

## Something strange is happening to tabloids

Details

**A** Mark each statement true (T) or false (F). Then correct the false statements.

- T   1. American Media is changing seven of its publications.
- 2. David Pecker commissioned 500 consumer interviews.
- 3. The *Sun* will focus on younger readers.
- 4. Five million Americans know why they buy Pecker's tabloids.
- 5. Many people think that United States tabloids can change.

Sequencing

**B** When were these things in American Media tabloids? Complete the chart with the words and phrases from the box.

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> ads for psychic healers | <input type="checkbox"/> "Get it first. Get it fast. Get it right." |
| <input type="checkbox"/> ads from big-name advertisers      | <input type="checkbox"/> "Kills Pal and Eats Pieces of Flesh"       |
| <input type="checkbox"/> alien abductions and UFOs          | <input type="checkbox"/> respectability                             |
| <input type="checkbox"/> Elvis sightings                    | <input type="checkbox"/> stories about the hypocrisy of celebrities |

Before David Pecker	After David Pecker
<i>ads for psychic healers</i>	

Vocabulary

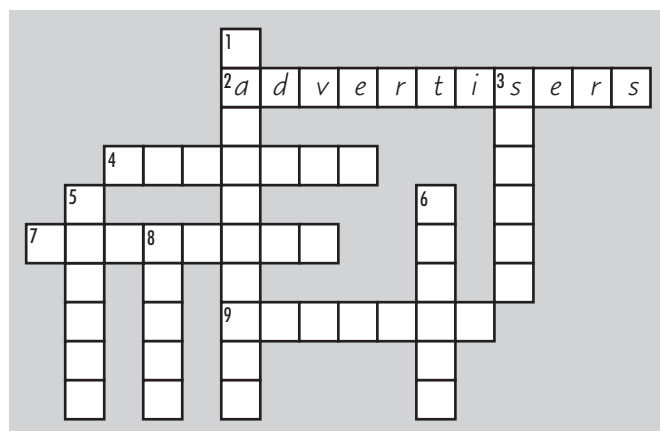
**C** Complete the crossword puzzle.

*Across*

- 2. people who promote products (par. 5)
- 4. using mental power (par. 6)
- 7. something silly or unimportant (par. 3)
- 9. a short newspaper with many pictures (par. 1)

*Down*

- 1. very interested (par. 4)
- 3. a short phrase that has a message (par. 6)
- 5. talk about other people's private lives (par. 3)
- 6. beliefs about what is right and wrong (par. 7)
- 8. very exciting and shocking (par. 5)



## When our worlds collide

Text organization

### A Check (✓) the information that could replace the ellipsis (. . .).

- But you are likely to see local newspaper and television photographers on the scene – and fast. . . (par. 3)
  - a. Sometimes local citizens come by and look at the accident as well.
  - b. They listen to the radio news so they can hurry to the accident scene.
  - c. Readers are more interested in accidents involving celebrities.
- Photographs can change deplorable situations by mobilizing public outrage or increasing public understanding. . . (par. 5)
  - a. People may be emotionally affected after seeing them and want to help.
  - b. However, articles with photographs are more expensive.
  - c. Newspapers should show more photographs of international events.
- They rush to obtain exclusive rights to dramatic images and death is usually the subject. . . (par. 6)
  - a. They can also buy photos of famous celebrities.
  - b. For example, the photos are often accidents and natural disasters.
  - c. Actually, some of the best images come from freelance photographers.
- I rarely felt the impact of the story, at least until the coverage was over. . . (par. 7)
  - a. After I finished a story, I sometimes took a short vacation.
  - b. Only later was I able to understand how it affected the public.
  - c. I'm glad I'm now an editor, so I don't have to take the pictures myself.

Vocabulary

### B Find the words from the reading with these meanings.

- people who take pictures (par. 1) \_\_\_\_\_
- a person who chooses newspaper pictures (par. 1, 2 words) \_\_\_\_\_
- people who chase celebrities (par. 3) \_\_\_\_\_
- people who help accident victims (par. 3, 2 words) \_\_\_\_\_
- a person who gives emergency medical help (par. 4) \_\_\_\_\_
- people who report news stories (par. 4) \_\_\_\_\_

Meaning from context

### C Find the words in *italics> in the reading. Circle the meaning of each word.*

- If two pictures are clearly *distinguishable*, we are certain they are **good quality** / **different** / **the same**. (par. 1)
- If people are experiencing *grief*, they are **sad** / **surprised** / **famous**. (par. 2)
- When we *justify* our actions, we **give reasons for** / **consider the effects of** / **publish stories about** them. (par. 4)
- A *hideous* event is **terrible** / **famous** / **unusual**. (par. 3)
- The *aftermath* of an accident refers to events **before** / **during** / **following** it. (par. 3)

## Media violence harms children; Media violence does not harm children

Reference words

**A** What do these words refer to?

1. *more* (par. 1, line 3)      children and adolescents
2. *many* (par. 4, line 2)      \_\_\_\_\_
3. *themselves* (par. 4, line 4)      \_\_\_\_\_
4. *others* (par. 6, line 1)      \_\_\_\_\_
5. *His* (par. 6, line 4)      \_\_\_\_\_
6. *it* (par. 8, line 1)      \_\_\_\_\_

Inferencing

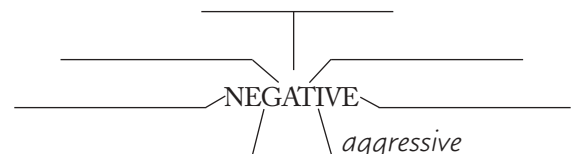
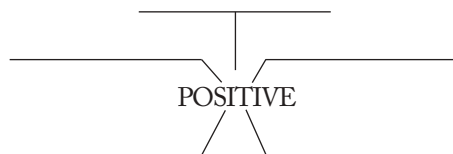
**B** Who probably made each statement? Write Leon Enron (*LE*) or Robert Coles (*RC*).

- RC 1. Movies influence children less than their families and friends do.  
 \_\_\_\_\_ 2. Psychiatrists are overreacting to violence in the media.  
 \_\_\_\_\_ 3. Seeing violence on TV definitely makes kids more aggressive.  
 \_\_\_\_\_ 4. Watching violent scenes can help children distinguish fantasy from reality.  
 \_\_\_\_\_ 5. Children from different backgrounds are all harmed by violence on TV.  
 \_\_\_\_\_ 6. Media violence affects boys and girls in the same way.

Vocabulary

**C** Do these words have positive or negative meanings? Complete the diagrams with the words from the box.

<del>aggressive</del>	frustrations	misrepresentation	simpleminded
capable	imaginative	moral	stereotypes
excesses	insightful	overwrought	unharmed



CHALLENGE

**D** What part of speech are the words in Exercise C? Write adjective (*adj.*) or noun (*n.*) next to each word.