Reporting Verbs

This Worksheet is for use with the **Reporting Verbs in Academic Writing** video, available on YouTube and Youku.

Video name:	**Reporting Verbs in Academic Writing**
Link to video:	https://www.youtube.com/watch?v=ZE4yH4wxpj4
Alternate link:	https://v.youku.com/v_show/id_XNTA1MzUxMDAwMA==.html

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Worksheet

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Task 1: Before watching

Answer the following questions *before* watching the video.

i) Why is it important in academic writing to use information from other writers?

_____

ii) When using information from other writers, it is important to say where the information came from (i.e. to *acknowledge the source* or *cite the source*). Why?

_____

iii) Study the following short passage.

- How many sources have been cited? _____
- Highlight (or underline) the sources.
- What is the format of the citation (e.g. *name, page, place*, etc.)?

_____

One possible solution is to use fewer resources. Sunil and Robinson (2008) claim that this is the most effective way to tackle the issue. However, using fewer resources leads to reduced production, and, ultimately, reduced profits, making it a less attractive option for most companies (Jones, 2000; Peterson, 2015).

Task 2: Overview of reporting verbs

Complete the following notes, which give an overview of *reporting verbs*.

reporting verbs = _____ verbs

commonly used for reported _____

examples of informal verbs:

- _____
- _____
- _____

Task 3: Meaning of reporting verbs

i) Classify the following reporting verbs, based on their *general* meaning. All verbs were shown in the video. Each meaning has two verbs. An example has been done for you.

allege	blame	challenge	clarify	~~concur~~	consider	contend
contribute	demonstrate	describe	develop	discover	echo	establish
feel	find	highlight	identify	investigate	maintain	notice
observe	outline	propose	question	recommend	study	underscore

Meaning	Examples of verbs
agree	*concur*
disagree	
accuse	
add	
believe	
conclude	
emphasise	

Meaning	Examples of verbs
examine	
explain	
see	
show	
state	
suggest	
think	

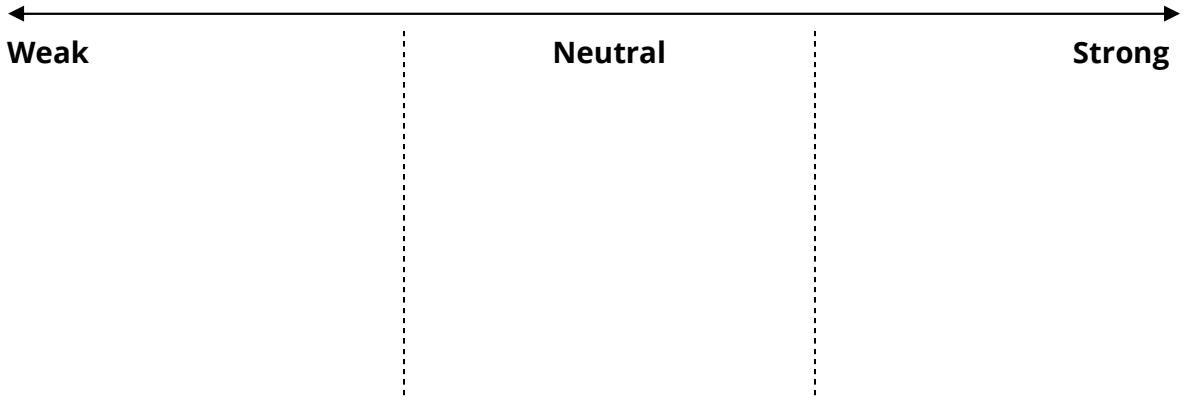
ii) Try to add *at least one* further example for each general meaning.

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Task 4: Strength of reporting verbs

Classify the following verbs according to strength. All were shown in the video.

accuse	acknowledge	admit	advise	analyse	argue	assert
assume	calculate	compare	criticise	discuss	doubt	establish
insist	note	notice	prove	question	recognise	reflect
remark	state	stress	suppose	take into consideration		warn



Task 5: Grammar of reporting verbs

Complete each of the following sentences with one of these words:

a) that **b) with** **c) of** **d) as** **e) to**

i) *Most experts recognise _____ climate change is one of the greatest threats to mankind (Stark, 2018; Nasa, 2019).*

ii) *Spalding (2019) concurs _____ Rogers (2018) on the need for greater use of data.*

iii) *The American Psychiatric Association (2013) defines mental disorders _____ "a syndrome characterized by clinically significant disturbance in an individual's cognition, emotion regulation, or behavior that reflects a dysfunction in the [...] processes underlying mental functioning".*

iv) *The World Health World (2019) has warned governments _____ the serious consequences of climate change, which is expected to cause approximately 250,000 additional deaths per year between 2030 and 2050 from malnutrition, malaria, diarrhoea and heat stress.*

v) *The National Organization for Women (2019) has accused many major companies _____ doing too little to tackle discrimination in the workplace.*

vi) *James (2018) contrasts this _____ the privatisation of the 1980s*

vii) Atkins (2016) challenges *government leaders _____ take stronger action on climate change.*

viii) *The Stevens (2020) disapproves _____ the current strategy for tackling unemployment.*

Further reading

This page gives list of reporting verbs, along with meaning, strength and grammar.
https://www.eapfoundation.com/writing/references/reporting/

This infographic summarises the information in the video.
https://www.eapfoundation.com/infographics/writing/reporting/

The following short video gives information on citations and references.
https://www.youtube.com/watch?v=TLPVhQZKl0M

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Answers

Task 1: Before watching

i) Why is it important in academic writing to use information from other writers?
(1) To build on the work of other writers. (2) To strengthen your own ideas.

ii) When using information from other writers, it is important to say where the information came from (i.e. to *acknowledge the source* or *cite the source*). Why?
(1) To give credit to the original author(s). (2) To avoid plagiarism.

iii) Study the following short passage.

