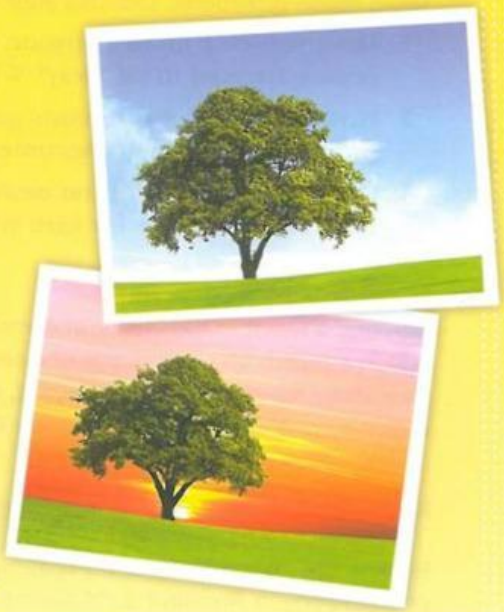
UNIT 9

True and False



In this unit, you will

- read about factual accuracy in news stories and "reality" in news photographs.
- review previewing and predicting.
- increase your understanding of the target academic words for this unit.

READING SKILLS Understanding Sequences

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS	never seen the word before	seen the word but am not sure what it means	seen the word and understand what it means	used the word, but am not sure if correctly	used the word confidently in *either* speaking *or* writing	used the word confidently in *both* speaking *and* writing
AWL						
amend						
apparent						
assign						
🔑 eliminate						
🔑 emphasis						
ethic						
🔑 grant						
ignorance						
insert						
levy						
perceive						
🔑 purchase						
🔑 restrict						
submit						
successor						

🔑 Oxford 3000™ keywords

LIVEWORKSHEETS

Before You Read

Read these questions. Discuss your answers in a small group.

1. Have you ever known anyone who was the victim of a false rumor? Was the person harmed in any way? What happened?
2. How do news organizations gather information for their reports? What problems might they encounter when gathering it?
3. Do you think most of the news reports you receive are true? Why or why not? How can you know for sure whether they are true?

MORE WORDS YOU'LL NEED

account: a report or description of something that has happened
editor: a person who is in charge of a newspaper or part of a newspaper
journalism: the profession of collecting, writing, and publishing news
rumor: a piece of information or a story that people talk about, but that may not be true

REVIEW A SKILL **Previewing and Predicting** (See p. 2)

Review the "Previewing and Predicting" section in Unit 1. Look at the headings and photographs in Reading 1, "A Game of Checkers." What do you think the reading will be about?

Read

This online news article discusses the dangers of inaccurate information in news reports.

A GAME OF CHECKERS

It was all a mistake, but that was no comfort to the Vorick family of southern California in the United States of America. On a cable television channel in 2005, a news commentator said that the owner of a grocery store in the Los Angeles area was a terrorist and that he lived at a certain address in the town of La Habra. The address belonged to the Voricks. Day and night, people drove by their house and shouted rude comments. Someone, **apparently** not the best speller in town, spray-painted "Terrist" on their property. The family's sense of privacy disappeared as strangers drove up, photographed the house, and drove silently away.



News commentators need to verify facts before they present information.

The commentator should have checked his facts before he spoke. The man accused of being a "terrorist" had once lived at that

LIVEWORKSHEETS

address, but that was before the Voricks bought it. And another small thing: The man had never been charged with terrorism or any other crime. The cable network had a lot of apologizing to do.

WORTH THE EFFORT

Mistakes will happen, but the errors in this case were easily preventable. Any college journalism student would have known what to do: a simple Internet search of property ownership in La Habra and a quick check to see if the "terrorist" had a police record. **Inserting** this one important step in the process might have taken the staff 30 minutes or so. Carelessly skipping it was very costly, both for the commentator (who lost his job) and the cable network. Many advertisers are nervous about **purchasing** air time on a network that is **perceived** as careless. If either the Voricks or the alleged[1] terrorist decides to file a lawsuit, the court could **levy** huge penalties against the cable network, the commentator, or both.

