



UNIT

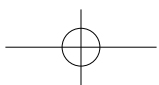
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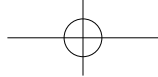


Mass media: 24 / 7 coverage

Learning objectives

- ▶ talk about different forms of news media
- ▶ learn how to follow a narrative in listening
- ▶ learn how to add emphasis in speaking
- ▶ talk about TV programs you like
- ▶ give an after-dinner speech





Opening up

Choose one of the statements below and discuss in pairs. Do you agree with the statement? Why or why not?

- 1 The huge amount of advertising makes people want too much.
- 2 People can learn as much by watching television as they can by reading books.
- 3 Newspapers often contain out-of-date information by the time they hit the shelves.



Listening to the world

Sharing

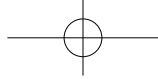
1 Watch a podcast from the beginning to the end for its general idea.

2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Val uses.

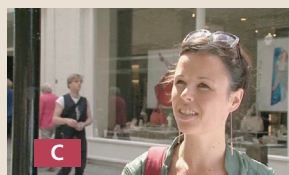
VIDEO PODCAST

Hi. I start work 1) _____, so in the mornings I normally read the papers or 2) _____ news websites: It's 3) _____ for me to find out what's 4) _____ in the world. Today, I'm interviewing people about 5) _____. How do you usually get your news?

Now watch again and check your answers.



3 How do they usually get their news? Look at the people below and read the different forms of news media. Then watch Part 2 of the podcast and match the people A-F to the news media they use. Some people use more than one way to get their news.



- 1 Newspapers _____
- 2 Television _____
- 3 Radio _____
- 4 Internet _____

Now watch again and check your answers.

New words

Part 2

The Guardian 《卫报》（英国报纸名）

Culture notes

The Guardian: a national daily newspaper of Britain founded in 1821. As one of the leading newspapers of Britain, it is noted for its in-depth reports of current affairs, objective discussion of issues, as well as literary and artistic coverage and criticism.





Listening to the world

New words

Part 3

trashy /'træʃi/ *a.* 粗制滥造的; 无价值的

Part 4

headline /'hed,laɪn/ *n.* (报纸报道的) 标题

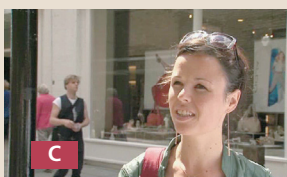
Part 5

hound /haʊnd/ *v.* 紧追; 烦扰

immunization /,ɪmjʊnaɪ'zeɪʃn/ *n.* 免疫

flimsy /'flɪmzi/ *a.* 不足信的; 可疑的

4 What kind of news stories interest them the most? Look at the people below and read the statements. Then watch Part 3 of the podcast and match the statements 1-6 to the people A-F.



- ___ 1 I do like sports.
- ___ 2 I like a bit of celebrity gossip, er, just to break up the day.
- ___ 3 I like to read about politics, of course, and what's happening in the country.
- ___ 4 I don't enjoy, er, the sort of, more popular culture news stories.
- ___ 5 I'm interested in world affairs.
- ___ 6 It's very important to know what the health stories are.

Now watch again and check your answers.

5 How has modern technology and new media changed their relationship with the news? Look at the people below and read the statements. Then watch Part 4 of the podcast and fill in the blanks.



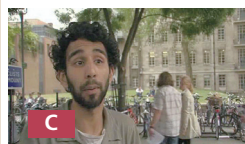
On my 1) _____ I can go on the Internet and I can just see what the 2) _____

are. I can see news developments as, as they happen, almost in 3) _____.



There are many different 4) _____, and therefore you often compare and contrast

what different 5) _____ are saying.



Er, often you don't 6) _____, so you don't have to, er, it doesn't 7) _____ against

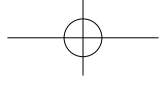
people who don't have money.



We used to rely on, um, the messages from TV, from different 8) _____, and now with er, things



like Twitter people can 9) _____ the news, but it does run the 10) _____ that it's not always um, correct.

Now watch again and check your answers.



6 Does the media use its power responsibly? Look at the people below and read the statements. Then watch Part 5 of the podcast and check (✓) the true statements.

- ☐ 1  He thinks the media behaves responsibly most of the time.
- ☐ 2  He doesn't like news about celebrities.
- ☐ 3  She thinks the media itself doesn't understand how powerful it is.

