

Direct Speech and Indirect Speech

Human Motivation

1 Grammar in the Real World

ACADEMIC WRITING

Argumentative writing using graphs and tables for support

A What makes people work hard at their jobs? Read the article about employee motivation. What type of reward is particularly effective in motivating workers?

B **Comprehension Check** Complete the chart. Check (✓) whether each reward is external or internal.

| | External Reward | Internal Reward |
|---------------------------------|-----------------|-----------------|
| 1 Pay raise | | |
| 2 Feeling successful | | |
| 3 Freedom to work independently | | |
| 4 Good salary | | |
| 5 Good grades | | |

C **Notice** Find similar sentences in the article and complete the sentences below.

- 1 Lionel Messi _____, "Money is not a motivating factor... My motivation comes from playing the game I love."
- 2 Daniel Pink, the author of a book on motivation, _____ an audience once that Google was a great example of a company that supported autonomy.
- 3 Pink _____ the audience that Google News and Gmail had been created during this free time.

Each sentence tells what someone says. Which sentence gives the actual words of the speaker? How do you know?



WORKPLACE MOTIVATION

Motivation is the desire to do something. Soccer star Lionel Messi **said**, "Money is not a motivating factor... My motivation comes from playing the game I love." Messi meant that he enjoys playing soccer more than making millions of dollars. Can that be true? What other factors are important in motivating people?

Many psychologists believe that there are two types of rewards that affect motivation: external rewards and internal rewards. External rewards are rewards that someone gives you. A pay raise is a common external reward. A good grade at school is also an example of an external reward. Internal rewards are connected to the feelings people have about the work they do. The satisfaction you get when you do something well is an internal reward. Researcher Frederick Herzberg (1923–2000) studied motivation in the workplace for many years. Herzberg **said that** employers must think about factors that affect employees' feelings of satisfaction. Herzberg **explained that** working conditions and relationships among co-workers affect workers' motivation. Therefore, employers need to create an environment that makes employees feel safe, valued, and accepted.

Some studies on workplace motivation have focused on autonomy, which is the freedom to work independently. This is an important internal reward. Daniel Pink, the author of a book on motivation, **told** an audience once **that** Google was a good example of a company that supported autonomy. One day each week, Google engineers focus on their own ideas. Pink **informed** the audience **that** Google News and Gmail had been created during this free time.

Research also shows that appreciation is a powerful reward. In his book *The 1001 Rewards and Recognition¹ Fieldbook*, Bob Nelson described a study on the effects of appreciation on motivation. The study **asked**, "What motivates you?" Workers ranked the importance of 65 motivating factors. Nelson **indicated that** appreciation for their work ranked first for the workers.

The subject of worker motivation is complex. People expect fair pay for their work. However, research **shows that** people find internal rewards more meaningful than a high salary.

¹recognition: special positive attention

2 Direct Speech

Grammar Presentation

Direct speech repeats people's exact words.

Lionel Messi said, "Money is not a motivating factor. ... My motivation comes from playing the game I love."

2.1 Forming Sentences with Direct Speech

A Direct speech consists of a reporting clause and a person's exact words.

REPORTING CLAUSE

Lionel Messi said, "Money is not a motivating factor."

The most common reporting verb is *said*. Use a comma after the verb.

Our manager **said**, "Treat the customers like family, and they will come back."

To quote speech, use quotation marks and a capital letter to begin the direct speech. End the direct speech with punctuation inside the quotation marks.

My colleague said, "**We** are going to lead the company in sales next year!"

B The reporting clause can also come at the end or in the middle of direct speech. Notice that the verb can also come before the subject in the reporting clause when the reporting clause comes at the end or in the middle.

"The company pays its workers fairly," **the president said**.
"We didn't do well this year," **said Liz**, "so we won't get a sales bonus."

C Use the verb *asked* to quote a question.

Mr. Smith **asked**, "What do you hope to accomplish in this job?"



Grammar Application

Exercise 2.1 Statements in Direct Speech

A Rewrite the quotations about motivation as direct speech. Sometimes more than one answer is possible.

