

图书在版编目(CIP)数据

英语新闻写作/丁言仁著. —上海:

上海外语教育出版社, 2004

ISBN 7-81095-182-3

I. 英… II. 丁… III. 英语-新闻写作

IV. H315

中国版本图书馆 CIP 数据核字 (2004) 第 014500 号

出版发行: 上海外语教育出版社

(上海外国语大学内) 摇邮编: 200083

电 话: 021-65901234 (总机), 021-65901235 (发行部)

电子邮箱: shanghai@shanghai.cn

网 址: www.shanghai.cn

责任编辑: 吴文子

印 刷:

经 销: 新华书店上海发行所

开 本: 890 × 1240 1/32 印张 字数 千字

次: 2004 年 月第 1 版 2004 年 月第 1 次印刷

印 数: 册

书 号: ISBN 7- - -0/

定 价: 元

本版图书如有印装质量问题, 可向本社调换

TABLE OF CONTENTS

Words for the Teacher (and the Student)	1
---	---

Introduction

UNIT 1 Get Ready for the Hard Work	1
--	---

Writing a Lead

UNIT 2 Begin at the Beginning	5
UNIT 3 The Inverted Pyramid Lead	12
UNIT 4 Tips for Writing a Lead	17
UNIT 5 Protecting Yourself from a Libel Suit	29

Writing a Straight News Story

UNIT 6 Using the Inverted Pyramid	33
UNIT 7 Strengths of the Inverted Pyramid Style	38
UNIT 8 Using Quotations Correctly	46
UNIT 9 Headlining Your Story	57
UNIT 10 Writing Follow-up Stories	65

Broadcasting a News Story

UNIT 11 Writing a Broadcast News Story	72
UNIT 12 Writing the Lead of a Broadcast Story	78
UNIT 13 Using Broadcast English	83
UNIT 14 Being an Anchor Yourself	88

Writing a Feature Story

UNIT 15 Organizing a Feature	95
UNIT 16 Writing an Attractive Lead	108

UNIT 17	Fine-Tuning Your Language	114
UNIT 18	Conducting a Planned Interview	123
 Winding up		
UNIT 19	Stories by Professional Reporters	142
UNIT 20	Loving Your People	159
Bibliography		167

新世纪高等院校英语专业本科生系列教材编委会

主任：

戴炜栋

委员：(以姓氏笔划为序)

王守仁	南京大学
王守元	山东大学
王 蔷	北京师范大学
冯建文	兰州大学
史志康	上海外国语大学
申 丹	北京大学
石 坚	四川大学
刘世生	清华大学
刘海平	南京大学
庄智象	上海外国语大学
朱永生	复旦大学
何兆熊	上海外国语大学
宋渭澄	南京国际关系学院
张少雄	中南大学
张绍杰	东北师范大学
张春柏	华东师范大学
张柏香	武汉大学
张维友	华中师范大学

李 力	西南师范大学
李绍山	解放军外国语学院
李悦娥	山西大学
杜瑞清	西安外国语学院
杨信彰	厦门大学
汪榕培	大连外国语学院
姚乃强	解放军外国语学院
胡文仲	北京外国语大学
徐青根	苏州大学
秦秀白	华南理工大学
陶 洁	北京大学
顾大僖	上海师范大学
黄国文	中山大学
黄源深	上海外贸学院
程爱民	南京师范大学
蒋洪新	湖南师范大学
廖七一	四川外国语学院

总 序

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21 世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了 21 世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国 25 所主要外语院校和教育部重点综合大学英语院系的 50 多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将超过 150 余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅

出,反映了各个学科领域的最新研究成果 编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求 编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员。教材作者均由编写委员会的专家在仔细审阅样稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向和水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威,国家教育部已经将其列入了“十五”重点教材规划项目。我们相信,继“高等院校英语语言文学专业研究生系列教材”之后,外教社该套教材的编写和出版,不仅会满足 21 世纪英语人才的培养需要,其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路,拓展一片新的视野。

戴炜栋

上海外国语大学校长

Words for the Teacher (and the Student)

Publishers nowadays may prefer a title that makes the book sound like written for pros, but indeed this book could be more appropriately titled *The ABC's of English News Writing* because that's what it is, a book of basic facts and principles of news writing for students who would like to become English reporters and for those who have just left school and begun their work as English reporters in China.

