Reporting verbs are an essential part of academic writing. These verbs are used to introduce a quote or a paraphrase. Avoid using the same reporting verb or phrase. Also, make sure you understand what the word means as they can indicate your thoughts about the claim being made.

**To add (active) :** *The employee added that up to that point he hadn't received a negative response to his work.*

**To add (passive) :** *The comment is added that he thus fulfilled the prophecy of the Lord.*

**To admit (active) :** *George admitted that he had had difficulty answering some of the questions.*

**To admit (passive) :** *It has been admitted that U.S. 'advisers' will accompany Filipino soldiers on patrol in the combat zones.*

**To affirm (active):** *They affirmed that the people 's response must and will be to build the movement against globalization bigger and stronger.*

**To affirm (passive):** *Again and again it is affirmed in the Pentateuch that God commanded Moses to write, and that he did write, but the critics affirm that the hand of Moses had nothing to do with producing the books of the Pentateuch -- that they were written after the exile!*

**To agree (active) :** *Politicians agreed that the meeting should be postponed.*

**To agree (passive) :** *It was agreed that something had to be done about this magazine.*

**To argue (active) :** *The writer**argued that they needed more time to finish the project.*

**To argue (passive) :** *It could be argued that the most effective means of communication would be face-to-face.*

**To claim (active) :** *Al-Qaida claims to have captured two US Marines.*

**To claim (passive) :** *It is claimed that 50% of employers have banned the use of twitter during working hours.*

**To conclude (active) :** *The authors conclude that folic acid supplementation enhances neurological recovery from a spinal cord contusion injury, showing its potential clinical impact.*

**To conclude (passive) :** *From these, FAO conclude, " it cannot be concluded that organic farming leads to an increased risk of mycotoxin contamination ".*

**To deny (active) :** *The summing-up here was such as to deny Bentley that fair trial which was the birthright of every British citizen.*

**To deny (passive) :** *Turkey denied media reports on Saturday that about 1000 Turkish commandos had crossed into northern Iraq.*

**To inform (active) :** *It is the responsibility of the organizers of a meeting, to inform attendees that a recording is being made.*

**To inform (passive) *:*** *At that time, Members were informed that arrangements to allocate responsibility and agree timescales for implementation had yet to be decided.*

**To mention (active) :** *At one point Trudeau mentioned to me that the National Gallery wanted to buy a masterpiece by the great Italian painter Lotto, and it needed a million dollars from the Treasury Board.*

**To mention (passive) :** *In Vedas it is mentioned that there is only one God who is body less and whose image can't be made.*

**To point out (active):** *MacWilliam and Webster pointed out that the pain of angina pectoris probably arose similarly that processes of the same nature, with a similar production of pain of varying grades of severity, up to the agonizing suffering of fully developed angina, occur in cardiac muscle compelled to work with a blood supply that is inadequate-absolutely or relatively to the amount of work which the heart has to perform.*

**To point out (passive) :** *It should be pointed out that one or more of the conformations listed in “table 1” may be excluded due to steric overlap between atoms separated by several peptide units.*

**To prove (active) :** *There must be some form of evidence adduced to prove that there was an actual pursuit or search of a wild mammal.*

**To prove (passive) :** *However, so far it has not been proven by sequence analysis that the cultured T cells truly represent the malignant cells.*

**To reply (active) :** *Antony replied that all registrants of GDC will be able to practice dentistry within their own areas of competence.*

**To reply (passive***): It is replied that it is contrary to the preceeding article of his third defence, bearing that he was sent to James Graham by the king’s majesty, and so cannot alledge that he was there occasionally.*

**To say (active) :** *The institute said that ISA should be abolished in favor of other schemes that match funding.*

**To say (passive):** *It has been said that an actionable nuisance is incapable of exact definition.*

**To tell (active) :** *The Egyptian records tell that Atum " was alone in the primeval watery abyss "*

**To tell (passive) :** *It is intensely annoying to be told that the objects lying there in front of you are regrettably unavailable.*

**To report (active) :** *When parents of young children were questioned further they reported that their children are well accepted and have lots of friends.*

**To report (passive) :** *It was reported that the program will include the promotion of abortifacient methods of birth control.*

**To state (active) :** *He stated that he wished his deputies to respond to the threat of lethal violence with disconcerting alacrity.*

**To state (passive) :** *It has not been stated in this chronicle that he had large outstanding ears, rather like the handles of a Greek amphora.*

**To claim (active) :** *“The output hypothesis claims that the act of producing language (speaking or writing) constitutes, under certain circumstances, part of the process of second language learning.”*

**To points out (active) :** *As Willis (2004) points out, “This was because the emphasis was on eradication of errors and accurate production of the target forms, not on communication*

*of meanings”*

**To argue (active) *:*** *He argued that language learning involves creative processes and perceived language as rule-governed*

*creativity.*

**To show (passive) :** *Work by Pienemann (1989) showed that learners develop language skills according to their own internal syllabus.*

**To report (active) :** *Polio and Duff (1994) report that many teachers prefer to use English mainly to explain grammar, to manage the class, to indicate a stance of empathy or solidarity toward students, to translate unknown vocabulary items, and to help students when they have problems understanding.*

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