*Educational Television (ETV) Programme Series on Exploring Text Types at the Secondary Level (III) – News Report and Editorial*

*This set of worksheets is designed for use with the ETV Programme on ‘News Report and Editorial’, which is one of the three ETV programmes on ‘Exploring Text Types at the Secondary Level’. Students are encouraged to view the programme by themselves, download the worksheets and learn more about the respective text structure and language use. Teachers can also make use of the ETV programme and adapt the worksheets in support of the teaching of news reports and editorials.*

**English Language**

**Exploring Text Types – News Report and Editorial**

A news report is a factual account of any news or events without any bias or prejudice whereas an editorial is the editor’s voice or opinion on some issues in a newspaper or a magazine. We usually find news reports and editorials in printed and online newspapers and magazines. In this ETV programme, Charlotte, an intern in the News Department of a TV station, is tasked with writing both a news report and an editorial.

1. ***Features of News Reports***

Activity 1

In the ETV programme, Charlotte writes her very first news report on the demonstration of a group of marine conservationists for an online newspaper published by the TV station she works for. Put a tick (🗸) in the appropriate box(es) to show the features of a news report.

|  |  |
| --- | --- |
| □ | 1. The news report should start with an appealing headline.
 |
| □ | 1. The headline should be complicated.
 |
| □ | 1. The paragraphs in the news report should be long and comprehensive.
 |
| □ | 1. The past tenses should be used in reporting past events.
 |
| □ | 1. There should be as many big words as possible to impress readers.
 |
| □ | 1. The news report should start with the most important information.
 |
| □ | 1. The reporter should include personal comments at the end of the news report.
 |

Activity 2

The following is the news report written by Charlotte about the demonstration of a group of marine conservationists. Identify the text features by filling in the blanks with appropriate words.

|  |
| --- |
| **Group Demonstrates to Save Sharks**Start with an attractive 1.\_\_\_\_\_\_\_\_\_\_ to catch readers’ attention.An environmental group, ‘HK Sharks Foundation’, took to the street yesterday in Central to call for a ban of the trade of shark fins and to raise public awareness on the protection of sharks.2. \_\_\_\_\_\_\_\_\_\_ / Lead4.The \_\_\_\_\_\_\_\_ tenses are used for reporting past events. The Group claimed that high consumption of shark fin soups was a major reason leading to the death of sharks.Paragraphs are usually 3. \_\_\_\_\_\_\_\_\_\_.‘Approximately, 100 million of sharks are killed every year worldwide due to the trade of shark fins,’ said Ms YUEN Kitty, the spokesperson of the group.Direct speeches are used to add accuracy and ‘at the scene’ feeling.About 30 people took part in the demonstration which lasted for 30 minutes. |

Activity 3

In news reports, 5 *Wh*-question words (i.e. Who, What, When, Where and Why) are usually used to provide readers with the key details of a piece of news at the opening, which is also called a lead. Study the first paragraph of the sample text in Activity 2 carefully and fill in the blanks with the *Wh*-question words.

3.\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_

1.\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| 5.\_\_\_\_\_\_\_\_\_\_An environmental group, ‘HK Sharks Foundation’, took to the street yesterday in Central to call for a ban of the trade of shark fins and to raise public awareness on the protection of sharks |

1. ***Features of Editorials***

Activity 4

The following is the editorial written by the editor of the online newspaper for which Charlotte works on the consumption of shark fins. Identify the text features by filling in the blanks with appropriate words.

|  |  |  |  |
| --- | --- | --- | --- |
| *problem* | *emphasising* | *opposition* | *main idea* |
| *facts* | *issue* | *refutations* | *background* |

Providing readers with the 1.\_\_\_\_\_\_\_\_\_\_ of the editorial

Title

|  |
| --- |
| **The Shark Fin Controversy**Every day, hundreds and thousands of sharks are caught, finned and discarded worldwide. With an insatiable demand from Hong Kong and the Greater China region, the multibillion-dollar trade in shark fins is no doubt a lucrative business. However, what are the impacts of such practice? Stating the 2.\_\_\_\_\_\_\_\_\_\_\_\_ and providing an objective explanation of the 3.\_\_\_\_\_\_\_\_\_\_\_\_IntroductionThe consumption of shark fins has an archaic tradition in China. The soup has long been regarded as a symbol for luxury and nobility, and is commonly served in wedding banquets and corporate functions; it is also said to have a number of substantial health benefits. Imposing a ban on shark fin trade is tantamount to interfering with the traditional Chinese culture and disregarding its medical functions. Presenting the view of the 4.\_\_\_\_\_\_\_\_\_\_\_\_BodyThe fact is that, in the Ming Dynasty, only the minority of the affluent could enjoy the privilege to savour such a delicacy. Over the past decade, however, the number of consumers who can afford or have access to shark fins has risen dramatically to 300 million. One can imagine the surge in the demand for the sea creature. Also, the claimed health benefits brought by the consumption of shark fins are not scientifically proven. Research even indicates that the fish contains a high level of mercury and is harmful to the pregnant and the infant. Providing direct 5.\_\_\_\_\_\_\_\_\_\_\_\_ |
| At present, over 90% of sharks have been wiped out and over 180 species are considered threatened. Shark finning has posed a grave danger to our nature. Sitting at the top of the food chain, sharks essentially are apex predators ensuring that the population of other fish species stays intact. Since we rely on oceans for much of our food, laws have to be enforced to stop the slaughtering of sharks and we should manage marine resources responsibly. Otherwise, our future generations will be left only with an impoverished ocean. Supporting the case with 6.\_\_\_\_\_\_\_\_\_\_\_\_ and detailsBodyA ban on the sale of shark fins may be overly drastic and will surely invite fierce criticism. As an individual, you could play a part in protecting the remaining shark population. You can make a pledge for not eating shark fins. Prior to attending any wedding banquets or corporate functions where shark fin soup is likely to be served, tell the host in advance that you do not wish to eat this dish. If you have a sudden desire for shark fins, you may consider artificial shark fin products instead.Offering solutions to the 7.\_\_\_\_\_\_\_\_\_\_\_\_ SolutionThe impacts of shark finning on our nature are devastating and far-reaching. Many a little makes a mickle. Should every one of us do a part in protecting the endangered creature, the demand for shark fins will drop and the aquatic ecosystem can be better maintained.Concluding by 8.\_\_\_\_\_\_\_\_\_\_\_\_ the main issueConclusion |

1. ***Types of Editorials***

Activity 5

There are different types of editorials and the sample text in Activity 4 is only one among many. The following are several common types of editorial. Match them with their appropriate descriptions on the right and answer the question that follows.

|  |  |  |  |
| --- | --- | --- | --- |
| Explain or interpret  |  |  | To condemn a situation / decision and offer a solution to the problem identified |
| Criticise  |  |  | To encourage readers to act or seek a solution with convincing arguments |
| Persuade |  |  | To commend people or organisations for their good deeds |
| Praise |  |  | To help readers to understand a complex situation |

What type does the editorial in the sample text in Activity 4 belong to? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ***Writing an Editorial***

Activity 6

Your school newspaper is inviting submission from students. Write a news report or an editorial on a recent school event or function, for example, Sports Day, a singing contest or an inter-class drama competition. Submit your work to the school newspaper.

1. ***Self-evaluation***

After completing the self-study worksheet, tick the appropriate boxes below to indicate how well you have learnt.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Excellent | Good  | Fair |
| 1. The features of news reports
 | □ | □ | □ |
| 1. The features of editorials
 | □ | □ | □ |
| 1. Different types of editorials
 | □ | □ | □ |

**END**