1 in my experience, there is only one motivation, and that is desire –Jane Smiley

Jane Smiley said, "In my experience, there is only one motivation, and that is desire."

- 2 the ones who want to achieve and win championships motivate themselves
–Mike Ditka

- 3 the ultimate inspiration is the deadline –Nolan Bushnell

- 4 motivation is the art of getting people to do what you want them to do because they want to do it –Dwight D. Eisenhower

- 5 I'm a great believer in luck, and I find the harder I work, the more I have of it
–Thomas Jefferson

- 6 great work is done by people who are not afraid to be great –Fernando Flores

- 7 nothing great was ever achieved without enthusiasm –Ralph Waldo Emerson

- 8 you miss 100 percent of the shots you don't take –Wayne Gretzky

- 9 the journey of a thousand miles begins with a single step –Lao Tzu






B Over to You Choose two of the quotations, and write a sentence that explains what each one means.

When Jane Smiley said, "In my experience there is only one motivation, and that is desire," she meant that the only real motivation is wanting to do something.

C Pair Work Share your sentences with a partner. Discuss whether you agree or disagree with your partner's interpretation.

Exercise 2.2 Questions in Direct Speech

A Read the transcript of an online discussion about motivating employees. Then rewrite each question as a direct speech question. The information in parentheses tells you where to put the reporting clauses – at the beginning or end of the sentences.



Working Today
Today, motivational expert Camila Valdez is here to answer your questions.

Claire Is money the best way to get employees to work harder?⁽¹⁾

Camila No. Studies show that appreciation and recognition are the best ways.

Pedro Do you have guidelines for rewarding employees?⁽²⁾

Camila Try to match the size of the reward to the size of the accomplishment.

Roxana When should you give the rewards?⁽³⁾

Camila It's really best to give them as soon as possible after employees have accomplished something.

Hong What are some ways to motivate employees?⁽⁴⁾

Camila Give rewards that fit your employees' working style.

Chelsea Can you give an example of what you mean?⁽⁵⁾

Camila Certainly. For example, give a more flexible schedule to working parents. They will feel more focused at work because they will be able to take care of their home-related responsibilities.

- 1 (beginning) Claire asked, "Is money the best way to get employees to work harder?"
- 2 (end) _____
- 3 (beginning) _____
- 4 (end) _____
- 5 (beginning) _____

B Over to You Ask two classmates these questions: Would money motivate you to work harder? Why or why not? Then write a short report on your interviews with direct speech statements and questions.

I talked to Anne and Mike. I asked, "Would money motivate you to work harder?" Anne said, "No, it wouldn't." I asked, "Why not?" Anne said, "I work to please myself. That's my reward." Then I asked Mike, "Would money motivate you to work harder?" Mike said, "Yes, it would."

3 Indirect Speech

Grammar Presentation

Indirect speech tells what someone says in another person's words. Indirect speech is also called reported speech.

Lionel Messi said, "Money is not a motivating factor." (direct speech)

Lionel Messi said that money was not a motivating factor. (indirect speech)

3.1 Forming Indirect Speech

An indirect speech statement consists of a reporting verb such as *say* in the main clause, followed by a *that* clause. The word *that* is optional and is often omitted when speaking.

She said, "The boss is angry." (direct speech)
*She **said (that)** the boss was angry. (indirect speech)*

3.2 Tense Shifting in Indirect Speech

A After a past verb in the reporting clause, the verb form in indirect speech usually changes. The verb shifts to express a past time.

DIRECT SPEECH

*She said, "The boss **is** angry."*

*He said, "She **is enjoying** the work."*

*They said, "The store **closed** last year."*

*The manager said, "The group **has done** good work."*

INDIRECT SPEECH

*She said that the boss **was** angry.*

*He said that she **was enjoying** the work.*

*They said that the store **had closed** last year.*

*The manager said that the group **had done** good work.*

B The following forms usually change in indirect speech.