I have no journalism credentials, either by training or by work experience. What you can expect to find here is only a layman's observations. There is only one reason behind this project: we need a book like this. There is no shortage of books that survey English journalism or books that help English learners read English newspapers and periodicals. However, when it comes to writing a news story, novice reporters often do not have any reference material at hand, and newspapers like *China Daily* have to spend much time preparing their new employees for the trade. As China's contact with the outside world grows, so does the need for news writing that introduces China to the rest of the world.

So, this book may serve as a handbook for novice reporters or as a textbook for news writing courses. Teachers, should they choose it as a textbook, may follow the units one by one, but they may also use it flexibly by selecting the units that are relevant to what the students are doing. Like any other kind of writing, news writing is a recursive, cyclical process, with repeated revision and re-examination, and it takes much practice to hammer home the basic principles of news writing; therefore, units that have been covered may need to be referred to again from time to time as the need arises. Since all these units are highly readable and self-explanatory, teachers may adopt a **主题式教学** by organizing students into groups

and letting them take the responsibility of researching, gathering material, writing up, sharing, revising and making presentations. The students may put out their own papers, set up websites, or produce audio or video news programs. Throughout these activities, the teacher assumes the role of facilitator, guide and adviser ; the emphasis is laid not on “learning to write ” but “writing to learn. ” People learn to swim by being out in the water, not by reading books about swimming. As teachers, we must put students in the water before they can really begin to learn. The student projects encourage a kind of learning that is active and creative and goes beyond traditional methods of rote and lecture, and they bring results that are a source of pride for both the teacher and students. More importantly, as the students experience the joy and satisfaction of producing their own news stories, they will gain confidence in the next step of their professional lives.

I am grateful to the students I have had over the years for their inspiration. As can be seen, many examples used in this book are their writings. It is their hard work that encouraged me to launch into this project.

I am also indebted to Barbara Penney, my one-time colleague from Nanjing University and an Amity teacher at Fuzhou Teachers College, who patiently read an earlier version of the manuscript, did much editing, and offered many invaluable comments and suggestions.

I should also thank Northwest University in Xi'an for giving me a light teaching load so that I could finish the manuscript during the time when I was teaching there.

Ting Yenren
Nanjing University

INTRODUCTION

UNIT 1: Get Ready for the Hard Work

If you look up the word “journalism” in the dictionary, you may be told that it refers to the profession of writing for newspapers and news magazines. This, however, is not a complete definition because journalism in these days also includes writing for radio and television and for web-based news media.

The core of journalism is news writing. No matter how much you know about today’s broadcasting and print journalism, to be a qualified journalist, you have to be able to produce articles and produce them efficiently. If you have only read books on journalism and can only talk about the subject, you may be able to teach it in a school, but you can never work in a newsroom.

The aim of this book, therefore, is to help you develop a command of the basic skills of print and broadcast news writing. It tries to help you learn the very minimum a practicing news reporter must know :how to start, develop and polish hard news and feature stories. “Story” is the word reporters use to refer to the articles they write for newspapers, magazines and television programs.

Learning to do news writing is learning a set of skills. In terms of the basic principles, they are truly easier said than done. That is, if they are written down, you can read them in half an hour or even less, but if you want to be skilled in applying these principles to your work, it may take a lifetime. These principles are not a physical substance the teacher can put inside your head. Rather, they have to grow from within in the course of repeated practice. Because of this, this book is rather thin, but if you want to benefit from it, you must do a lot of practice, i. e. , take a hands-on ap-

proach by writing a lot of news stories yourself. You should do a number of things :

广泛收集早: You should, preferably on a daily basis, watch CCTV Channel 9 and listen to news programs on VOA and BBC.

认真记录早: You should frequently take notes on what you have heard on TV or radio and report back in a language that is as close to the original as you can recall. In addition, you should read out loud to your classmates the broadcast story you yourself have written and ask your classmates to tell whether it sounds like an English news story and where you can make improvement.

认真阅读早: You should, also on a daily basis, read English journal publications such as *China Daily* and *21st Century*. Of course you will not have time to read all the stories from the front page to the last page, but you should at least read the first paragraphs of most stories and for some of these paragraphs, read them twice or three times. You should also read and comment on the stories written by other students.