- ☐ 4  She thinks the media uses its power irresponsibly everywhere in the world.
- ☐ 5  He is very satisfied with the way the news media reports stories about health.

Now watch again and check your answers.

7 Work in pairs and discuss the questions.

- 1 How do you usually get your news?
- 2 How has the Internet changed our relationship with the news?
- 3 In your opinion, does the media use its power responsibly?





Listening to the world

Listening

BEFORE ► you listen

1 Work in pairs and discuss the questions.

- 1 What kind of news stories impress you the most?
- 2 What kind of news stories do you like to share with others?

LISTENING SKILLS

Following a narrative

A narrative is a story or an account of a series of connected events that usually build up to an unusual and / or unexpected outcome. In listening to a narrative, you should pay attention to the overall organization of the story and the signal expressions used by the narrator to attract the listener's attention and present details of the story.

Organization

- 1 Orientation (introduction): The characters, setting and time of the story are established. Usually questions regarding who, when, and where are answered.
- 2 Complication (problem): This usually involves conflicts or problems confronting the main character(s).
- 3 Resolution: The conflicts or problems may be resolved for better or worse, or in other words, happily or unhappily. This helps sustain the listener's interest and maintain suspense.

Signal expressions

- 1 Rhetorical questions. Often the narrator asks some questions to attract the listener's interest. Example questions are *Did you hear the story / see the news about ...?* or *Can you guess what happened next?*
- 2 Clue phrases. These expressions can guide the listener to follow the development of the narrative, for example, *Apparently what happened was ...; The (weird / strange / interesting) thing was ...*
- 3 Conjunctions or time connectives. The speaker uses a variety of conjunctions or time connectives to signal the sequence of events, e.g. *at the beginning, then, afterwards, eventually, etc.*

It will be easier for you to understand the main idea as well as the major events in a story if you are familiar with the organization and the typical expressions introduced above.

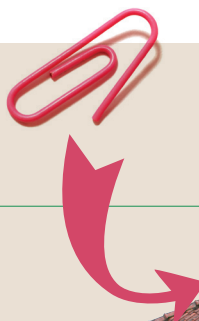
Now you are going to listen to someone retelling a news story about a man who swapped a paper clip for a house. Pay attention to the organization and expressions introduced above as you listen, and use them to help you follow the narrative.



New words

Vancouver /væn'ku:və(r)/ 温哥华 (加拿大城市)

keg /keg/ *n.* (盛啤酒等饮料的) 小圆桶



WHILE ► you listen

2 Listen to the news story about a man who swapped a paper clip for a house. Then number the things he traded in order.

- ___ a a part in a film
- ___ b an empty house
- ___ c a snow globe
- ___ d a door knob
- ___ e a pen shaped like a fish
- ___ f a paper clip
- ___ g a beer keg

Now listen again and check your answers.

3 Read the sentences. Then listen to the news story again and fill in the blanks.

- 1 Did you _____ in the news _____ that swapped a paper clip for a house?
- 2 It sounds a bit out there, but apparently _____ he started ... He, he was at his desk looking for a job or, or phoning up about jobs ...
- 3 Er, yeah, so er, first of all, I don't _____, but as I _____ two Vancouver women, um, took up _____ and they swapped the paper clip with, I think it was a pen shaped like a fish they had found ...

4 And so _____, I believe, this guy in Seattle wanted the pen and, swapped it for a door knob. And the door knob was swapped for _____ with camping.

5 Anyway, _____ he got was a snow globe and, _____, it said a film director wanted it and said he'd swap it for _____.

6 And _____ he, he was just crazy at the beginning, but he _____ having this – well, I'm not sure how good the house was but, well, yeah.

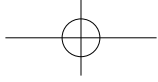
7 Yeah, I know basically _____.

Now listen again and check your answers.

AFTER ► you listen

4 Think about a recent news story. Make notes about the key facts in the story and think about the key expressions you can use to tell it to others.

5 Work in groups and tell your stories. Ask follow-up questions and take notes.



Listening to the world

Viewing

BEFORE ► you view

1 Work in pairs and discuss the following questions.

- 1 Do you watch news programs on TV? How would you describe the newscasters (新闻播音员): serious or funny?
- 2 Do you think TV viewers enjoy seeing newscasters and reporters making mistakes?