DIRECT SPEECH

*He said, "The department **will add** three new managers."*

*She said, "They **are going to hire** more people soon."*

*The teacher said, "The students **can work** harder."*

*Their manager said, "Money **may not be** very important to them."*

INDIRECT SPEECH

*He said that the department **would add** three new managers.*

*She said that they **were going to hire** more people soon.*

*The teacher said that the students **could work** harder.*

*Their manager said that money **might not be** very important to them.*

3.2 Tense Shifting in Indirect Speech (continued)

- C** The forms of *should*, *might*, *ought to*, and *could* are the same in direct and indirect speech.

DIRECT SPEECH
*The boss said, "He **should go** home."*

INDIRECT SPEECH
*The boss said that he **should go** home.*

- D** Do not change the form of verbs in general truths or facts.

*She said, "Martin Luther King, Jr. **was** a great man."
She said (that) Martin Luther King, Jr. **was** a great man.
NOT *She said that Martin Luther King Jr. ~~had been~~ a great man.**

► Tense Shifting in Indirect Speech: See page A11.



Grammar Application

Exercise 3.1 Tense Shifts in Indirect Speech

Read the quotes about a psychology course. Then rewrite each quote as indirect speech. Sometimes more than one answer is possible.

- 1 The professor said, "Psychology 101 includes a unit on motivation."

The professor said that Psychology 101 included a unit on motivation.

- 2 A student said, "The class is discussing motivation and personality this week."

- 3 The professor said, "The class is reading about Abraham H. Maslow's theories on motivation."

- 4 One student said, "I'm learning a lot in the class."

- 5 Another student said, "I don't understand the lectures."

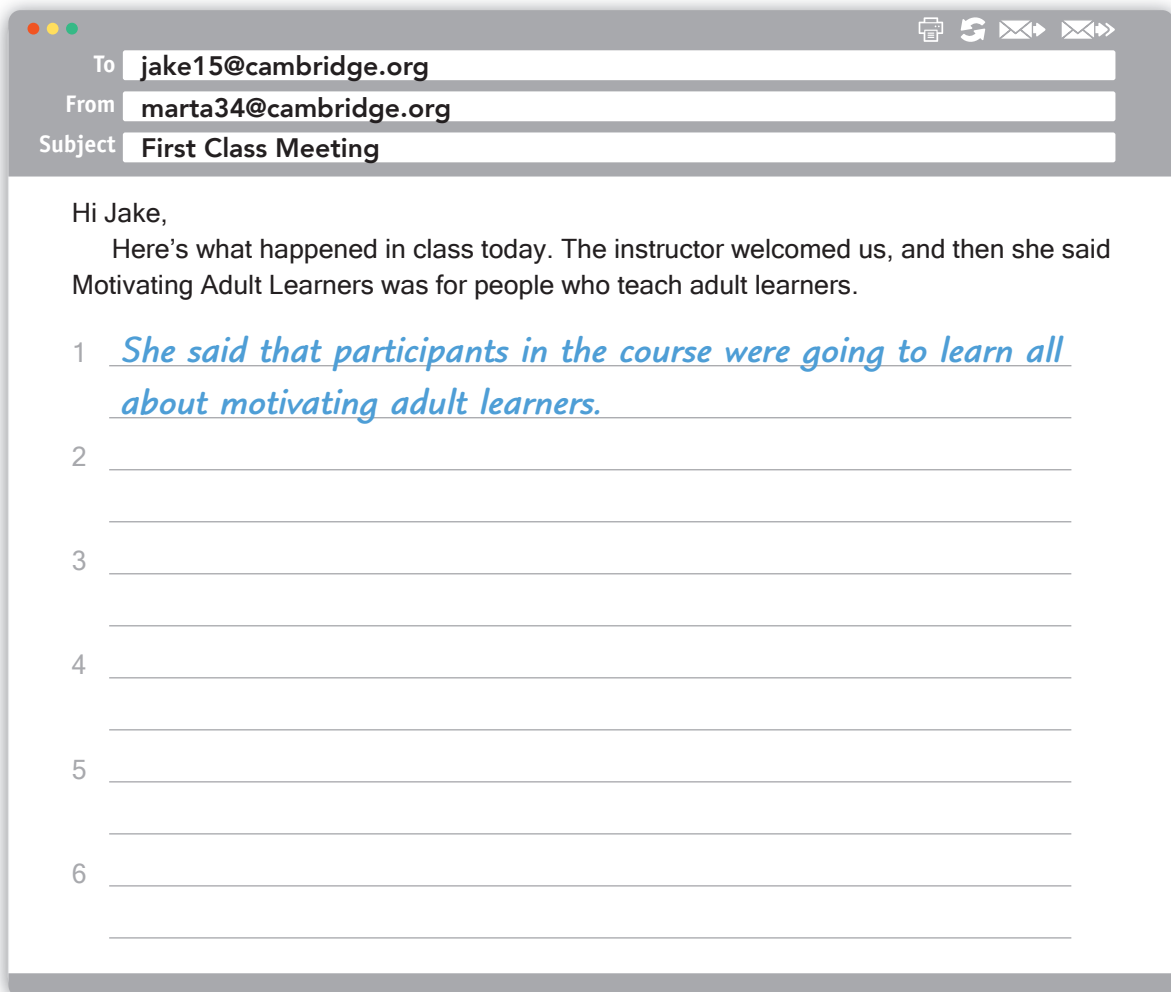
- 6 The teaching assistant said, "The readings have great practical value."



