

# ANG-5106-2 Current Events

## Project four

### Editorials



In the first, second and third projects, the focus was on news reports. Now we will explore journalists' opinions about events or issues. This type of writing (or audio/video presentation) is referred to as editorial journalism or commentary. The aim is to express an opinion and possibly even to convince the public of the journalist's point of view, not simply to inform readers or listeners about objective facts. Some of these editorial journalists have had a great impact on society. The following film describes the career of one of the most important editorial journalists in the history of the United States.



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A) Watch the film ***Good Night and Good Luck*** about a famous editorial newscaster, Edward R. Murrow.

In addition, you can watch this short video; it is a speech by Murrow about the importance of presenting intelligent news programs on television: <https://www.youtube.com/watch?v=1cfwsfGqgPM>



|  |  |
|--|--|
| <b>Name of film</b>  |  |
| <b>Summary of the film</b>   |  |
| <b>Setting<br/>(Time and place)</b>  |  |
| <b>Opening situation</b>   |  |
| <b>Main conflict</b>   |  |
| <b>Principle events</b>  |  |
| <b>Conclusion</b>  |  |
| <b>Message of the film</b>   |  |
| <b>What did you learn<br/>about editorials,<br/>commentary and<br/>opinions in<br/>journalism?</b> |  |

Discuss your answers with a partner or the teacher

B) Read or watch an editorial article (or radio/television commentary) and analyze it, using the rubric below:

|  |  |
|--|--|
| <a href="https://www.thestar.com/opinion/editorials.html">https://www.thestar.com/opinion/editorials.html</a><br> | <a href="http://montrealgazette.com/category/opinion/editorials">http://montrealgazette.com/category/opinion/editorials</a><br> |
| <a href="https://www.cnn.com/opinions">https://www.cnn.com/opinions</a><br>                                       | <a href="http://www.foxnews.com/opinion.html">http://www.foxnews.com/opinion.html</a><br>                                       |
| <a href="https://www.npr.org/sections/opinion/">https://www.npr.org/sections/opinion/</a><br>                     |  |

|   |  |
|---|--|
| Journalist                                  |  |
| News source (newspaper, tv station, etc...) |  |
| Subject of the editorial                    |  |
| Summarize journalist's opinion              |  |
| Body (three main arguments, minimum)        |  |
| Conclusion                                  |  |

|  |  |
|--|--|
| Describe the readers or audience who you think would like this article |  |
| Effectiveness of the journalist's arguments                            |  |
| Do you agree with their opinion (why or why not?)                      |  |

In addition to the two verb tenses reviewed in project two, journalists often employ two other tenses to describe events that have taken place in the past:

**TASK 2:** Review of present perfect and present perfect continuous

| Present Perfect   | Present Perfect Continuous  |
|---|---|
| 1. Unfinished action (from past to present)<br><i>Ex: How long have you lived in St-Hubert? I've lived here for 2 years/ since 2015.</i>                                  | Similar to present perfect case 1 (from past to present, continuing into the future)<br><i>Ex: She has been working here for three years.</i> |
| 2. Action at an indefinite time in the past<br><i>Ex: Have you ever tasted snails? No I haven't. Yes I have.</i><br>(if you refer to a specific time then use the simple) |   |
| 3. Repeated past<br><i>Ex: How often have you visited Ottawa? I've never visited Ottawa. I've been there three times.</i>   |   |
| 4. Recent past<br><i>Ex: Have you finished your breakfast yet? Yes, I've already finished. Yes, I've just finished.</i>   |   |

**TASK 3:** Write an editorial article or write a script and produce a video of your editorial commentary on the subject. Your editorial must contain 250 words, minimum. If you choose to do an audio or video commentary, it should be at least three minutes long. Use the rubric to take notes first.

If you can't think of a subject for your editorial, you can click on this New York Times link with four hundred possible topics on a variety of subjects:

<https://www.nytimes.com/2017/03/01/learning/lesson-plans/401-prompts-for-argumentative-writing.html>



**Here are a few links to sites that explain...**

**how to structure an editorial text:**

<http://grammar.yourdictionary.com/grammar-rules-and-tips/tips-on-writing-newspaper-editorial-format.html>



<https://www.geneseo.edu/~bennett/EdWrite.htm>



[http://www.hmhco.com/~media/sites/home/education/disciplines/language-arts/homeschool/write-source-homeschool/samplers/g7\\_sampler.pdf?la=en](http://www.hmhco.com/~media/sites/home/education/disciplines/language-arts/homeschool/write-source-homeschool/samplers/g7_sampler.pdf?la=en)



<https://www.learner.org/workshops/middlewriting/images/pdf/jb-cell%20phones.pdf>



**how to write a radio news commentary:**

<https://youthradio.org/teach-youth-radio/diy-toolkit-how-to-write-a-commentary/>