2 Read the program information below and answer the questions.

- 1 What does the BBC series *The Funny Side of ...* do?
- 2 What makes newsreaders today make more mistakes?
- 3 What types of mistakes made by newsreaders are mentioned? List at least two.

BBC

The Funny Side of the News

The Funny Side of ... is a BBC series that looks at all the things that can go wrong on TV, from talent shows to wildlife programs. Tonight it takes a look at TV news. As serious as news can be, mistakes and blunders are unavoidable. And with the introduction of 24-hour rolling news, mistakes have become more frequent and more visible with newsreaders stumbling over their words and endless technical hiccups. From the autocue malfunctioning to the wrong guest being brought into the studio for an interview, disaster is waiting to strike at any moment.

WHILE ► you view

3 Look at the people below. Then watch the video clip and match the people to the blunders. Some blunders are committed by more than one speaker.



- ___ 1 People stumbling over their words
- ___ 2 Malfunctioning equipment
- ___ 3 The wrong guest in an interview
- ___ 4 An accident on a live program

Now watch again and check your answers.

**BBC**

New words

newsreader /'nju:z,ri:də/ *n.* (BrE) 新闻播音员
rolling /'rəʊlɪŋ/ *a.* 循环的; 周而复始的
hiccup /'hɪkʌp/ *n.* 小问题; 引起短暂耽搁的问题
autocue /'ɔ:təʊ,kju:/ *n.* 电子提词器
malfunction /mæl'fʌŋkʃn/ *v.* 出现故障; 运转失灵
coverage /'kʌv(ə)rɪdʒ/ *n.* 新闻报道
fluffy /'flʌfi/ *a.* 空洞的
tall *a.* 夸张的; 难以置信的
Hugh Smith /hju: 'smɪθ/ 休·史密斯
Holt /həʊlt/ 霍尔特 (英国)
Kay Coulson /,keɪ 'kəʊlsən/ 凯·库尔森
Fordham Heath /,fɔ:dəm 'hi:θ/ 福德姆希思 (英国村庄)
Colchester /'kɒltʃestə(r)/ 科尔切斯特 (英国城市)
tantalize /'tæntə,laɪz/ *v.* 逗引
NTL *abbr.* (National Transcommunications Limited) 全国通讯公司 (英国有线电视公司)
Jerry Rust /,dʒeri 'rʌst/ 杰里·拉斯特
embarrassing /ɪm'bærəsɪŋ/ *a.* 让人难堪的; 令人尴尬的
NUT *abbr.* (National Union of Teachers) (英国) 全国教师联合会
John Bangs /dʒɒn 'bæŋz/ 约翰·班斯
undisputed /,ʌndɪ'spju:tɪd/ *a.* 无异议的; 无可争辩的
Guy Goma /,gaɪ 'gəʊmə/ 盖伊·戈马
Guy Kewney /,gaɪ 'kju:ni/ 盖伊·克尤尼
NewsWireless 新闻无线 (英国网站名)
The Sun 《太阳报》 (英国报纸名)
bluffer /'blʌfə/ *n.* 骗子
the Beeb (BrE) (*informal.*) 英国广播公司 (BBC)

Culture notes

The Sun: a national daily newspaper published in the United Kingdom and Ireland. It has a large circulation in the UK, and is one of the most famous in the world.

the Beeb: the nickname of the British Broadcasting Corporation (BBC), which is also sometimes called Auntie Beeb

4 Read the statements. Then watch the video clip again and fill in the blanks.

- 1 It's one of the few things on television these days that really is live. So if it _____, you're gonna see it.
- 2 The thing about rolling news is that you have to _____.
- 3 I'm afraid we obviously have the wrong guest here. That's, ah, _____.
- 4 But the undisputed _____ is the BBC News 24 incident involving the _____ Guy Goma.
- 5 And for a while, Guy Goma found himself _____. But anyway, it goes to show just how much the public _____.

Now watch again and check your answers.

AFTER ► you view

5 Work in pairs and discuss the questions.

- 1 Have you ever seen a newsreader make a mistake on TV? If yes, describe what it was or how it happened.
- 2 What kind of incident or error do you think is the most embarrassing for a newsreader?