Exercise 3.2 Modals and Future Forms in Indirect Speech

Read the excerpt from a lecture on how to motivate adult learners. Then complete the email. Rewrite each sentence from the lecture as indirect speech. Sometimes more than one answer is possible.

Welcome to Motivating Adult Learners. This class is for people who teach adults. Participants in the course are going to learn all about motivating adult learners. The course will rely heavily on participants' own experiences. Students should come to class prepared to discuss their own experiences. We may occasionally have guest speakers. The course will include presentations, homework, and weekly quizzes. There will be three papers and two oral presentations. Participants can substitute an oral presentation for one of the papers.



To **jake15@cambridge.org**

From **marta34@cambridge.org**

Subject **First Class Meeting**

Hi Jake,

Here's what happened in class today. The instructor welcomed us, and then she said Motivating Adult Learners was for people who teach adult learners.

- 1 She said that participants in the course were going to learn all about motivating adult learners.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

4 Indirect Speech Without Tense Shift

Grammar Presentation

Indirect speech usually includes a shift in verb tense. However, in some cases the form of the verb does not change.

The president announced that she **was going** to start an employee program next year.

The president announced that she **is going** to start an employee program next year.

4.1 Keeping the Original Tense in Indirect Speech

You may use the tense in the original direct speech clause when you report statements that are still true now, such as:
Facts or general truths

Habits and routines

Actions in progress

He said, "A pay raise **is** a common reward."

He **said** that a pay raise **is** a common reward.

Leo said, "Our meetings always **begin** on time."

Leo **said** that their meetings always **begin** on time.

Eve said, "I'm **studying** hard for the exam."

Eve **said** that she **is studying** hard for the exam.

► Tense Shifting in Indirect Speech: See page A11.

4.2 Using Present Tense Reporting Verbs

Use a present tense verb in the reporting clause when what was said relates to the present and is still important at the moment of speaking.
Keep the same tense as in the quote.

Everybody always **says**, "Employees **need** to be motivated."

Everybody always **says** that employees **need** to be motivated.



Grammar Application

Exercise 4.1 Keeping the Original Tense in Indirect Speech

Read the quotes from a business meeting. Then rewrite the quotes as indirect speech.
Use the same tense as the direct speech. Sometimes more than one answer is possible.

- 1 "We are trying to improve our new marketing plan."
—the marketing manager

The marketing manager said that we are trying to improve our new marketing plan.



2 "The client loves it." –the manager

3 "We have always solved these problems in the past." –Janet

4 "Staff satisfaction has been very important." –Janet

5 "Tomorrow, we are going to have a half-day training session on giving constructive feedback." –Rodrigo

6 "We will all work together, as a team." –Rodrigo

Exercise 4.2 Using Present Tense Reporting Verbs

A Complete the sentences. Use the correct form of the verbs in parentheses.

