

UNIT 1

Untruth and Consequences



1 FOCUS ON THE TOPIC

A PREDICT

Look at the photograph of Princess Diana and the unit title. Then discuss the questions with a partner.

1. What is happening? What do you think the photographers are thinking? Why are they taking Princess Diana's picture? What do you think she is thinking?
2. Where do most people learn about news? What news source do you most frequently use—newspapers, magazines, television, radio, the Internet? Why? Do you think your source is reliable? Why or why not?
3. What do you think "untruth and consequences" means? What do you think the unit will be about?

B SHARE INFORMATION

Work in a small group. Circle the best interpretations for quotations 1 and 2. Then write your own interpretation of quotations 3 and 4. Discuss your answers. Do you agree with any of the quotations? Why or why not?

1. "When a dog bites a man, that is not news; but when a man bites a dog, that is news."
—Leo Rosten, Polish-American political scientist and author
 - a. News is only about exciting or unusual events.
 - b. News is only interesting when someone gets hurt.

2. "A dog fight in Brooklyn (New York) is bigger than a revolution in China."
—*Brooklyn Eagle* (newspaper)
 - a. News about the United States is always more newsworthy¹ than international news.
 - b. People are more interested in local news than international news even when the international news is more newsworthy.

3. "Good news isn't news. Bad news is news."
—Henry Luce, founder of *Time* (magazine)

This means: _____

4. "The media's the most powerful entity² on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power, because they control the minds of the masses³."
—Graham Greene, English writer

This means: _____

C BACKGROUND AND VOCABULARY

- 1 Read the passage on the next page about the news. Try to understand the boldfaced words from the context.

¹ **newsworthy**: interesting or important enough to be reported in the news

² **entity**: thing

³ **masses**: ordinary people in society, as distinct from political leaders, aristocracy, or educated people

News is everywhere and serves many different functions. The news gives instant coverage of important events. News also provides facts and information. On the other hand, news is sometimes manipulated¹ by the government as a way to control a population. In addition, in many countries, news is business—a way to make money by selling advertising and/or newspapers and magazines. However you define news, it is all around us. You can't escape it. Every day we are bombarded by information from newspapers, magazines, television, radio, and the Internet.

However, just because something is presented as “news” does not always mean that it is unquestionably true. Although the news *seems* to be based on facts, these facts are interpreted and reported the way the media *chooses* to report them. In other words, news is provided to us from the **perspective** of the media source. Therefore, it may not always be **legitimate**. For example, every day reporters **allege** stories to be true and present them as fact. In reality, they are no more than **speculation** or theories formed by reporters. Furthermore, many journalists and reporters sensationalize or dramatize a news event in order to make a story more interesting. Unfortunately, sensationalism often stretches the truth and omits **relevant** or important facts. In addition, sensationalism can also cause **anguish**, especially to those people mentioned in the stories.

Why does the media twist the truth? Media outlets **justify** their decisions by saying they can only sell high-interest news. **Suppose** news were presented as only hard and dry facts; would you continue to listen to or watch the news or buy the paper or magazine? Would it keep your interest?

As consumers of news we must learn to think critically about the news and the media, and make our own **judgment** as to what the truth is. Therefore, because of the ways news is used and manipulated, it should always be put under close **scrutiny**.

2 Find the boldfaced words in the reading passage above. Circle the best synonym or definition for the word.

- | | | | |
|-------------------------|-------------|----|---------------|
| 1. perspective = | picture | or | point of view |
| 2. legitimate = | valid | or | legal |
| 3. allege = | claim | or | deny |
| 4. speculation = | fact | or | assumptions |
| 5. relevant = | interesting | or | related |
| 6. anguish = | suffering | or | confusion |
| 7. justify = | allow | or | explain |
| 8. suppose = | imagine | or | guess |
| 9. judgment = | trial | or | decision |
| 10. scrutiny = | examination | or | imagination |

¹ **manipulated**: presented in a way that is false but beneficial to the person presenting it

2 FOCUS ON READING

A READING ONE: Peeping Tom Journalism

Read the first three paragraphs of Peeping Tom Journalism. Work with a partner to answer the questions in paragraph 3. Then read the rest of the article.