Speaking for communication

Role-play

1 Listen to four conversations. What may be suitable headlines for the four stories in the conversations? Match the stories on the left with the titles on the right as you listen.

Stories	Titles
___ 1	a Scientists Find Life on Moon
___ 2	b Pop Star Love Triangle
___ 3	c Prince Unhappy About Parking
___ 4	d Newborns Found in Rubbish Bin
	e Euromillions Winners
	f Lions Save Girl

2 Read the sentences. Then listen to the conversations again and underline the phrases that you hear.

- 1 **The amazing thing** / **What is amazing** is the two winners are from the same town.
- 2 That's **really** / **absolutely** incredible!

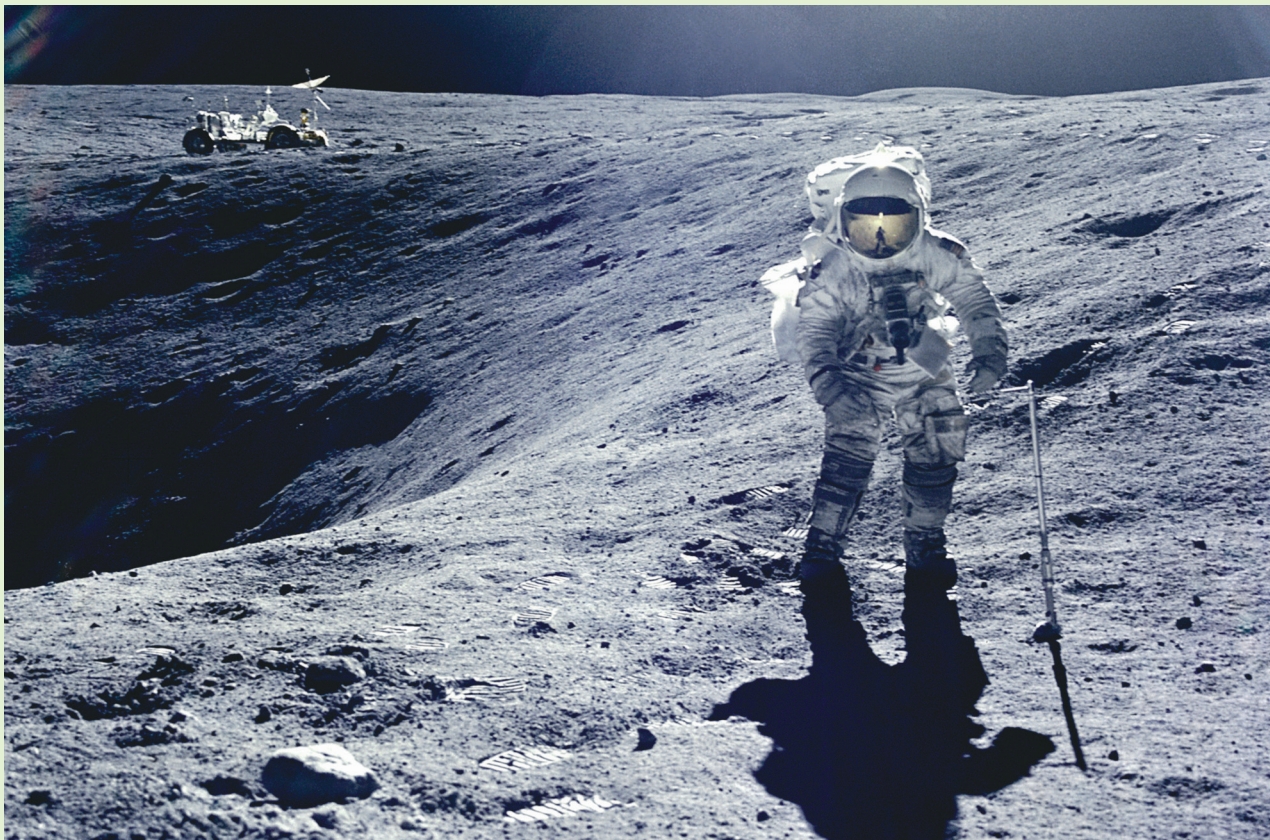
- 3 Yeah, it's **a total** / **such an amazing** coincidence.
- 4 **There's no way** / **It's absolutely impossible** I would have guessed that.
- 5 I suppose it **looks like bacteria indeed** / **does look like bacteria** now I come to think about it.
- 6 That is **incredible** / **unbelievable**.
- 7 Why **on earth** / **indeed** would they do that?
- 8 **It is he** / **He's the one** who's always talking about reducing car use.
- 9 That's **extremely** / **so** hypocritical.
- 10 Sometimes he can be **such** / **really** an idiot.

