ANG-5106-2 Current Events

Project three

Writing a News Report

Now that you are becoming familiar with the types of news reports that exist, as well as the challenges of being an objective journalist, in this project you will have an opportunity to try your hand at writing a news story.

TASK 1: Choose a news article from an online newspaper or other online news service and analyze elements of this article.

A) You may use one of the following links to choose your article:

CBC news: http://www.cbc.ca/news	Toronto Star: https://www.thestar.com/
NPR: (American news site) https://www.npr.org/sections/news/	BBC: (British news site) http://www.bbc.com/news
New York Times : https://www.nytimes.com/	
Alternative news sites: https://eluxemagazine.com/magazine/honest-news-sites/	Reuters: (neutral international news site) https://www.reuters.com/
Montreal Gazette : (Canadian newspaper) http://montrealgazette.com/	National Post : (Canadian newspaper) http://nationalpost.com/
The Washington Times : (US newspaper) https://www.washingtontimes.com/	The New York Post: (US newspaper) https://nypost.com/news/

B) Analyze elements of this news article using the rubric below:

News Event	
Title of article (and byline)	
Introductory sentence (lead/lede)	
Introduction (5 w's- *who, what, when, where, why and how*)	
Body of report (details of story- minimum 4 facts + 1 quote, if possible)	
Conclusion	

TASK 2: Did you notice which verb tenses were used in this article? To report on past events, journalists often use the *simple past* and *past continuous* (also referred to as the *past progressive*). Therefore, we will briefly review these two forms:

1. Simple past / Past continuous (progressive)

Verb Tense	Simple past	Past continuous (progressive)
Use	❖ Finished actions in the definite past Ex: *We walked to school yesterday*. *The manager referred me to his* *Assistant.* *My mother was always worried about* *me when I was a kid.* *My father said he loved me.*	❖ To describe the background for a scene (*The wind was blowing and people were covering their faces…*) ❖ To express an unfinished action, interrupted by another action (*The student was walking to school when a suspicious car honked at him…*) ❖ To express a change of plans (*She was thinking of taking the bus, but she decided to drive instead…*)
Affirmative	❖ Regular verbs: -ed *Ex. Walk/walked* ❖ Regular verbs ending in single vowel and single consonant: double the final consonant + -ed *Ex. Refer/referred* *(*Regular verbs ending in consonant + -y: change the –y to –I + ed *Ex. Worry/worried* *()* ❖ Irregular verbs: see list of 50 most common irregular verbs – http://www.esl-lounge.com/reference/grammar-reference-most-common-irregular-verb-list.php *Ex. Say/said* *See/saw* .	❖ The verb *to be* + main verb+ *-ing* *Ex. I was working on my project all day…* *Ex. You were reading a book when Jean called.*

Verb Tense	Simple past	Past continuous (progressive)

Negative	❖ The verb *to be: was/were not (wasn't/weren't)*
	Ex. I wasn't there.
	    You weren't there.
	    He wasn't there.
	
	❖ *Other verbs: did not (didn't) + verb (infinitive **without** to)*
	
	❖ *Could not (couldn't) + verb (infinitive **without** to)*
	Ex. He didn't go…
		❖ Subject+ to be in past tense+ not (n't) verb+ -ing
		Ex. I wasn't listening…
		    You weren't trying your best when Maggie beat you.

Interrogative	❖ The verb *to be: was/were + verb*
	Ex. Was I there?
	    Were you there?
	    Was he there?
	
	❖ *Other verbs: did + subject + verb (infinitive **without** to)*
	
	❖ *Could +subject+ verb (infinitive **without** to)*
	Ex. Did you go…?
	    Could he play piano?
		❖ Verb to be + subject + verb+ -ing
		Ex. Was he listening…?
		    Were you trying your best…?

The 25 most common irregular verbs

Rank	Base Form	Past Tense Form	Rank	Base Form	Past Tense Form
1	say	said	14	show	showed
2	make	made	15	leave	left
3	go	went	16	feel	felt
4	take	took	17	put	put
5	come	came	18	bring	brought
6	see	saw	19	begin	began
7	know	knew	20	keep	kept
8	get	got	21	hold	held
9	give	gave	22	write	wrote
10	find	found	23	stand	stood
11	think	thought	24	hear	heard
12	tell	told	25	let	let
13	become	became			

2. Reported Speech

In order to communicate what people said while writing an article, journalists either use direct quotes or **reported speech**. It is important to be familiar with this form, so we will review it and contrast it with direct quotes:

Use the verbs 'say', 'tell' or 'ask' to report what somebody else said very recently or sometime in the past. (we don't use TALK or SPEAK)

We use the simple present when the original statement was made very recently   or the statement is not affected by the passage of time:
   o   Direct speech: I like ice cream.
   o   Reported speech: She **says** (that) she **likes** ice cream.

But, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:
   o   Direct speech: I want to visit Cuba.
   o   Reported speech: She **said** (that) she **wanted** to visit Cuba.

Tense	Direct Speech	Reported Speech
present simple (very recently or not affected by time)	''I like ice cream''	She says (that) she likes ice cream.
present simple (affected by time)	''I want to visit Cuba''	She said (that) she wanted to visit Cuba.
present continuous	''I am living in London''	She said (that) she was living in London.
past simple	''I bought a car''	She said (that) she bought a car.
will	''I'll see you later''	She said (that) she would see me later.
can	''I can speak perfect English''	She said (that) she could speak perfect English.
should*	''I should call my mother''	She said (that) she should call her mother.
may	"I may be late"	She said (that) she might be late.

* doesn't change.

Reported Questions

- o Direct speech: "Where do you live?"
- o Reported speech: She asked me where I lived.

Another example:

- o Direct speech: "where is Julie?"
- o Reported speech: She asked me where Julie was.