CHECKING EVERYTHING

Most magazines, television stations, and other media outlets employ fact-checkers or "researchers" of some type so they avoid trouble. Fact-checkers are usually young, relatively inexperienced members of the editorial staff. When a report, script, article, or manuscript is being prepared, the fact-checkers are **assigned** to make sure everything is right. They check the spelling of names, the accuracy of numbers, the sequence of events, and the sources of quotations. Their tools are Internet search engines, dictionaries, history books, telephones, and public records of every sort. No questionable item can be **ignored**. If they don't know whether something is correct, they have to find out.



Fact-checkers use several tools, including telephones and the Internet, to do their job.

Most journalists believe they have an **ethical** responsibility to be as accurate as possible. Sometimes that involves fact-checking, but sometimes it cannot. Daily newspapers do not generally employ separate fact-checkers. Reporters are expected to get the facts right in the copy[2] they **submit**. A copy editor[3] might occasionally question a "fact" that seems incorrect, but newspapers operate under severe time **restrictions**. Re-checking most information is usually not possible.

For media that have deadlines that aren't as short, the story is different. Some magazine fact-checking departments are legendary for their thoroughness. *The New Yorker* magazine of the mid-20th century had a reputation for fact-checking excellence. The magazine's standards declined a bit in the 1970s and 1980s. Then, in the 1990s, managing editor Tina Brown, **emphasizing** accuracy, hired the people necessary to restore the department's good reputation. According to one rumor, there was an article that said a singer had gestured with both arms. An eager fact-checker called the singer and asked whether he, in fact, had two arms. Even other publications **granted** that *The New Yorker* was the fact-checking champion. Jobs in the fact-checking department at the magazine became a desirable path to high-level editorial jobs.

SERIOUS CONSEQUENCES

In far more cases, fact-checking departments have been severely cut back or even **eliminated**. When a checking staff is reduced, the few checkers who remain cannot afford to spend much time on any one issue. As a result, some inaccurate stories have slipped through the system. One account in *Newsweek* in 2005, about the behavior of U.S. soldiers, sparked religious riots that killed at least 15 people. Because the story had never

[1] *alleged:* accused but not proven
[2] *copy:* written material intended to be printed in a newspaper
[3] *copy editor:* a person whose job is to correct and prepare text for printing

LIVEWORKSHEETS

been fact-checked, *Newsweek's* editors could not show evidence that it was true. It was based on statements by only one source, and no one else could verify[4] it. Eventually the magazine retracted[5] the story, an indication that it was probably not true. Of course, by that time the damage had been done.

Good fact-checking early in a story's life is vital. Any errors must be **amended** right from the start. Once one magazine or television station has reported a story, others will soon do the same. Consequently, mistakes get passed on and circulated widely. Even if they are eventually discovered, they are very hard to remove from what "everybody knows."

[4] *verify:* confirm
[5] *retracted:* said that something printed earlier should not have been printed

Reading Comprehension

Mark each sentence as *T* (true) or *F* (false) according to the information in Reading 1. Use the dictionary to help you understand new words.

___ 1. A convicted terrorist once lived in the house that the Voricks purchased.
___ 2. The TV commentator who mentioned the Voricks' address lost his job.
___ 3. People distrust organizations that spread incorrect information.
___ 4. Most fact-checkers have a lot of experience in specialized fields.
___ 5. If a checker does not know whether a fact in a story is correct, he or she has an ethical duty to assign the story to another fact-checker.
___ 6. During the 1990s, *The New Yorker* had a very good fact-checking department.
___ 7. A clever fact-checker discovered that a singer mentioned in an article had lost an arm.
___ 8. *Newsweek* made a mistake by basing a story on statements that could not be checked.
___ 9. Some incorrect news stories have led to injury or death.
___10. An incorrect "fact" is likely to be repeated by other news outlets.