New words

tabloid /'tæblɔɪd/ *n.* 小报; 通俗报纸

cub /kʌb/ *n.* 幼兽

hypocritical /ˌhɪpə'krɪtɪkl/ *a.* 伪善的; 虚伪的





SPEAKING SKILLS

Adding emphasis

In daily speech, you sometimes want to add emphasis to what you say in order to strengthen your point or draw more attention from the listener. The conversations you have just listened to provide typical examples of how to emphasize something. Here are four types of expressions and structures you can use.

Auxiliary *do*

The auxiliary verb *do* can be used to emphasize something we feel strongly about.

Intensifiers

Intensifiers such as *really*, *too*, *actually*, *extremely*, *totally*, *absolutely*, *literally* can strengthen the impact of the message.

So / Such

Sentences with the structures *so* + *adj.* / *adv.* or *such* + (*a* / *an*) + (*adj.*) + *noun* are often used to add force to descriptions of a person, an object, an action, or a situation.

Cleft sentences (分裂句)

Cleft sentences such as ... *the one who* ... or *What ... is* ... can be used to emphasize various elements of the message to be conveyed.

Some examples are given in the following table.

Types	Examples
Auxiliary <i>do</i>	<ul style="list-style-type: none">I do want to spend some quality time with John.He did say he would come for dinner.
Intensifiers	<ul style="list-style-type: none">That's absolutely right!There's no way Tom stole the money.Why on earth didn't you say so?
<i>So / Such</i>	<ul style="list-style-type: none">That's so funny.It's such a beautiful hotel.
Cleft sentences	<ul style="list-style-type: none">He's the one who always leaves without turning off the light.What annoys me is that everyone there was so conceited.

Using appropriate expressions and sentence structures for emphasis enables you to express ideas more effectively and hence add force to your words.



Speaking for communication

3 Rewrite the sentences in each conversation, using the words in brackets to add emphasis.

Conversation 1

- A:** I'm angry with you. Why didn't you tell me about the party? (so)
B: But I told you. A few minutes ago. (did)
A: That's helpful! How am I supposed to get ready in time? (really)
B: But you said you never want to go to parties. (the one who)

Conversation 2

- A:** Dave was good-looking, but Jane was crazy about Will. (absolutely)
B: It's sad. Dave adores her. (the thing is)
A: Yeah, and he's really kind; a nice man. (such)
B: What shall I say if he asks me about Will? (on earth)

Conversation 3

- A:** I'm quitting my job. It's a bore. (such)
B: I think you'll regret it. (do)
A: You always say I should do what I want. (the one who)
B: But you shouldn't just quit. (there's no way)

4 Work in pairs and role-play the following situations. Use the skills for adding emphasis.

Situation 1

Talking about something impressive in recent news

- A** You have read something impressive in recent news. Now you'd like to share it with a friend.
B You're listening to Student A telling the news story. While listening, you also ask questions and give comments.

Situation 2

Being upset about a low exam score

- A** You've just learned about your score in an exam. You feel very upset because the score is lower than you expected.
B You're trying to comfort Student A. You tell him / her the exam was very hard and many students didn't do well.



Situation 3

Recommending an interesting campus activity

- A** You're in a campus activity this semester. You think it's much fun and your friend may like it too, so you invite him / her to join.
B You are interested in the activity, but you have no time for it recently. You promise to try it next semester.



Group discussion Talking about TV programs you like

Get ideas

- 1 Read the passage below. Then work in pairs and check (✓) the true statements.

What's on the Beeb?

If you think Brits spend a good deal of time around the coffee machine talking about the weather, you'd be wrong. They're actually discussing a popular reality show or a famous news program on TV. Want to join in? Then check out these two must-see programs on the Beeb, as the BBC is affectionately known by its viewers.

