

Handout 1

Exercise 1.

Look at the language frames **in bold (1-10)**, which are useful when writing critiques. Match them with their most likely purpose (a-e).

1. **Strangely, the authors do not provide** any figures in the results section.
2. **The authors offer a provocative piece of research** on a controversial topic.
3. **I accept that** the Earth cannot support an ever-increasing population. **However**, Smith's solutions are impractical.
4. **It is not clear what evidence the authors have** for their recommendations.
5. **The authors outline/present/discuss** a number of recent approaches.
6. **I fully support the central claim of the authors that** knowledge of the causes of a disease is important for its control.
7. **The authors argue/contend/suggest that** crime victims receive too little support.
8. **In their timely and important work**, Hudson and Charles address the roots of the crisis.
9. **I find persuasive the authors' criticisms of** current European politics.
10. **While I agree that** multicultural education is important, **I think** the authors largely ignore its surroundings.

- a. criticize the work
- b. indicate support for a part of the work
- c. describe what the authors do
- d. give an overall evaluation of the work
- e. indicate support for a part of the work before criticizing another part

Note: As *critiques present a personal response to a text*, in many subject areas it is more **common to use "I" to express opinions in critiques** than in other assignments such as essays or theses.

Exercise 2.

Look at these adjectives useful in writing a critique. Are they more likely to be associated with **praise** or **criticism**?

Appropriate

Simplistic

Comprehensive

Small-scale

Convincing

Stimulating

Limited

Systematic

Original

Thorough

Restricted

Thoughtful

Praise	Criticism

Adapted from: Hewings, M., Thaine, C., & McCarthy, M. (2012). *Cambridge Academic English C1 Advanced Student's Book: An Integrated Skills Course for EAP* (1st ed.), p. 134. Cambridge University Press.