辛勤观察早: This is obviously the most important requirement : writing, writing, and more writing. In order to have something to write about, you should be constantly on the watch for things, events and people around you that are new and newsworthy, i. e. , worthy of being reported. A news reporter never watches the clock ; rather, he or she lives around a cycle of four C's. These four C's are

- (1) Conceive, i. e. , developing the idea for a story ;
- (2) Collect, i. e. , gathering information through interviews and re-search ;
- (3) Construct, i. e. , writing the first draft of the story ; and
- (4) Correct, i. e. , revising and polishing the story.

As soon as one cycle of these four C's is completed, the next begins.

Is this a lot of work ? Yes, but if you are not ready to carry such a workload, do not choose this profession, and do not go on with reading this book.

What is the reward, then ? The reward cannot be measured in money terms. It lies in seeing people read your story and hearing them talk about it. News reporting is a profession of service. It serves the public by informing them of what you believe they need to know. In addition, journalism is a good school for men and women of letters. Good English and American writ-

ers, from Charles Dickens to Mark Twain, from Jack London to Ernest Hemingway, never had a bachelor's or master's degree in literature or in creative writing, but they all had the experience of working for a newspaper when they were young. The practice of writing news stories developed their powers of observation, deepened their insights, and honed their ability to use words.

任务: Talk to a news reporter or search on the web. Find what journalists think of their profession and what a day in the life of a journalist is like. Imagine how you would spend a day if you became a reporter. The following is an imaginary example of a day in the life of a reporter :

On the subway in the morning, I'm heading for a forum on community development and community activities. While the train is running, I go over my instructions and pause to plan my work.

When I get to the meeting room, I set up the video camera to record pictures and sound. Then I find a seat on the aisle where I can take notes on my laptop and still move around to check the names of any speakers I'll want to quote. After the meeting, I stay on for a while and talk to a few participants. As I'm leaving the building, a story is taking shape in my mind.

Back at the office, I feed the video recording into the newsroom computer, where it will be edited and displayed on the video and audio on-line services for those who want instant access to the news via computer or telephone. Then I sit down at a computer to write my story. First, I write a summary paragraph for the on-line bulletin board. Last but not least will come the story for tomorrow's paper. In it, I include the background and context that will add meaning even for those readers who have already learned the outcome from another medium. By the time I finish, it's very dark outside, and I've been given tomorrow's assignment.

That's all in a day's work.

规则: Look around and ask acquaintances “What’s new?” Find as many ideas for news stories as you can. Write these ideas down in your notebook. Each idea may just take a few words, but write enough to remind you of what the idea is when you go over your notes. You should in fact do this every week and work this into your genes so that whenever something comes up, your immediate reaction will be : “Hey, I should write a story about it. ”

WRITING A LEAD

UNIT 2: Begin at the Beginning

Now we will begin with the beginning — the most difficult part of news writing — and we will approach it step by step.

Suppose that you are working as a reporter for a campus English newspaper, and you are asked to cover the following event :

Li Jun and Wang Hao are fourth-year computer majors sharing the same dormitory room. Due to a severe case of polio in childhood, Wang Hao has to walk with two crutches. For more than three years since they entered the university, Li Jun has been helping his roommate climb stairs, carry things, and get meals and hot water regardless of how bad the weather is. Last semester when the class had an outing, Li Jun borrowed a wheelchair so that Wang Hao could go hiking with others. Li and other students pushed the wheelchair all the way to the top of the mountain. Because of what Li Jun has done for Wang Hao over the years, the student union of the university decided at a recent meeting to award Li Jun the title of “Model Student in Learning from Lei Feng” when they hold the May Fourth Youth Day student meeting the next week.

You have interviewed Li Jun, Wang Hao and several others and now have a lot to write about. However, in the very beginning of the story, you need a sentence that summarizes the event. In news writing, this first sentence, and often the first paragraph as well, is called **lead**, perhaps because it leads the reader into the story. Since this is the first time you have written a news story, you find this very difficult, but, following the suggestions of a

student reporter who has been working with the paper for a long time, you take the following steps :

STEP ONE : Summarize the story in a few simple sentences. You write the following paragraph :

A fourth-year computer major shares the dorm with a classmate who walks on crutches. For more than three years, he has been helping this roommate climb stairs, carry books, and get meals and hot water. The student union will award him the title of “Model Student in Learning from Lei Feng” next week.