Strictly Come Dancing

This reality show has it all: show-stopping dances, celebrities, glamorous dresses, big band music, a popular host and plenty of viewer participation. Sixteen famous contestants with little or no experience of dancing pair up with internationally renowned professional dancers. They learn everything from the traditional ballroom waltz to Latin dances such as the tango or salsa. The couples then perform in front of a live audience every Saturday night to impress the viewers and judges and keep their places in the competition. Each week, after the viewers' vote, the bottom two couples face each other in a dance-off where the judges decide who will leave the show. The show, which regularly attracts audience figures of over 10 million in the UK, has been exported to 30 other countries.

Newsnight

Newsnight is a current affairs program famous for its in-depth reporting, hard-hitting interviews and intelligent analysis. Its main presenter, Jeremy Paxman, has won several journalistic awards and is regularly praised for being tough, but he has also come under fire for being aggressive with interviewees. Very few politicians enjoy the experience of being "Paxoed" – on one famous occasion, he asked a senior politician the same question an astonishing 12 times. *Newsnight* is on daily at 10:30 p.m.

New words

Brit /brɪt/ *n.* (informal.) 英国人
affectionately /ə'fekʃənətli/ *ad.* 充满深情地
show-stopping /'ʃəʊ ,stɒpɪŋ/ *a.* (表演) 极精彩的, 令人难忘的
glamorous /'glæməərəs/ *a.* 非常吸引人的
waltz /wɔ:ls/ *n.* 华尔兹舞
salsa /'sælsə/ *n.* 萨尔萨舞
dance-off *n.* 舞蹈对决
Jeremy Paxman /,dʒerəmi 'pæksmən/ 杰里米·帕克斯曼

- ☐ 1 The contestants on *Strictly Come Dancing* are all world-famous professional dancers.
- ☐ 2 In *Strictly Come Dancing*, the viewers' vote determines who will appear in a dance-off.
- ☐ 3 *Strictly Come Dancing* is shown both in the UK and in some other countries.
- ☐ 4 *Newsnight* is well-known for its brief and quick reporting of current affairs.
- ☐ 5 The main presenter of *Newsnight* is sometimes criticized for his aggressive styles with interviewees.
- ☐ 6 Most politicians like being interviewed by *Newsnight* presenter Jeremy Paxman.



Speaking for communication

2 Work with your partner and fill in the table with information about the two programs based on what you have read in the passage.

	<i>Strictly Come Dancing</i>	<i>Newsnight</i>
Genre		
Features		
Content		

Discuss and organize ideas

3 Work in groups of four and share with each other a TV program you like. Use the following table to write down the key ideas of each group member.

	Student A	Student B	Student C	Student D
Program				
Genre				
Producer / Channel				
Show time				
Content				
Reasons for your liking the program				

4 As a group, choose a program that you would like to share with the rest of the class. Use the following outline to help you prepare for a presentation.

Program (Name): _____

Basic information (Genre, producer / channel, and show time):

Content: _____

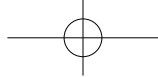
Reasons why people like it:

Conclusion: _____

Present ideas

5 Present the TV program you have chosen. Before you begin, refer to the checklist below to see if you are ready.

Checklist
<input type="checkbox"/> Describe the TV program clearly.
<input type="checkbox"/> Use appropriate expressions to state my opinions.
<input type="checkbox"/> Provide enough details about the program.
<input type="checkbox"/> Make myself understood.
<input type="checkbox"/> Make my point convincing.



Public speaking

PUBLIC SPEAKING SKILLS

After-dinner speeches

An after-dinner speech is a speech delivered upon finishing dinner at an important event. It aims to create a sentiment of goodwill. The speaker may recall the past, share a vision for the future or simply express gratitude. In giving an after-dinner speech, it is important to ensure that the thoughts you express complement the occasion. This unit will introduce some tips for giving such speeches.

A relevant theme and a clear point

A good after-dinner speech has an appropriate theme and conveys a clear point.

- 1 A theme relevant to the event: Center your speech on a theme that fits the occasion, for example, marriage, education, friendship, team spirit, etc.
- 2 A clear point about the theme: Convey a clear point to the audience. For example, if you speak on marriage, your point may be factors that contribute to a happy marriage, ways to have long lasting romance in marriage, etc.

