggesting it's a spiral-bound notebook.



I'm in two minds about that...

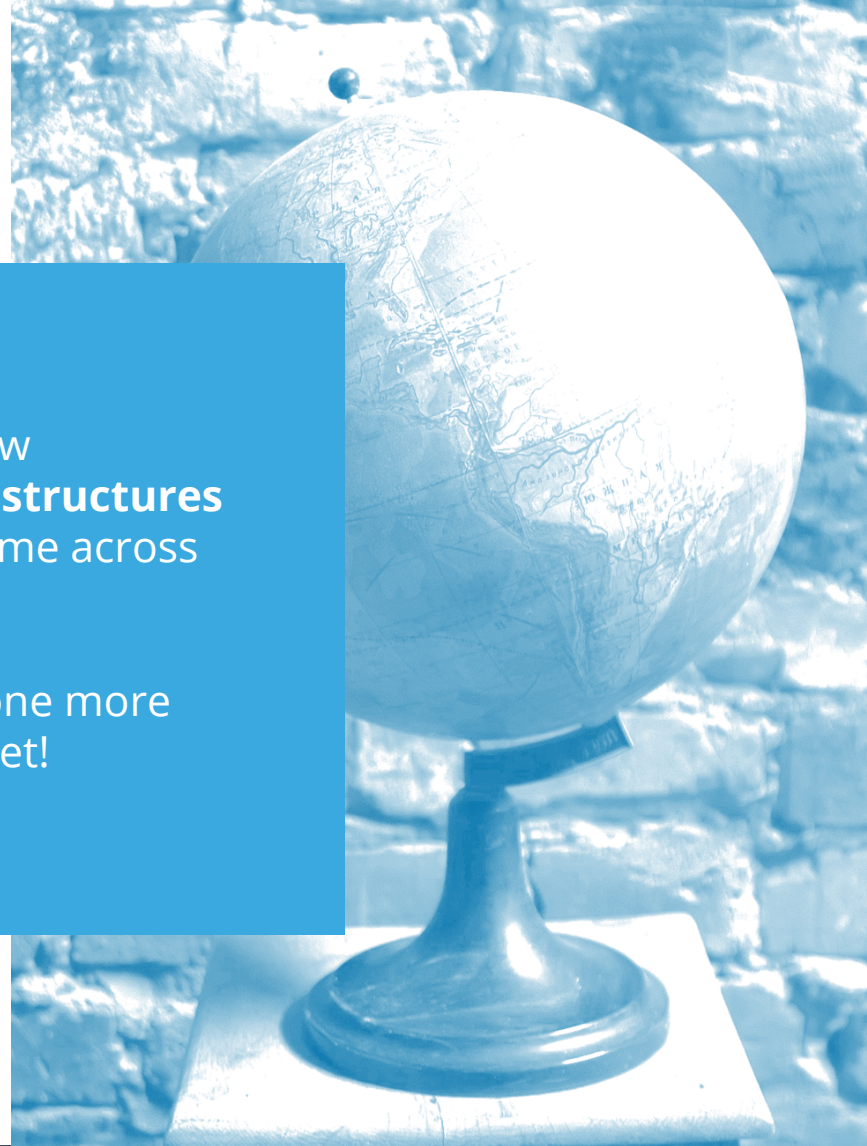
In which situations in the future do you think you will use your new found critiquing skills?



Reflect on this lesson

Take a moment to review any new **vocabulary, phrases, language structures** or **grammar points** you have come across for the first time in this lesson.

Review them with your teacher one more time to make sure you don't forget!