LIVEWORKSHEETS

READING SKILL Understanding Sequences

LEARN

Articles often contain sequences of events. Sequences are important to understand because they help the reader understand the order in which events occurred. Sequences are marked by several different types of signals:

- Time expressions: *in 2011, at the end of February, last week*
- Adverbs of sequence: *first, then, afterwards*
- Verb tenses: past, present perfect, past perfect

APPLY

Use the sequence signals in Reading 1 to complete the list of events related to each topic. Put the events in the proper time order.

The Voricks

a. The alleged "terrorist" lives in the house the Voricks would buy.

b. _____

c. _____

d. _____

The New Yorker

a. _____

b. _____

c. Tina Brown becomes managing editor.

d. _____

The *Newsweek* story

a. _____

b. _____

c. _____

d. _____

e. Newsweek retracts the story.

LIVEWORKSHEETS

Vocabulary Activities STEP I: Word Level

A. **Read these excerpts from another article about a mistake on a television news show. For each item, cross out the one word or phrase in parentheses with a different meaning from the other three choices. Compare answers with a partner.**

1. Imagine this: You go to a television station for a job interview. Someone walks into a room and (*seemingly / clearly / apparently / possibly*) calls your name. You follow.
2. The next thing you know, you're being interviewed on live television regarding an event you are totally (*expert / uninformed / ignorant / clueless*) about.
3. You start to see it might be a mistake, especially when you realize that the interviewer keeps addressing you by a name that is slightly different from yours. It's close, but not quite. The interviewer doesn't seem to (*notice / perceive / admit / see*) that anything is wrong.
4. You answer her questions (*hesitantly / reluctantly / unethically / unwillingly*) with general statements. Still, she keeps interviewing you.
5. This is what happened on a live news show aired by the British Broadcasting Corporation (BBC). Even the man who was supposed to be interviewed—but wasn't—(*admits / grants / concedes / hopes*) thought it was pretty funny.
6. The producer who called out for the guest in the waiting room should probably have (*emphasized / stressed / amended / highlighted*) the last name. The intended guest was a British commentator on Internet issues named "Guy." The man actually led into the studio was a computer expert, also named "Guy."
7. The wrong Guy probably (*submitted to / showed up for / put up with / tolerated*) the surprise question session because he thought it was some new kind of job interview.
8. The BBC apologized for the mistake, but they did not publicly (*assign / give / accept / attribute*) blame for it to anyone in their organization.

B. **Match these expressions that use the word *grant* with their definitions. Compare answers with a partner.**

___ 1. grant permission	a. give a prize
___ 2. student grant	b. give someone what he or she asks for
___ 3. grant admission	c. "Of course, . . ."
___ 4. grant an award	d. allow something to happen
___ 5. take something for granted	e. money given to enable education
___ 6. research grant	f. money given to enable scientific study
___ 7. "Granted, . . ."	g. allow someone entry to a restricted area or organization
___ 8. grant a wish	h. assume that something is true without confirming it

LIVEWORKSHEETS

The word *perceive* has two meanings. It can mean "to become aware of something through the senses," usually through seeing or observation. It can also mean "to see or think of something in a particular way." Two people can see the same thing but perceive it quite differently. The noun form for both meanings is *perception*.

CORPUS

C. **Check (✔) the things that humans can perceive. For each item that you check, explain to a partner different ways it might be perceived by different people.**

___ 1. the crying of a baby
___ 2. a person's age
___ 3. the age of planet Earth
___ 4. someone else's emotions (fear, joy, etc.)
___ 5. a possible solution to a problem
___ 6. the colors of a rainbow
___ 7. electricity
___ 8. infection by a bacterium or virus

Vocabulary Activities STEP II: Sentence Level

The words *ignore* and *be ignorant of* have the same root but very different meanings.

ignore	pay no attention to someone or something
be ignorant of	not know about something

The adjective *ignorant* can also describe someone who lacks knowledge or facts, and the noun *ignorance* refers to this meaning.