1 My father always says that money makes (make) the world go round.

2 My friend Amanda insists that a good night's sleep _____ (be) more important than studying.

3 My aunt says that she _____ (enjoy) doing the work more than making money.

4 My friend says that he _____ (enjoy) having autonomy at work.

5 My colleague says that it _____ (not/be) always easy to stay motivated.

6 My manager says that you _____ always _____ (should/ask) questions if something is not clear.

B Pair Work Discuss the sentences in A. Do you agree with the statements?

5 Other Reporting Verbs

Grammar Presentation

Although say is the most common reporting verb, many other verbs can introduce indirect speech.

The president **explained** that our company's workers deserved higher pay.

The president **told us** that our company's workers deserved higher pay.

5.1 Other Reporting Verbs

A Tell is a common reporting verb. Always use a noun or object pronoun after tell.

The president **said** that he was doing a great job.

The president **told him** that he was doing a great job.

B You can use these verbs in place of say: admit, announce, complain, confess, exclaim, explain, mention, remark, reply, report, state, and swear.

"The workers need recognition," **said** the manager.

The manager **admitted** that the workers needed recognition.

When used with an object, the object comes after to.

He **swore to us** that he'd be on time in the future.

C You can use these verbs in place of tell: assure, convince, inform, notify, and remind. Always use a noun or object pronoun with these verbs.

The president **told the managers**, "All workers need to be creative."

The president **reminded them** that all workers need to be creative.

►► Reporting Verbs: See page A11.



DATA FROM THE REAL WORLD

Commonly used reporting verbs in formal writing include claim, explain, find, show, state, and suggest.

The author **claimed that** internal motivation was more effective than external motivation.

The results of the study **showed that** money was not always an effective way to motivate employees.



Grammar Application

Exercise 5.1 Other Reporting Verbs

Complete the excerpt from an email about a presentation on cultural differences in motivation. Circle the correct verbs.

Wei said / **told**⁽¹⁾ me that he had attended a presentation on the cultural differences that affect motivation. He said / **told**⁽²⁾ that an expert on motivation gave the presentation. He said / **told**⁽³⁾ me that the expert was Dr. Ghosh. He reminded / **mentioned**⁽⁴⁾ me that we had read one of her articles in class. Anyway, Dr. Ghosh said / **informed**⁽⁵⁾ the group that the typical workplace included people with various cultural backgrounds. She **explained** / reminded⁽⁶⁾ that these workers had different expectations. She **informed** / **explained**⁽⁷⁾ the group that these workers often had different motivations. At the same time, Dr. Ghosh reminded / **remarked**⁽⁸⁾ that there was no one way to motivate all workers. She **admitted** / reminded⁽⁹⁾ that in multicultural settings, it was even more complicated. She **stated** / reminded⁽¹⁰⁾ the group that managers shouldn't make generalizations about cultures. She **assured** / **remarked**⁽¹¹⁾ that the "human touch," getting to know employees as individuals, was the best way to motivate them.

Exercise 5.2 More Reporting Verbs



A Listen to the conversation about a presentation on cultural differences in classrooms. Complete the sentences with the words you hear.

David What happened in class today?

Mira We had a guest speaker. He told us⁽¹⁾ about the importance of motivation in the language classroom. He _____⁽²⁾ there are two kinds of motivation: intrinsic and extrinsic.

David Right. Last week, the professor _____⁽³⁾ there were two different types, and she gave examples.

Mira Yes. So anyway, the speaker _____⁽⁴⁾ he had done a study of students in Japan and students in the United States. He _____⁽⁵⁾ both groups had native-speaking English teachers. He _____⁽⁶⁾ the purpose of the study was to see whether the teachers' remarks had a negative effect on the motivation of the Japanese students.

David What did he find out?

Mira He _____⁽⁷⁾ the study found four ways in which the teachers' behavior had a negative effect on Japanese students' motivation.

David Did he give any examples?

Mira He _____⁽⁸⁾ classroom discussion is one area where there are key differences. He _____⁽⁹⁾ in the Japanese classroom, students generally listen more and talk less.

David And as we know from our reading, Porter and Samovar _____⁽¹⁰⁾ in the U.S. classroom, some students speak up spontaneously, and that a lot of teachers encourage discussion.