- How many sources have been cited? **3**
- Highlight (or underline) the sources. [*see below*]
- What is the format of the citation (e.g. *name, page, place*, etc.)?
  surname + year
  Note: This could be Harvard (UK/Aus) or APA (US) citation format.

One possible solution is to use fewer resources. ***Sunil and Robinson (2008)*** *claim that this is the most effective way to tackle the issue. However, using fewer resources leads to reduced production, and, ultimately, reduced profits, making it a less attractive option for most companies (****Jones, 2000****;* ***Peterson, 2015****).*

Task 2: Overview of reporting verbs

reporting verbs = referring verbs
commonly used for reported reported
examples of informal verbs:

- say
- tell
- promise

Task 3: Meaning of reporting verbs

Meaning	Examples of verbs
agree	concur, echo
disagree	challenge, question
accuse	allege , blame
add	contribute, develop
believe	feel, maintain
conclude	discover, find
emphasise	highlight, underscore

Meaning	Examples of verbs
examine	investigate, study
explain	clarify, identify
see	notice, observe
show	demonstrate, establish
state	describe, outline
suggest	propose, recommend
think	consider, contend

ii) *Any of the following*

agree: accept, acknowledge, admit, concede, confirm, echo, endorse, recognise, support
disagree: contradict, counter, deny, disapprove, discount, dismiss, disprove, dispute, doubt, oppose, query, rebuff, refute, reject, rebuff
accuse: criticise
add: ***none***
believe: argue, assume, claim, hold, insist, profess
conclude: infer, discern
emphasise: stress

examine: analyse, assess, compare, contrast, evaluate, inquire, scrutinise
explain: articulate, define, illustrate
see: view
show: calculate, determine, reveal, prove, view
state: add, comment, declare, exert, express, inform, mention, note, present, remark, remind, report
suggest: advise, advocate, affirm, exhort, imply, hypothesise, intimate, posit, theorise, urge, warn
think: reason, reflect

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Task 4: Strength of reporting verbs

Classify the following verbs according to strength. All were shown in the video.

accuse	acknowledge	admit	advise	analyse	argue	assert
assume	calculate	compare	criticise	discuss	doubt	establish
insist	note	notice	prove	question	recognise	reflect
remark	state	stress	suppose	take into consideration		warn

Weak	**Neutral**	**Strong**
admit	*acknowledge*	*accuse*
assume	*analyse*	*advise*
calculate	*compare*	*argue*
notice	*discuss*	*assert*
note	*doubt*	*criticise*
remark	*establish*	*insist*
question	*recognise*	*prove*
suppose	*reflect*	*stress*
take into consideration	*state*	*warn*

Task 5: Grammar of reporting verbs

Complete each of the following sentences with one of these words:

a) that **b) with** **c) of** **d) as** **e) to**

i) *Most experts recognise* ***a) that*** *climate change is one of the greatest threats to mankind (Stark, 2018; Nasa, 2019).*

ii) *Spalding (2019) concurs* ***b) with*** *Rogers (2018) on the need for greater use of data.*

iii) *The American Psychiatric Association (2013) defines mental disorders* ***d) as*** *"a syndrome characterized by clinically significant disturbance in an individual's cognition, emotion regulation, or behavior that reflects a dysfunction in the [...] processes underlying mental functioning".*

iv) *The World Health World (2019) has warned governments* ***c) of*** *the serious consequences of climate change, which is expected to cause approximately 250,000 additional deaths per year between 2030 and 2050 from malnutrition, malaria, diarrhoea and heat stress.*

v) *The National Organization for Women (2019) has accused many major companies* ***c) of*** *doing too little to tackle discrimination in the workplace.*

vi) *James (2018) contrasts this* ***b) with*** *the privatisation of the 1980s*

vii) Atkins (2016) challenge*s government leaders* ***e) to*** *take stronger action on climate change.*

viii) *The Stevens (2020) disapproves* ***c) of*** *the current strategy for tackling unemployment.*

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Teacher's Notes

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Video length:	12.19
Learning Outcomes:	(1) Understand what reporting verbs are. (2) Be aware of the general meaning of different reporting verbs. (3) Understand how reporting verbs vary in strength. (4) Check sentences for grammar usage with reporting verbs.

The following activities are intended to give students a general understanding of the reporting verbs (Learning Outcome 1/Task 2), as well as how reporting verbs vary in meaning (Learning Outcome 2/Task 3), strength (Learning Outcome 3/Task 4) and grammar (Learning Outcome 4/Task 5).

Suggested sequence/timings (for teachers)
The following is a possible sequence. Total timing is 40'.

1. Warm-up (10')

a) Begin with *Task 1: Before watching* to lead in to the activity. This task can be done before giving the handout to students, e.g. copy text/questions to the board or PPT.
b) Go through answers. Note: the citation format used in the video is Harvard/APA.

2. Video comprehension (30')

a) Direct students to watch the video and take notes.
b) Give out the handout and have students (in pairs) complete Tasks 2-5.
c) If necessary, allow students to watch a second time to check answers.
d) Go through answers with students.

Alternative approach: the video can be watched in segments, with students completing each task after each segment. The following are segment timing.

00.00-01.38	Introduction (Task 2)
01.38-03.34	Meaning (Task 3)
03.34-05.49	Strength (Task 4)
05.49-09.07	Grammar (Task 5)

4. Extension activities (if time)

a) Have students look through an authentic text to identify reporting verbs. Study the verbs for:
- Meaning
- Strength
- Grammar

b) Have students look through their own writing (if they have written texts with in-text citations).
- How many reporting verbs have they used?
- Is there a variety of reporting verbs?

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