Good organization

A good after-dinner speech is well-organized. It requires careful preparation although sometimes it might be impromptu. Prepare a written outline of the main points to be addressed and rehearse from this outline if you have time. Remain brief and stick to your point.

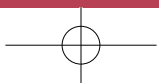
A well-delivered after-dinner speech can make a significant mark on the audience and occasion. To make your speech effective and interesting, you need to set an appropriate theme, have a clear point and be well-organized.

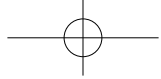


Speaking for communication

Suppose you are attending an alumni dinner. Give an after-dinner speech appropriate to the occasion. Follow the specific requirements given below:

- 1 Choose a theme that suits the event.
- 2 Decide on a point you want to make.
- 3 Use adequate details to support your point, and organize them clearly.





Further practice in listening

Short conversations

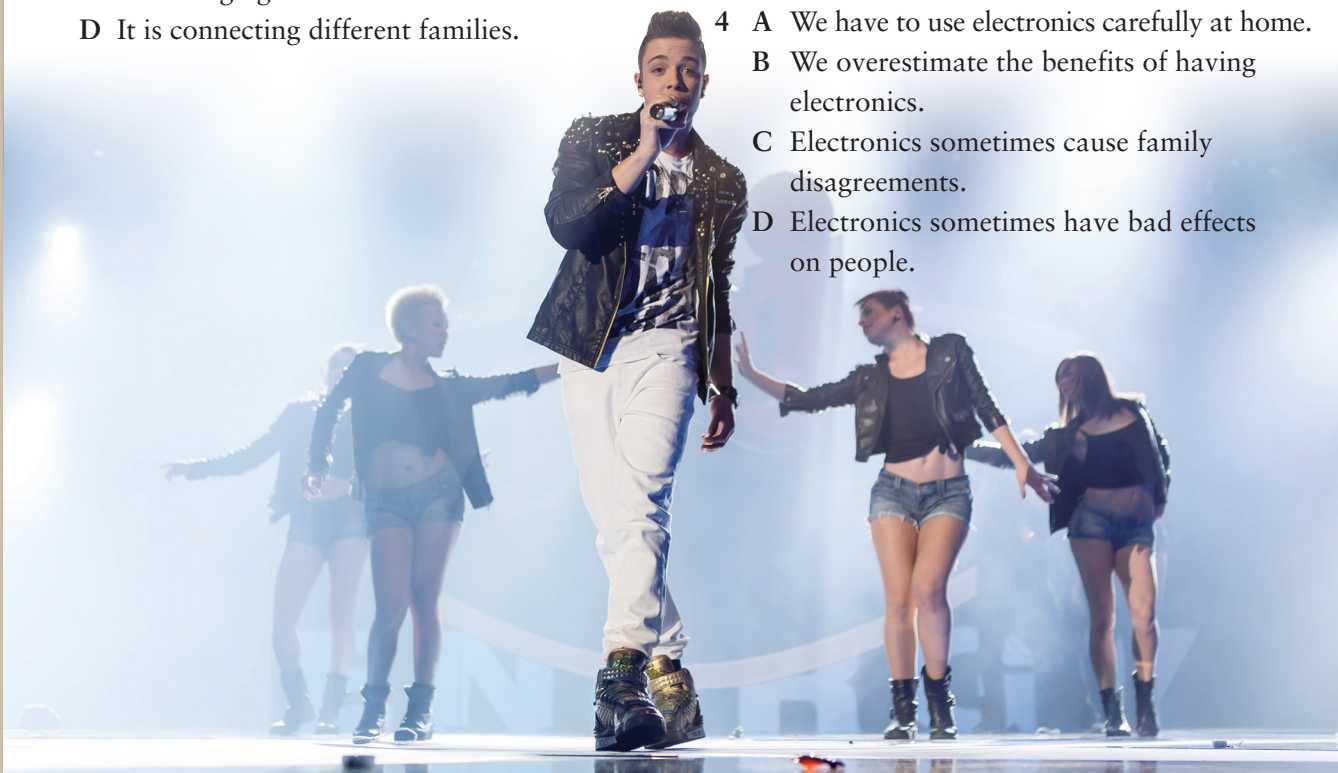
Listen to five short conversations and choose the best answer to each question you hear.