After exploring the above websites, choose whether you would like to:

- Write an editorial article (for a newspaper)
- Produce a radio/video commentary

Before beginning to prepare this task, let's review the subjunctive form:

**TASK 4:** Review the subjunctive mood in order to use it in the C1 task below:

| Subjunctive   |
|---|
| <p><b>FORM:</b> Use the simple form of the verb. The simple form is the infinitive without the "to." The simple form of the verb "to go" is "go." The Subjunctive is only noticeable in certain forms and tenses.</p>   |
| <p><b>USE:</b> The Subjunctive is used to emphasize urgency or importance. It is used after certain expressions (see below).</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• I suggest that he <b>study</b>.</li> <li>• Is it essential that we <b>be</b> there?</li> <li>• Don recommended that you <b>join</b> the committee</li> </ul>   |
| <p><b>NOTICE:</b> The Subjunctive is only noticeable in certain forms and tenses. In the examples below, the Subjunctive is not noticeable in the you-form of the verb, but it is noticeable in the he-form of the verb.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• You <b>try</b> to study often. <i>you-form of "try"</i></li> <li>• It is important that you <b>try</b> to study often. <i>Subjunctive form of "try" looks the same.</i></li> <li>• He <b>tries</b> to study often. <i>he-form of "try"</i></li> <li>• It is important that he <b>try</b> to study often. <i>Subjunctive form of "try" is noticeable here.</i></li> </ul> |

| Verbs Followed by the Subjunctive  |  |
|--|--|
| The Subjunctive is used after the following verbs:   |  |
| to advise (that)<br>to ask (that)<br>to command (that)<br>to demand (that)<br>to desire (that)<br>to insist (that)   | to propose (that)<br>to recommend (that)<br>to request (that)<br>to suggest (that)<br>to urge (that) |
| <p>Examples:</p> <ul style="list-style-type: none"> <li>• Dr. Smith <b>asked that</b> Mark <b>submit</b> his research paper before the end of the month.</li> <li>• Donna <b>requested</b> Frank <b>come</b> to the party.</li> <li>• The teacher <b>insists that</b> her students <b>be</b> on time.</li> </ul> |  |

## Expressions Followed by the Subjunctive

The Subjunctive is used after the following expressions:

It is best (that)  
It is crucial (that)  
It is desirable (that)  
It is essential (that)  
It is imperative (that)  
It is important (that)

It is recommended (that)  
It is urgent (that)  
It is vital (that)  
It is a good idea (that)  
It is a bad idea (that)

Examples:

- **It is crucial that** you **be** there before Tom arrives.
- **It is important** she **attend** the meeting.
- **It is recommended that** he **take** a gallon of water with him if he wants to hike to the bottom of the Grand Canyon.

## Negative, Continuous and Passive Forms of Subjunctive

The Subjunctive can be used in negative, continuous and passive forms.

Negative Examples:

- The boss insisted that Sam **not be** at the meeting.
- The company asked that employees **not accept** personal phone calls during business hours.
- I suggest that you **not take** the job without renegotiating the salary.

Passive Examples:

- Jake recommended that Susan **be hired** immediately.
- Christine demanded that I **be allowed** to take part in the negotiations.
- We suggested that you **be admitted** to the organization.

Continuous Examples:

- It is important that you **be standing** there when he gets off the plane.
- It is crucial that a car **be waiting** for the boss when the meeting is over.
- I propose that we all **be waiting** in Tim's apartment when he gets home.

Taken from : <https://www.englishpage.com/minitutorials/subjunctive.html>

Use this rubric to prepare notes for your newspaper editorial article or audio/video editorial commentary:

|   |  |
|---|--|
| <b>Your name</b>  |  |
| <b>Imaginary news source<br/>(newspaper, tv station,<br/>etc...)</b>                                |  |
| <b>Subject</b>  |  |
| <b>Describe your readers or<br/>audience</b>  |  |
| <b>Summarize your opinion</b>   |  |
| <b>Three main arguments,<br/>minimum (supported<br/>with at least one<br/>example per argument)</b> |  |
| <b>Conclusion</b>   |  |

Write the first (rough) draft of your article on a separate sheet of paper. Verify the use of elements reviewed in this project before writing your final draft:

|   | Yes | No | Examples |
|---|-----|----|----------|
| I used the present perfect where appropriate                |     |    |          |
| I used the present perfect continuous where appropriate     |     |    |          |
| I used journalistic functional language (sentence starters) |     |    |          |

|   | Yes | No | Examples |
|---|-----|----|----------|
| <p>I used the subjunctive form</p> <p>My use of subjunctive:</p> <ul style="list-style-type: none"> <li>• First</li> <li>• Second</li> <li>• Third</li> </ul> |     |    |          |