Mira Right. So, he _____⁽¹¹⁾ when a teacher criticizes a Japanese group for not participating, it has a bad effect on motivation.

B Listen again and check your answers.

- C Over to You** Compare the behavior of American and Japanese students to students from another culture that you are familiar with. Use sentences with indirect speech.

The speaker said that in the Japanese classroom, students listen more and talk less. That is true in my culture, too. Students show respect that way.

6 Avoid Common Mistakes !



- 1 For verbs such as *admit*, *announce*, *complain*, *explain*, and *mention*, the object pronoun comes after the preposition *to*.

He explained ^{to us} ~~us~~ the objective.

- 2 Change the form of the verb in indirect speech in most cases.

He claimed that they ^{had} ~~followed~~ the directions.

- 3 Use beginning and ending quotation marks with direct speech.

The director said, ["]All designers may work from home on Fridays.["]

Editing Task

Find and correct the mistakes in the paragraphs about a memorable event.

One of the highlights of my life happened through an experience ^{to us} at work. It started when my manager announced ~~us~~ some interesting news. He said, I am starting a company band. Then he asked, "Who wants to join?" I mentioned him that I had played guitar for many years. He said, You should definitely try out.

- 5 On the day of tryouts, I was a little nervous because everyone played extremely well. After I auditioned, the manager thanked me and explained me that he will let me know soon.

I forgot about it, so I was very surprised when I got a phone call from my manager a few days later. He said, You can play lead guitar. I said, Wow! That's great!

- 10 After that, the band practiced a few times a week. A few months later, we played at the company party. We were nervous, but we played well. The president of the company spoke to me later and said I have a lot of talent. I was embarrassed by his compliment, but I said I am proud to play for the company. I will never forget that experience.

7 Academic Writing

Argumentative Writing Using Graphs and Tables for Support

Brainstorm >

Organize >

Write >

Edit

In this writing cycle (Units 17-20), you will write an argumentative essay that uses graphs or tables to answer the prompt below. In this unit (17), you will analyze an essay with graphs and then brainstorm ideas about the topic.

Using what you know about the job market, what is a good choice for a career path with a secure future? Include information from graphs or tables to support your choice.

Exercise 7.1 Preparing to Write

Work with a partner. Discuss the questions.

- 1 Is it important to have a college degree? Why or why not?
- 2 College tuition in the United States is very expensive. Do you think the benefits of a degree outweigh the costs? Why or why not?
- 3 A founder of Netscape, an early Internet search company, has said that people who earn a degree in a non-technical field like literature will probably be working in a shoe store upon graduation. Do you agree or disagree? Why or why not?

Exercise 7.2 Focusing on Vocabulary

Read the sentences. Then match the words in bold to the definitions.

- 1 Steve Jobs, one of the **founders** of Apple Inc., said that quality was more important than quantity.
 - 2 Business leaders **disputed** the government's claim that the number of jobs had grown.
 - 3 The successful campaign against buying the corporation's products **illustrates** the power of the consumer.
 - 4 There is some **ambiguity** in the law, so it is difficult to know if the company did anything wrong.
 - 5 This new technology has the **potential** to change how students learn about science.
 - 6 According to economists, the more you consume something, the more your enjoyment of it will **diminish**. In other words, you will never enjoy it as much as you do when you first buy it.
 - 7 The consequences of the economic crash **extend** beyond the city to the whole country.
- a _____ (v) to disagree with
- b _____ (n) the state of being unclear or having more than one possible meaning
- c _____ (n) people who establish an organization
- d _____ (v) to decrease in size or importance
- e _____ (v) to go further
- f _____ (n) the possibility to develop and succeed
- g _____ (n) an example that explains something

What Is the Value of a College Education?



Benjamin Franklin, one of the founding fathers of the United States, once said, "An investment in knowledge pays the best interest." These days, a college education is a significant investment, so it makes sense to consider carefully whether it is worth the time and money. In good economic times and bad, and in spite of its rising cost, the answer appears to be "yes." Figure 1, from the Organization for Economic Cooperation and Development (OECD), shows that around the world the number of people getting a college education is rising steadily.