CORPUS

D. **Rephrase these statements in your notebook, using the form of *ignore* that is right for the context. Compare sentences with a partner.**

1. The driver was in a hurry and decided not to follow the speed limit.
   *The driver **ignored** the speed limit because he was in a hurry.*
2. The driver said he didn't know the speed limit had changed, but still got a ticket for speeding.
3. The police officer told him that not knowing the law is no excuse for breaking the law.
4. While the reporter was in Malawi she embarrassed herself several times because she wasn't familiar with the local customs.
5. The editor dropped the story because she felt the reporter had purposefully left out information that didn't support his point of view.
6. The editor told him that pretending not to notice a problem will not make it go away.

LIVEWORKSHEETS

Word Form Chart			
Noun	**Verb**	**Adjective**	**Adverb**
_____	_____	apparent	apparently
assignment	assign	assigned	_____
grant	grant	_____	for granted
submission	submit	submissive	submissively
successor succession	succeed	successive	successively

E. **Read another account related to accuracy in journalism. Then restate the sentences in your notebook, using the words in parentheses. Change the form of a word if necessary to fit the grammar of your sentence. Concentrate on main ideas and leave out details. Be prepared to read aloud or discuss your work in class.**

1. The *Washington Post*, from the capital city of Washington, D.C., is one of the most respected newspapers in the United States. In 1981, when drug use in the capital was a big national concern, a reporter for the *Washington Post* turned in a story, titled "Jimmy's World." It was about an 8-year-old drug addict. (*submit*)
2. The sad story created a stir, and the reporter, Janet Cooke, became a kind of media superstar. A few months later, she was given a Pulitzer Prize, the highest award in American journalism, for her work on the story. (*granted*)
3. Meanwhile, Washington's mayor, Marion Barry, launched a huge effort, involving dozens of city employees, to find Jimmy. (*assign*)
4. Despite their efforts, the city officials found no trace of Jimmy. It became clear that the boy did not exist. (*apparent*)
5. One investigation after another found problems not only with the story but also with Cooke's statements about her education and previous experience. (*successive*)
6. A few days after the prize was awarded, however, the *Post* gave in to pressure from skeptics. The paper confirmed that the story was a fake and issued an apology to its readers. (*submit*)
7. Cooke resigned from the *Post* and gave back her prize. She laid the blame for the problem on her editors, who, she claims, put unbearable pressure on her to produce a big story. (*assign*)
8. At the *Post*, publisher Dan Graham—who had inherited his powerful position from his legendary mother, Katherine Graham—set up measures to better check the credentials of reporters it plans to hire. (*successor*)

LIVEWORKSHEETS

READING 2

Before You Read

Read these questions. Discuss your answers in a small group.

1. There is a saying, "The camera doesn't lie." Do you think this is true? Why or why not?
2. Have you ever taken a picture that was not as good as you had hoped? What was wrong with it? Could you do anything to fix it?
3. You have probably seen pictures supposedly showing UFOs, the Loch Ness monster, the Yeti, or other controversial phenomena. Do you find the pictures convincing? Why or why not?

Read

This newspaper editorial examines the practice of using computer programs to "fix up" news photographs.

Playing with the Pixels

A freelance photographer working in Beirut, Lebanon, tried a little too hard to convey the horror of war. He altered at least two photographs he took there during the summer of 2006. In one, he used computer software to darken and thicken smoke rising from bombed buildings. In another he **inserted** objects below and behind an F-16 fighter jet to make it look like the jet was firing multiple missiles. In reality, the jet was firing no missiles at all, only a flare. He then **submitted** both pictures to a news service, which **purchased** them and sent them out for newspapers to use.