PEEPING TOM¹ JOURNALISM

BY NANCY DAY

(from *Sensational TV—Trash or Journalism*)



- 1 Reporters constantly struggle with what and how much to tell. Sometimes the facts are clear. Other times, journalists must rely on their own **judgment**.
- 2 A retired minister² in a small town does not return from a fishing trip. Police find his car parked about halfway to the lake. It is locked and undamaged. In it they find a half-eaten ham sandwich, fishing tackle, a gun with one shell fired, and a copy of *Penthouse* (a magazine that contains pictures of naked women). The minister is missing. You're the reporter and your story is due.
- 3 What do you report? **Suppose** the minister just went for a walk? Do you risk embarrassment and mention the magazine? Is the gun important? Should you propose any theories about what might have happened?
- 4 The reporter who actually faced these decisions decided to mention the gun, the sandwich, the fishing tackle, and the condition of the car, but not the magazine or any **speculation**. The minister's body was later found. He had been killed by a hitchhiker, who had left the magazine in the minister's car.
- 5 In the old days, reporters knew politicians (including presidents) who slept around, movie stars who were gay, and public figures who used drugs or abused alcohol. They just kept it to themselves. Now, at least in part because the public seems to have an endless hunger for it, reporters sometimes cover these aspects of celebrities' lives more than any other.
- 6 Some of the interest can be **justified** on the basis that character affects how people perform their jobs. But what if the information isn't **relevant**? For example, does the public need to know that a senator is gay?

¹ **Peeping Tom**: someone who secretly watches other people

² **minister**: a religious leader in some Christian churches

When a famous person dies, does the public have a right to all the details? Should the public know which public figures are unfaithful to their spouses? Are these things we need to know or just things we want to know?

- 7 When Gennifer Flowers **alleged** a twelve-year affair with President Bill Clinton, she first sold the story to the tabloid³ *Star*. CNN reported the story and so did the networks and the major newspapers and news magazines. Peter Jennings, anchor for ABC's⁴ "World News Tonight," was against broadcasting the Flowers story without further reporting by ABC correspondents, but says, "it was made clear to (me) . . . that if you didn't go with the story, every (ABC) affiliate in the country would look up and say, 'What the hell's going on in this place? Don't they know a story when they see it?'"
- 8 Some stories receive such wide visibility that to ignore them is to "play ostrich man," says Shelby Coffey, editor of the *Los Angeles Times*. "You have to give your readers some **perspective** on the information they are getting."
- 9 **Scrutiny** may be the price one pays for fame. But what about relatives of celebrities? Are they fair game too? And what about the average person?
- 10 When Sara Jane Moore pointed a gun at President Ford,⁵ a man in the crowd knocked

her hand, deflecting the shot. The man, Oliver W. Sipple, became an instant hero. He was thirty-three years old and a Marine veteran. What else did the public want or need to know about him? Initial reports did not mention Sipple's sexual orientation. But when a San Francisco news columnist said that local gay leaders were proud of Sipple's actions, other papers began to report it. Sipple sued the columnist and several newspapers for invading his privacy. He said that he suffered "great mental **anguish**, embarrassment, and humiliation." Lawyers argued that by becoming involved in an event of worldwide importance, Sipple had given up his right to privacy because the public has a **legitimate** interest in his activity.

- 11 Rosa Lopez was a maid working quietly and anonymously⁶ until she became a key witness in the O. J. Simpson trial.⁷ Suddenly, she was the focus of intense scrutiny. Lopez was hounded by cameras and reporters everywhere she went. Her every move was analyzed. She eventually returned to her native country to escape the pressure, only to find that the media followed her there.
- 12 How many witnesses will come forward in the future, knowing what kind of treatment awaits them? Do people who accidentally find themselves involved in such high-profile cases have rights, or do we deserve to know everything about them?

³ **tabloid**: popular newspaper with a simple style, many photographs, and sometimes an emphasis on sensational stories

⁴ **ABC**: American Broadcasting Companies, Inc.; a major television network in the United States

⁵ **President Ford**: Gerald Ford, the 38th President of the United States (1974–1977)

⁶ **anonymously**: namelessly, in secret

⁷ O. J. Simpson is a famous former football player, actor, and sportscaster who was accused of killing his ex-wife and her friend. His trial was followed closely by the media. He eventually was found "not guilty" in criminal court, but guilty in civil court.

READ FOR MAIN IDEAS

Reading One has four main ideas. What does the reading say about each idea? Circle the sentence that best summarizes the idea.

1. Reporting of facts
 - a. Journalists sometimes use their own judgment and leave out certain facts when reporting a story.
 - b. Journalists usually report all the facts that they know about a story.
2. Reporting about famous people
 - a. In the old days, certain facts about famous people were held back from the public. This is not always true today.
 - b. In the old days, certain facts about famous people were held back from the public. This is still the case today.
3. Choosing to report all stories
 - a. The decision to report or not report a story is based only on the reporter's judgment.
 - b. The decision to report or not report a story is influenced by many factors. The reporter's judgment is just one of these factors.
4. Respecting the right to privacy
 - a. All people agree that the public has a right to know about a famous person's life.
 - b. Some people believe that you lose the right to privacy when you are famous. Others disagree.