Direct Question	Reported Question
''Where is the Post Office, please?''	She asked me where the Post Office was.
''What are you doing?''	She asked me what I was doing.
''Who was that fantastic man?''	She asked me who that fantastic man had been.

So much for '**wh**' questions. But, what if you need to report a 'yes / no' question? We don't have any question words to help us. Instead, we use **'if'**:

- o Direct speech: "Do you like chocolate?"
- o Reported speech: She asked me **if** I liked chocolate.

Direct Question	Reported Question
''Do you love me?''	He asked me if I loved him.
''Have you ever been to Mexico?''	She asked me if I had ever been to Mexico.
''Are you living here?''	She asked me if I was living here.

Negatives

- o Direct speech: My mother said, ''Don't smoke cigarettes.''
- o Reported speech: My mother said not to smoke cigarettes.

- o Direct speech: John said: '' I don't like Big Macs.''
- o Reported speech.: John said he didn't like Big Macs.

TASK 3: Read the same article again and list any examples of the two grammar forms review above – *simple past/past continuous* or *reported speech.*

List any examples of simple past or past continuous verbs
List any examples of reported speech

TASK 4: Choose an event in society, in your community or in your school to write about, using a rubric to take notes first.

Make sure to incorporate:

- the past tense,
- past continuous,
- reported speech
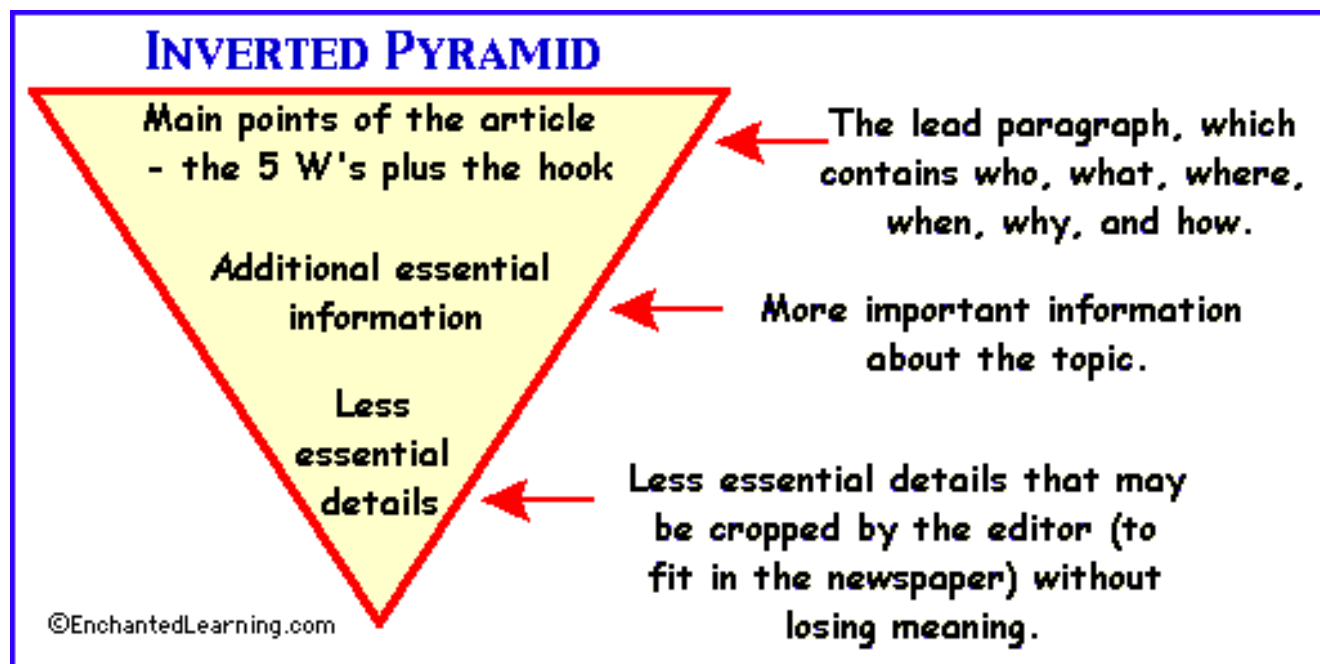- as well as newspaper article sentence starters (see below)

The article should be 150-250 words.

Here are a few links to sites that explain how to write a news report:	
http://schools.peelschools.org/sec/lornepark/SiteCollectionDocuments/EQAO/OSSLT%20StED-Writing%20A%20News%20Report.pdf	https://www.thoughtco.com/how-to-write-a-news-article-1857250

Here is a graphic illustration of how most journalism teachers explain how to construct an article:

INVERTED PYRAMID

Main points of the article - the 5 W's plus the hook ← The lead paragraph, which contains who, what, where, when, why, and how.

Additional essential information ← More important information about the topic.

Less essential details ← Less essential details that may be cropped by the editor (to fit in the newspaper) without losing meaning.

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Newspaper Articles Sentence Starters (functional language)

According to witnesses…	Afterwards…
He/she claimed that….	Nobody knows why…
On the other hand…	Many people believe that…
In addition…	Generally…
It appears that…	Despite the fact that…
However…	He/she confirmed that…
It is surprising that…	Hours later…
The following information…	Later that day…

Taken from: www.queensgate.stockport.sch.uk

Use this rubric to take notes while planning your article:

News Event	
Title of article (and byline)	
Introductory sentence (lead/lede)	
Introduction (5 w's)	
Body of report (details of story- minimum 4 facts + 1 quote, if possible)	
Conclusion	

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 simple past to report on past events			
I used the past continuous where appropriate			
I used reported speech to communicate what people said			
I used journalistic functional language (sentence starters)			