A college education has a broad and positive impact. People with a college degree are by far the most likely to enter and remain in the labor force. In OECD countries, average participation in the labor force for those who never completed high school is about 59%. The OECD reports that for those with a high school degree, the figure is about 76%, and for college graduates, it is about 84%. They also state that college graduates earn more than those with only a high school degree. In the United States, a new high school graduate earned on average less than \$30,000 per year in 2017, whereas those with a college degree made over \$52,000. Over a lifetime, that difference adds up to about a million dollars. Figure 2 illustrates that the impact of a college degree on income in selected OECD countries can be dramatic.

The consequences of getting—or not getting—a college education extend beyond income. There is a strong association between education and health. Chronic¹ diseases, such as heart disease and diabetes, pose the greatest risks to public health in developed countries today. These diseases are caused, at least partly, by lifestyle choices, such as poor diet or smoking. In general, people with higher levels of education make healthier lifestyle choices and have greater access to high-quality healthcare.

It is evident that a college degree provides an economic advantage, but not all degrees have the same earning power. Most analysts suggest that degrees in STEM fields (science, technology, engineering, and math) have the greatest potential impact on future income. In the United States, a college graduate with, for example, a chemical engineering degree can expect to earn about \$70,000 annually, whereas a graduate with a literature or art degree may be lucky to get \$36,000 for an entry-level position. Marc Andreessen, the founder of the internet company Netscape, once declared that someone who studies a non-technical field like literature will probably end up "working in a shoe store."

Yet, technical knowledge alone may not be sufficient for success. Steve Jobs, one of the founders of Apple, famously claimed, "It's technology married with liberal arts . . . that yields the results that make our hearts sing." Other major employers in the technology field agree. Industry leaders say that employees from the liberal arts are often good at managing ambiguity, unlike engineers, who tend to see situations in black and white. Liberal arts graduates can see a problem from multiple perspectives.

It is interesting to note that the income gap between liberal arts and STEM graduates gradually diminishes as they continue in their careers. In fact, liberal arts degrees are quite common among the world's most highly paid workers. About one-third of the directors of Fortune 500 companies have a liberal arts background. Students, parents, politicians, and industry leaders may argue over which are the most valuable degrees, but the value of a college degree in general cannot be disputed.

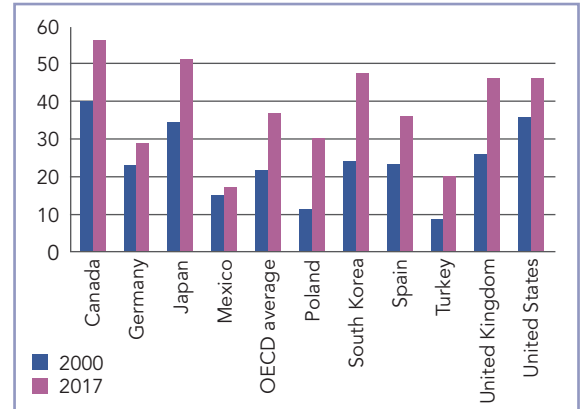


Figure 1 Percentage of Population (25–64) with a College Education
Source: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved September 13, 2019, from <https://stats.oecd.org/Index.aspx>. See Digest of Education Statistics 2018, table 603.20.

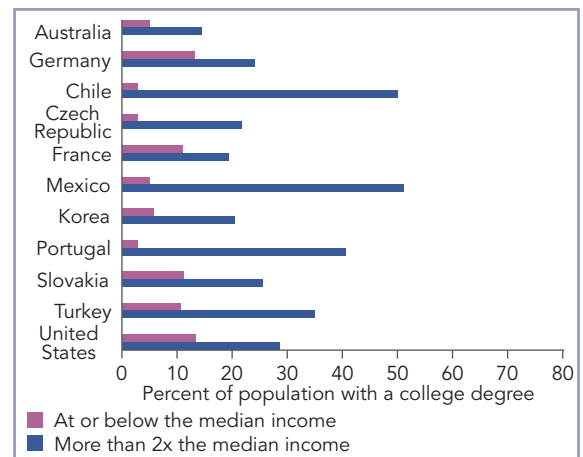


Figure 2 Level of Earnings Relative to Education
Source: OECD (2019), Education and earnings: Level of earnings relative to median earnings, by educational attainment, OEC.Stat, https://stats.oecd.org/Index.aspx?DataSetCode=EAG_EARNINGS, accessed on August 1, 2019.