- 1 A They have fewer pages.
B They are disappointing.
C They are worthy of reading.
D They report important issues.
- 2 A Hosting a radio program.
B Giving a lecture on management.
C Doing a presentation in a company.
D Attending a meeting on project development.
- 3 A It shows the reality of our life.
B It makes viewers feel superior.
C It's a good way to show one's talent.
D It's embarrassing for people to watch.
- 4 A By hanging out with their friends.
B By chatting with others in person.
C By watching movies in the theater.
D By communicating on the Internet.
- 5 A It is anti-social.
B It is disconnecting people.
C It is bringing families closer.
D It is connecting different families.

Long conversation

Listen to a long conversation and choose the best answer to each question you hear.

- 1 A Because the son is playing computer games with his friends.
B Because the son is expected to help the mother cook dinner.
C Because the father is meeting with his colleagues online.
D Because the father is chatting with some friends online.
- 2 A Because he needs to find out the results of a sports game.
B Because he has to call his father during dinner time.
C Because he will get into trouble for missing important news.
D Because he wants to check the news about a golf player.
- 3 A Having dinner without any electronics.
B Eating dinner together at home every day.
C Spending at least 45 minutes on dinner.
D Turning off all electronics during the night.
- 4 A We have to use electronics carefully at home.
B We overestimate the benefits of having electronics.
C Electronics sometimes cause family disagreements.
D Electronics sometimes have bad effects on people.





Further practice in listening

Passage 1

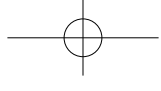
Listen to a short passage and choose the best answer to each question you hear.

- 1 A Because it makes news report closer to reality.
B Because it covers dominant events in our life.
C Because it shows the depressing side of the world.
D Because it gives us a break from the harsh realities.
- 2 A They make every life decision carefully.
B They desire to have a healthy lifestyle.
C They do their utmost to gain attention.
D They tend to stay away from social media.
- 3 A Because they fuel the entertainment industry.
B Because they help people to boost their business.
C Because they inspire people to lead a meaningful life.
D Because they contain things desired by common people.
- 4 A Celebrities' lives are in fact depressing and harsh.
B Celebrities' lives are similar to those of common people.
C Celebrity news is often shown for entertainment only.
D Celebrity news is similar to other kinds of entertainment news.

New words

prevalent /'prevələnt/ *a.* 普遍的; 盛行的
overdo /,əʊvə'du:/ *v.* 把(某事)做得过火
fascination /,fæsi'neiʃn/ *n.* 着迷; 迷恋





Passage 2

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

British tabloids provide their readers with an exciting mixture of gossip, entertainment and news. They 1) _____ mainstream broadsheets by giving prominence to celebrities, sports and crime stories.

No matter how many people 2) _____ tabloid newspapers, it is a fact that the tabloids are popular and successful. The public has a demand for 3) _____ news dose with minimum text and eye-catching pictures, and the tabloids are giving the readers just that. Here are some of the reasons why the British tabloids continue to enjoy popularity and success.

First of all, the British tabloids 4) _____ the new media wisely. Print media all over the world is facing 5) _____ competition from the new media, be it the Internet or television, and no one 6) _____ the competition better than the tabloids. Most of the British tabloids have 7) _____ the new media instead of competing with them and hence have created e-versions or online editions of their daily tabloid editions.

Second, the British tabloids are getting the format right. They have maintained a 8) _____ format, which is rather convenient for the reader to pick up, read and carry. The text is short and 9) _____ eye-catching pictures. The entire format stresses more on the visual appeal rather than the textual content.

The British tabloids are proud of being what they are and accept that they are profit driven and aim for good business. The readers want 10) _____ news, and the tabloids have it. They do not compete with the serious newspapers, but rather carve a special market for themselves. In this way, they have earned a readership segment that is large enough to keep them going in the business.

New words

broadsheet /'brɔ:dʃi:t/ *n.* (BrE) (内容较为严肃的) 宽幅报纸

give prominence to sth. 注重某事物



Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about different forms of news media.	<input type="checkbox"/>	<input type="checkbox"/>
I can follow narratives while listening to news stories.	<input type="checkbox"/>	<input type="checkbox"/>
I can add emphasis in speaking.	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about TV programs that I like.	<input type="checkbox"/>	<input type="checkbox"/>
I can give an after-dinner speech.	<input type="checkbox"/>	<input type="checkbox"/>