Unfortunately for the photographer, his alterations were soon **apparent** to some sharp-eyed readers. Many Internet bloggers pointed out clues—buildings that appeared twice in the same picture, inconsistent shadows, identical vapor trails behind the "missiles." Within hours, the news service stopped distributing the pictures and dismissed the photographer. Subsequently, they issued a statement that such fakery[1] was **unethical** and had no place in the news business.

Maybe so, but it happens regularly. Recently, another U.S. news service got caught sending out an altered photo of an Alaskan pipeline worker. An Egyptian newspaper in 2010 altered a photo of Hosni Mubarak, then Egypt's president, during a visit to the United Nations in New York. The fake photo showed Mubarak walking in front of other world leaders as if he were the most important. In the real, unaltered photo Mubarak is at the back of the group. In 2003, a California newspaper fired a photographer for combining two pictures from Iraq, taken moments apart, into one. In 2004, the re-election campaign for U.S. President George W. Bush reluctantly admitted altering a video by **inserting** faces into a crowd of soldiers listening to Bush.



An original image (left) and an altered version of it (right)

[1] *fakery:* falseness

LIVEWORKSHEETS

You could tell because some faces appeared at several places in the crowd at the same time. Some of these episodes were relatively trivial[2] but others were quite serious attempts to mislead the public. All of them undermine the public's trust in the reality of news photographs.



A camera with a long lens can show details no human eye can see.

Actually, that's good. The public tends to **assign** too much "reality" to what they see in photographs anyway. We should approach all news photos as somewhat unreal.

What does it mean for a photograph to be true? That it captures what we would **perceive** if we were standing where the camera was? That's nonsense. A camera sees quite differently from a human eye. "Normal" human vision is roughly equivalent to what you get from a 35 millimeter camera lens zoomed out a little bit—to between 42 mm and 50 mm. A lens longer than that shows details no human eye could see. A lens shorter than that shows an unnaturally broad view and too little detail.

There are **restrictions** to the way any camera can capture an image. Details that you or I could easily see in person may be lost in glare or sunk in a dark spot. Is it okay, then, to use photo-editing software to **emphasize** such details and **amend** the "inaccurate" picture? Doing this would, in some ways, make the photo more accurate. What about **emphasizing** lost details that would *not* be visible to an eyewitness? That would make the photo more accurate in other ways. Should news organizations **grant** their photographers permission to do that? If not, then should we ban photos taken through microscopes? You can see how quickly the situation gets confused.

[2] *trivial:* of little importance

Of course, photographers "alter" every photograph they take, simply because they have to make choices about how to take it. They have to decide where to stand, how to stand, whether to put a filter on the lens, and so on. Editors alter them as well, literally and figuratively. Long before digital photography came along, newspaper editors chopped the edges off photographs, enlarged them, and **eliminated** scratches or spots with correction fluid. Photo-editing software is simply a far smarter **successor** to those tools. Editors also write headlines and captions, words that can dramatically affect the viewer's **perception** of the image. A picture of a fallen tree is just a fallen tree—until words tell you whether it's a good thing (Land Cleared for New Hospital) or a bad thing (Storm Downs 200-Year-Old Oak Tree). What you see when you contemplate a news photo is what you're told to see.

Sometimes **perception** is controlled by what you're allowed to see. When U.S. President Ronald Reagan visited Germany's Bitburg cemetery in 1985, his aides **levied** strict limitations on photographers. They could shoot only from certain vantage points. From these sites, they could not get both the president and the graves of Nazi soldiers in the same shot. The pictures that came out of that event certainly weren't fake, but were they really true? Another U.S. president, Franklin Delano Roosevelt, (in office 1933–1945), had a disease called polio, and used a wheelchair every day throughout his presidency. Yet no major American newspaper or magazine published a picture of him in a wheelchair through that entire 12-year period. The editors of these publications were not **ignorant** of the president's disability. The White House did not keep photographers away. The editors simply didn't want the public to get the impression that their president was too weak to govern. Looked at as a whole, was the photographic record of FDR's presidency true?