READ FOR DETAILS

Complete the chart with examples or details the author uses to support each main idea.

MAIN IDEA	EXAMPLE OR DETAIL THAT SUPPORTS THE MAIN IDEA
1. Reporting of facts	retired minister
2. Reporting about famous people	
3. Choosing to report all stories	
4. Respecting the right to privacy	

MAKE INFERENCES

Reading One raises questions about one's right to privacy. Read the statements and check (✓) whether you think the author would agree or disagree. Then write the number of the paragraph that supports your answer. (Note that the author does not state her opinion directly, but by reading carefully, you can infer her opinion.) Discuss your answers with a partner.

1. The public has the right to know about the sexual behavior of politicians.
author agrees _____ author disagrees _____ paragraph _____
2. When a famous person dies, the public has a right to know all the details of the person's life and death.
author agrees _____ author disagrees _____ paragraph _____
3. The public should know which public figures are unfaithful to their spouses.
author agrees _____ author disagrees _____ paragraph _____
4. An average person who suddenly becomes the focus of unwanted media attention has no right to privacy.
author agrees _____ author disagrees _____ paragraph _____
5. It was easier to be a reporter in "the old days."
author agrees _____ author disagrees _____ paragraph _____
6. In the future, fewer witnesses will want to cooperate with the law.
author agrees _____ author disagrees _____ paragraph _____

EXPRESS OPINIONS

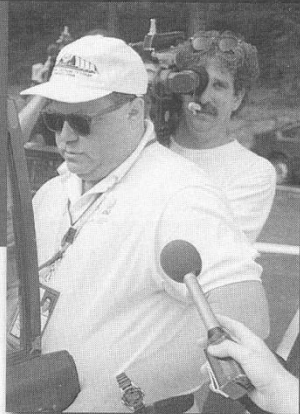
Discuss the questions with a partner. Then share your answers with the class. (Note that the questions are asked by the author in Reading One.)

1. When a famous person dies, does the public have a right to all the details?
2. Should the public know which public figures are unfaithful to their spouses? Are these things we need to know or just things we want to know?
3. Scrutiny may be the price one pays for fame. But what about relatives of celebrities? Are they fair game too? And what about the average person?

B READING TWO: Focus on Bomb Suspect Brings Tears and a Plea

On July 27, 1996, during one of the first evening celebrations held at the Olympics in Atlanta, Georgia, a bomb exploded in Centennial Olympic Park. It killed one person and injured 111 others. Richard Jewell, a security guard at the park who discovered the bomb and helped numerous people to safety, was first considered a hero of the tragic incident. Later he was accused of putting the bomb there. The media then surrounded him and scrutinized his every action—past and present. They left nothing about his personal life untouched. He was later cleared of any suspicions, but his life was never the same. He received some money from lawsuits resulting from the case and worked at other law enforcement jobs. In 2005, another man confessed to the crime, and it was only then that Jewell felt the world knew the truth. Richard Jewell died in 2007 at the age of 44.

- 1 Discuss the questions in a small group. Then read the article about Richard Jewell.
 1. How do you think Richard Jewell's life changed initially after he discovered the bomb?
 2. How do you think Richard Jewell's life changed after he was accused?
 3. How do you think the media's scrutiny affected his daily life?



FOCUS ON BOMB SUSPECT BRINGS TEARS AND A PLEA

By Rick Bragg (from the *New York Times*)

tears today of how life had changed for her son, Richard, since he was named a month ago as a suspect in the bombing in Centennial Olympic Park.¹ "Now my son has no real life," said Mrs. Jewell, a little gray-haired woman, speaking out for the first time since her 33-year-old son was suspected—but never arrested or charged—in the bombing that killed one person and injured 111 others.

1 Barbara Jewell stared into the unblinking eyes of the television cameras she has come to despise and spoke in

2 "He is a prisoner in my home," Mrs. Jewell said at a news conference this afternoon. "He cannot work. He cannot know any type of normal life. He can only sit and wait for this nightmare to end."

3 She begged President Clinton to clear her son's name and asked reporters to spread the word that her son was innocent of any wrongdoing in the July 27 bombing. After her tearful request, her son's lawyers said they would file civil lawsuits over reporting on the case.