¹**chronic** (adj) lasting for a long time, especially something bad

Exercise 7.3 Comprehension Check

Read the text on page 263. Work with a partner. Discuss the questions.

- 1 Summarize the main argument of the text.
- 2 What benefits of a college degree are mentioned in the text?
- 3 According to Figure 1, what three countries had the highest percentage of citizens with a college education?

Exercise 7.4 Noticing the Grammar and Writing

Work with a partner. Complete the tasks.

- 1 Underline the first sentence. Why does the writer use a quote to introduce the topic?
- 2 Find another quote in the text. How does the writer introduce the quote?
- 3 Look at Figure 1. What is the writer's purpose in using this graph?
- 4 Look at Figure 2. What is the writer's purpose in using this graph?
- 5 What is the source of the information in the graphs?

Understanding and Using Graphs and Tables

Information in academic texts is often presented through graphs and tables. Writers include these to support their ideas or argument. It is important to understand and interpret the information in your graphs and tables, and to draw inferences and conclusions for your reader.

Exercise 7.5 Applying the Skill

Work with a partner. Ask and answer the questions about the information in Table 1.

Table 1. The 100 Best Jobs in the U.S., with Median Salary

| Rank | Job Title | Median Salary |
|------|---------------------|---------------|
| 1 | Software Developer | \$101,790 |
| 4 | Dentist | \$165,120 |
| 14 | Surgeon | \$208,000 |
| 28 | IT Manager | \$139,220 |
| 42 | Lawyer | \$119,250 |
| 62 | Hairdresser | \$24,850 |
| 66 | Medical Assistant | \$32,480 |
| 76 | High School Teacher | \$59,170 |
| 88 | Massage Therapist | \$39,990 |

Source: U.S. News and World Report 2018

- 1 What information does the table present?
- 2 What can you infer from the table?
- 3 In addition to salary, what other factors do you think make a job a "best job"?

My Writing

Argumentative Essays with Graphs or Tables as Support

In argumentative essays, writers present their position, reasons, and supporting evidence. Evidence used in graphs and tables should come from credible sources, such as educational or research institutions, government websites, and respected news organizations.

Exercise 7.6 Brainstorming Topics and Ideas

- 1 Work with a partner. Make a copy of the chart and complete it.
 - Column 1: Write the names of three careers.
 - Column 2: Write relevant information from the reading, Table 1, and other credible sources you find. Include the name of the source in parentheses.
 - Column 3: Make notes about the career and the information you found.

| Career | Information (Name of Source) | Notes |
|--------|------------------------------|-------|
| | | |
| | | |
| | | |

- 2 In your opinion, which of the careers is the best choice for a financially secure future? Why?

Using Reporting Verbs to Introduce Evidence

Writers use reporting verbs to introduce evidence. Reporting verbs also show readers how the writer feels about the evidence. **Neutral reporting verbs** show a more neutral feeling towards the evidence.

The report **said** that the number one skill employers are looking for is flexibility.

Strong reporting verbs show a strong feeling towards the evidence.

The report **asserted** that the number one skill employers are looking for is flexibility.

Neutral reporting verbs: *advise, accept, acknowledge, recognize, encourage, interpret, analyze, examine, investigate, consider, evaluate*

Strong reporting verbs: *argue, assert, convince, emphasize, indicate, persuade, refute, show, state, stress, support, warn*

Exercise 7.7 Applying the Skill

Use the information from Exercise 7.6 to write a paragraph that asserts which career would best lead to a secure future. Include a topic sentence, at least two reasons for your argument with supporting details and evidence, and a concluding sentence. Use at least one reporting verb to introduce evidence.