This is very easy, so you move on to Step Two.

STEP TWO : Combine the sentences into one. This is still easy and you write :

For more than three years, a fourth-year computer major has been helping his disabled roommate climb stairs, carry books, and get meals and hot water, so the student union will award him the title of “Model Student in Learning from Lei Feng” next week.

STEP THREE : Underline all the verbs in the sentence, and put them in reverse time order, i. e. , beginning with the latest event and ending with the earliest. Now, you have

For more than three years, a fourth-year computer major has been helping his disabled roommate climb stairs, carry books, and get meals and hot water, so the student union will award him the title of “Model Student in Learning from Lei Feng” next week.

The reverse time order :

- (1) award
- (2) help
- (3) climb, carry, get

STEP FOUR : Rewrite the sentence by following this reverse time order. The sentence becomes

Next week, the student union will award a fourth-year computer major the title of “Model Student in Learning from Lei Feng” because he has been helping a disabled roommate climb stairs, carry books, and get meals and hot water for more than three years.

STEP FIVE : Carefully edit the sentence you have written. Now you have

The student union next week will award the title of “Model Student in Learning from Lei Feng” to a fourth-year computer major who has been, for more than three years, helping a disabled roommate climb stairs, carry books, and get meals and hot water.

This is already quite good. Notice that, in this example, when you take STEP FIVE, you move the time elements “next week” and “for more than three years” to places close to the verbs they modify. But you should never begin the lead with a time element. Never begin with “Next week ...”

A lead such as the one we have here performs three functions :

- (1) The lead summarizes the news. The summarizing is often so effective that the lead can stand by itself as a one-sentence story.
- (2) In summarizing the news, the lead attracts the reader’s attention. This is extremely important because it directly affects the survival of the newspaper or news magazine as a business. In market competition, only the commodities that attract customers have the chance to survive.
- (3) The lead provides the news writer with a means of organizing a story. With an effective summary, the framework of the entire story is there. All that remains is to flesh it out with supporting detail. In this case, after STEP FIVE, the rest of the story falls in place.

If you follow the steps outlined above, it will not be too difficult to write a news lead that effectively sums up the news and attracts readers. The only thing is practice, practice, and more practice.

練習: Take the five steps that have just been discussed and develop the following passages into single sentences that can serve as news leads :

1. During the seven-day National Day holiday, the entire class of second-year English majors went to Huang Shan for a week. On the first day of class after the holiday, the students were too exhausted to concentrate. Some even dozed off. The professors were upset and said that the students' "minds were not on their studies." Then, the department announced that the class would have the mid-term examination in a week's time, which is two weeks before the schedule.
2. Last night, a third-year geology major ate noodles at a roadside eatery. An hour later, an acute pain developed in his stomach. His roommates believed he suffered food poisoning and rushed him to the hospital. Now, doctors say he is in stable condition.

These two events are more complicated than the example you have just looked at because in both cases, you have a rather long sequence of verbs. It would be good if you can come up with versions that are close to the following :

The second-year English majors will have their mid-term in a week's time — two weeks before schedule — because their professors said their "minds were not on their studies" after their long tour in Huang Shan during the seven-day National Day holiday.

A third-year geology major is said to be in stable condition after his roommates rushed him to hospital last night when he developed symptoms of food-poisoning from the noodles at a roadside eatery.

任务: Write two leads of your own choice and share them with your neighbor. Try to make them effective summaries of the news on the one hand, and make them interesting and attractive on the other.

任务: Read the following story and discuss how well the lead sums up the entire story:

北京(美联社电) — 中国医生周三成功地为一只大熊猫摘除了白内障。

BEIJING (AP) — Chinese doctors have removed a cataract from the right eye of a giant panda in the first such surgery of its kind, the official Xinhua News Agency said Wednesday.

Doctors will know in 15 days whether the 90-minute operation with ultrasonic tools will restore sight for the 22-year-old panda, Basi, Xinhua said.

Basi is no ordinary panda. Xinhua said the 186-kilogram (410-pound) animal is a “god of longevity” who has far outlived the normal panda life expectancy of 12 years.

She also “is a nimble weight lifter, basketball player and cyclist” who performed on Chinese state television in