Answer key

Activity p. 22

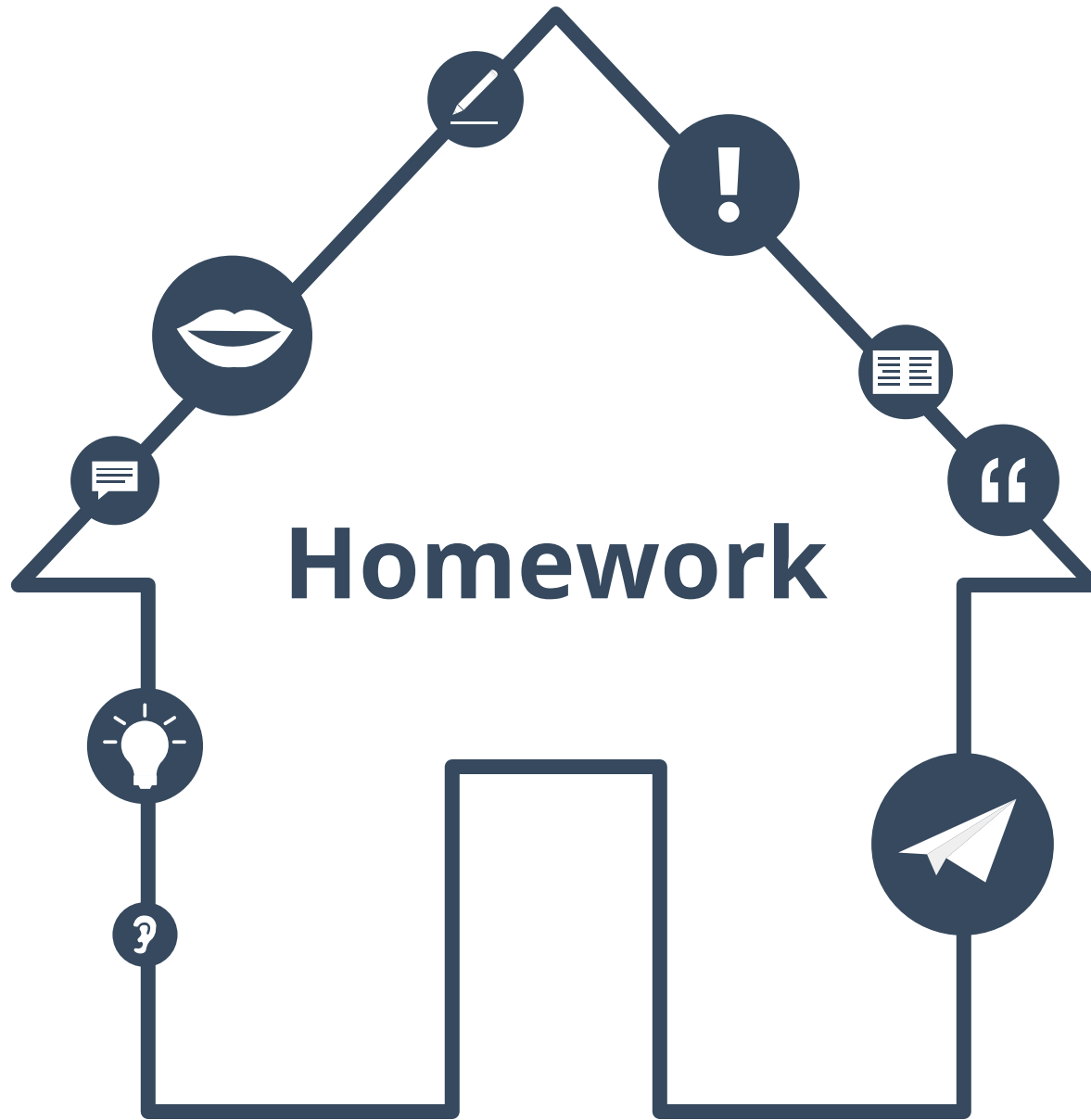
particle – atom, accoutrements – belongings, trip over – fall over something, rural – country, substitute – alternative, privacy – solitude

Activity p. 18

Accept any suitable answers, these are suggestions:
1. tackles, 2. impressive, 3. In another sense, 4. admirable, 5. perspective

Activity p. 11

1. unconvincing, 2. to say the least, 3. matter at hand, 4. lacking, 5. read





Writing

Choose another text to write a critique of. If your writing in the lesson was mainly positive, try to make this one negative and vice versa.

piece

overlook

shallow

flawed

discussion

fleshed out

A vertical column of ten circular punch holes on the left side of a writing area. To the right of these holes are ten horizontal lines for writing.



Reminders

Make a list of the new words you have discovered in this lesson and write a short description of its meaning.





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