**JK II Session II**

**Task 1 Reporting**

1. Reporting what others say is a key aspect of academic English and you need a range of verbs to do this in an appropriate and varied way. Note the structures below and match them with synonymous phrases:

*highlights notes proposes shows that sth. must be true expresses doubts*

*says and gives reasons for the view suggest indirectly demonstrates declares*

1. Gray **proves** there is a link between obesity and genes.
2. Gerhardt **questions** previous interpretations of the data.
3. Greenberg **emphasises** the importance of rigorous standards in research methodology.
4. Jameson **observes** that there is a mismatch between people´s real needs and the available facilities.
5. Pavlenko **argues** that governments should continue to fund basic research.
6. Groot **claim**s that the he cares about fighting poverty.
7. Vaz **puts forward** a new theory of the aquatic ape.
8. Duncan **shows** how dangerous genetic modifications can be.
9. The report **implies** that more people are moving house than was thought.
10. There is **one mistake** in each of these sentences. Find it and correct it.
11. *\*As far as I´m concern, technological innovation is the key to our success.*
12. *\*Richardson emphasises on a number of weaknesses in the theory.*
13. *\*Taylor mentions to several studies which have looked at the problem in the past.*
14. *\*The evidence indicate that molecular water exists across the surface of the moon.*
15. *\*According the dean, courses in academic writing should be compulsory for all new students.*

 (Adapted from McCarthy, M. & O´Dell, F. *Academic Vocabulary in Use.* CUP 2008)

**Task 2 Language focus: Moderating a claim**

1. There are many ways of expressing your degree of commitment to your claims in academic English. One simple way is to use a **modal verb**. Look at the list below – which of them is the strongest? Which is the most cautious?

*May Can Will Could Might*

Consider the link between *physical activity* and *depression*. Formulate sentences about the correlation between the two phenomena using some of the modal verbs.

1. Now order the following **phrases** from the stronger to the weaker ones:
2. It is possible that…
3. It is rather clear that…
4. It is unlikely that…
5. It is probable / likely that …
6. It is clear that …
7. It is very probable / highly likely that …

1. **Distance**

Distance is another way of indicating your stance. This involves removing yourself from a strong – and possibly unjustified – claim. Notice how sentence A leaves no room for doubt, which may be too strong. Highlight **the weaker phrases** in the other sentences.

1. Health education has a positive impact on a patient´s quality of life.
2. Health education seems to have a positive impact on a patient´s quality of life.
3. It seems that health education has a positive impact on a patient´s quality of life.
4. It would appear that health education has a positive impact on a patient´s quality of life.
5. Underline the verb that makes **the weaker claim:**
6. The results *indicate/ establish* that there is a link between smoking and lung cancer.
7. The survey results *suggest / show* that the popularity of physical education has declined.
8. The results given in Figure 2 *validate / support* the conclusion that certain bacteria can reduce arsenic levels in groundwater.
9. The latest results of studies *question / challenge* the value of socioeconomic status in the assessment of physical activity.
10. Changes in ambient temperature may have *influenced / distorted* the test results.
11. Now, try to **soften the claims** below. Make the sentences academically respectable and defensible.
12. Tall people have higher incomes than short people.

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1. There is a performance gap between those born early in the calendar year and those born in the last months of a year.

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1. Obesity is programmed in the womb.

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1. Swimming in cold water encourages the body to maintain fat stores.

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1. Alcohol causes brain damage in teenagers.

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1. People who restrict their calorie intake live longer.

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(Adapted from Swales, J.M. & Feak, C. B. *Academic Writing for Graduate Students.* University of Michigan, 2012.)