Needless to say, news photographers shouldn't doctor photographs any more than reporters should make up quotes. But "doctoring" is a slippery concept, and photographic truth is an illusion. ■

LIVEWORKSHEETS

Reading Comprehension

Mark each sentence as *T* (true) or *F* (false) according to the information in Reading 2. Use the dictionary to help you understand new words.

___ 1. The photographer in Lebanon apparently did not add anything by altering his photos.

___ 2. The news service submitted a public apology for sending out the altered photos from Lebanon.

___ 3. A presidential campaign once released a video altered to eliminate some people who were at an event.

___ 4. Sometimes, altering a photo has no truly serious consequences.

___ 5. A photographer alters a photograph simply by deciding how to take it.

___ 6. The best definition of a "true" photograph is that it shows what someone on the scene would see with his or her eyes.

___ 7. Photo-editing software can emphasize light or shadow.

___ 8. Photos taken through a microscope are not actually photos at all.

___ 9. Franklin Roosevelt was photographed with his wheelchair, but leading newspapers were reluctant to publish the pictures.

___10. It is a mistake to believe that photographs tell the truth.

READING SKILL Understanding Sequences

APPLY

A. **What sequence is described in paragraphs 1 and 2 of Reading 2? List at least six events in that sequence, in order.**

Event

_____

_____

_____

_____

_____

_____

B. **Write a short paragraph in which you put the events from paragraph 8 of Reading 2 into chronological order. Use at least five events and include signals.**

_____

_____

_____

_____

_____

_____

_____

_____

LIVEWORKSHEETS

Vocabulary Activities STEP I: Word Level

A. Complete the sentences about nature photography by using the target vocabulary in the box. Use each item one time. Use the synonyms in parentheses to help you. (Note: The sentences are not yet in the correct order.)

amend	emphasize	inserted	restrict
an apparently	ignores	perceived	successor
eliminated			

—— a. Ansel Adams, a master of American landscape photography, blacked out inconvenient elements from his photographs. Artistic considerations demanded that he _____ (stress) some things and play down others.

—— b. Eliot Porter was a pioneer in using color in nature shots. He hated dishonest photos but showed no reluctance to _____ (alter) nature as necessary. He once cut a cactus to pieces to get a shot of a roadrunner's nest.

—— c. In 1982, *National Geographic* put a digitally altered photo of Egypt's Pyramids of Giza on one of its covers. Ever since, there have been calls to _____ (limit) the use of computers to alter photos.

—— d. No one wants to be _____ (viewed) as favoring fake photos. In 1991, the National Press Photographers Association (NPPA) came out against digital manipulation by saying, "We believe it is wrong to alter the content of a photograph in any way that deceives the public."

—— e. Manipulation with photo-editing software is simply the _____ (follow-up) to earlier darkroom techniques used by history's best photographers.

—— f. It is _____ (a seemingly) reasonable policy, but it _____ (does not pay attention to) some practices that are common among photographers.

—— g. The great Paul Strand was also very much opposed to doctoring photos, but even he drew in manhole covers or _____ (took out) people from photos to make shots look better.

—— h. A photo promoting an Australian TV program showed three famous chefs plus a digitally _____ (added) image of a famous figure with spaghetti on his head. The photo was considered disrespectful and led to widespread protests.

LIVEWORKSHEETS

B. Put the sentences in activity A into a logical sequence. (More than one order may be possible.) Read your sequence to a partner.

C. Many academic words are also considered formal words. Which of the target words in this unit (see the chart on page 129) are more formal synonyms for these informal words and phrases? Be sure to use the right forms of the target words.

Informal	Formal
1. buy	_____
2. to get rid of	_____
3. give	_____
4. notice	_____
5. hand in	_____
6. change	_____

D. Read the sample sentences that feature forms of the word *submit*. Then answer the questions below using a dictionary as suggested. Compare answers with a partner.

a. **Submit** your application and a copy of your resume to the Human Resources Department.
b. None of my **submissions** to the magazine has ever been accepted.
c. A wolf will indicate **submission** to the pack leader by putting its ears back and tucking its tail between its legs.
d. Even the president has to **submit** to the law.

1. The word *submit* has two main meanings. Check (✓) the word most similar to each meaning. Consult your dictionary before you answer.

   Meaning 1: ___ apply ___ withdraw ___ satisfy ___ offer

   Meaning 2: ___ defer ___ resist ___ supply ___ suffer

2. Which sample sentences in the box above go with each meaning?

   Meaning 1: _____

   Meaning 2: _____

3. Look at the sample sentences in your dictionary for *submit* and its forms.

   For meaning 1, what is being submitted?

   _____

   For meaning 2, what is being submitted to?

   _____

4. Does *submit* have any forms that are not used in the sample sentences in the box above? If so, what are they? Consult your dictionary.

   _____

   _____

   _____

LIVEWORKSHEETS

Vocabulary Activities STEP II: Sentence Level

Editors make changes to most news stories their reporters submit. Some of these are small changes like punctuation, grammar, or spelling. Others affect the content of a story. These changes could be made for several reasons:

- Some information in the original is inaccurate.
- The editor is worried that something in the story will cause the paper to be sued or will offend people.
- The editor or owner doesn't like a story's thesis or point of view.

Editors might also assign a story and tell a reporter what point of view to take.

E. **Each of these situations involves a decision, by an editor or some other manager, that some people perceive as unethical. For each situation, answer these questions:**

a. What apparent reasons were there for the action?

b. How did the emphasis of the story change?

c. Was the decision justified? Why or why not?

Refer to the readings in this unit and your personal opinions.

1. A reporter submitted a negative review of a restaurant that advertised frequently in his newspaper. The editor rejected it. He had a positive review written and published it instead.

_____

_____

_____

_____

2. The sheriff's office asked the town's newspaper to insert a false story about a house fire, and the paper agreed. The fake story was used to catch a suspect who had offered to pay someone to set the fire. The story was the "proof" that the fire happened. The suspect paid the person, which confirmed the suspect's guilt.

_____

_____

_____

_____

LIVEWORKSHEETS

3. A high government official changed parts of a scientific research report on global warming. The original report emphasized that Earth's climate is definitely heating up. The official eliminated that language. His new version said that the "apparent" warming is not necessarily related to climate change.

_____

_____

_____

_____

F. **Discuss your opinions about the situations in activity E in a small group. Then prepare an oral report that summarizes your discussion of one of the situations. Present your report to the class.**

G. **Look at these arguments for and against the digital alteration of news photographs. Restate each idea in your notebook, using some form of the word(s) in parentheses. Then write a paragraph that expresses your own opinion. Try to use as many target words as possible in your work. Be prepared to read your paragraph or debate this issue in class.**

For	Against
If a photographer sees that a photograph fails to communicate what was actually happening, he or she has an obligation to fix it. Cameras can distort reality. (*emphasis / eliminate*)	A photograph should speak for itself. Viewers who see the photograph differently from the photographer may be able to sense things the photographer missed. (*perceive*)
Unlike earlier methods of repairing negatives, digital alterations do not ruin the original photo. People concerned about accuracy can compare altered and unaltered versions. (*restrict*)	Although several versions of a digital photo can coexist, the only one that matters is the one that is published. The first shot placed before the public creates a lasting impression. (*submit*)
No one wants to forbid the use of flashes or special lenses, but people feel free to tell a photographer how to use a computer. (*reluctance*)	Photo software can do things never imagined for other methods of photo manipulation, like adding and deleting things in the image. (*insert / eliminate*)

H. **Self-Assessment Review: Go back to page 129 and reassess your knowledge of the target vocabulary. How has your understanding of the words changed? What words do you feel most comfortable with now?**

LIVEWORKSHEETS