4 Richard A. Jewell, a security guard in Centennial Olympic Park and a former sheriff's deputy,² was at first hailed as a hero for discovering the bomb and helping to clear people from the area. Then news accounts,

¹ **Centennial Olympic Park:** a large park and central meeting place located in Atlanta, Georgia, site of the 1996 Summer Olympic Games

² **sheriff's deputy:** law officer

including a special edition of the *Atlanta Journal*,³ named him as a suspect. Since then, television and news executives have repeatedly debated the intense attention focused on Mr. Jewell, with most deciding that too many people knew he was a suspect for his name to be avoided or suppressed.

“Last week, a close family friend of twenty-nine years took seriously ill,” Mrs. Jewell said. “While he was on his deathbed, because Richard did not want to subject him to the world attention of the media, he did not go see him. Richard was not able to see his friend before he died.” Her son did go to the funeral home after his friend died, she said. “When we returned from the funeral home, for the first time I saw my son sobbing,” Mrs. Jewell said, breaking into tears herself as she recounted the story. He said, “Mama, everybody was looking.”

6 “I do not think any of you can even begin to imagine what our lives are like. Richard is not a murderer,” said Mrs. Jewell, an insurance claims coordinator. But, she said, “He has been convicted in the court of public opinion.”

7 Meanwhile, the Jewells continue to be besieged by reporters. “They have taken all privacy from us,” Mrs. Jewell said. “They have taken all peace. They have rented an apartment which faces our home in order to keep their cameras trained on us around the clock. They watch and photograph everything we do. We wake up to photographers, we go to sleep with photographers. We cannot look out the windows. We cannot walk our dogs without being followed down the sidewalk.”

8 Mrs. Jewell said she was not just saddened and hurt by the ordeal, but was also angry.

³ *Atlanta Journal*: a newspaper

2 Complete the chart with information about how Richard Jewell's life changed after he was named a suspect in the bombing.

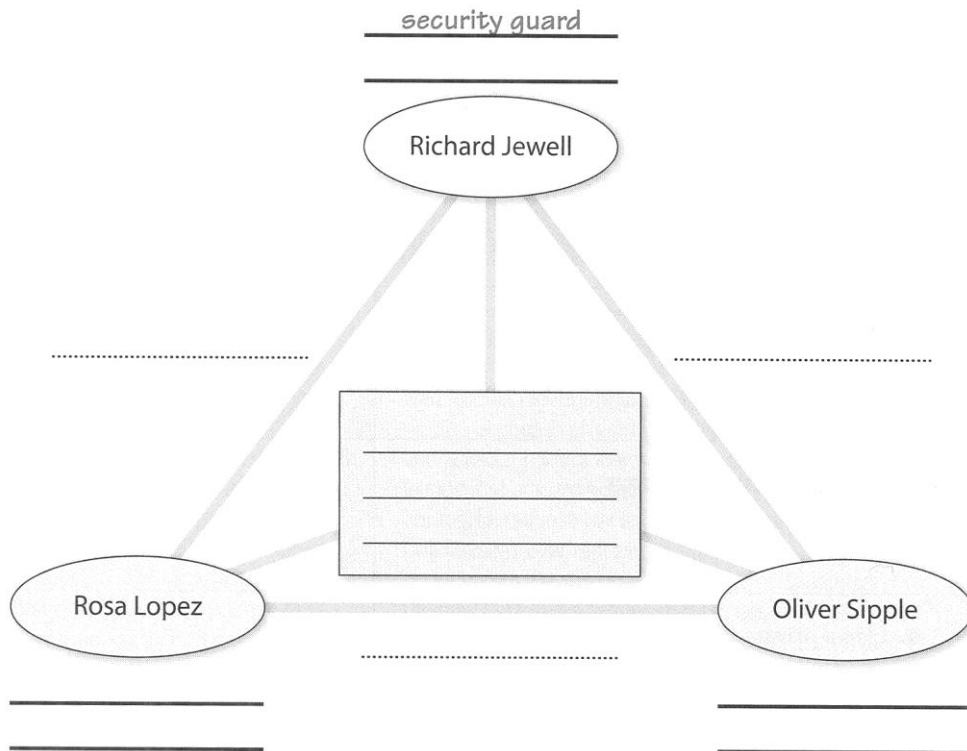
BEFORE THE BOMBING	AFTER THE BOMBING
1. Worked as a security guard	
2. Visited friends	
3. Went out; walked his dogs	
4. Had a private life	

C INTEGRATE READINGS ONE AND TWO

STEP 1: Organize

You have read about three people involved in sensationalized news stories: Oliver Sipple, Rosa Lopez, and Richard Jewell. There are both similarities and differences between them. Use the words and phrases below to complete the chart. Write three things all three people share in the center box. Write two things that make each person different from the other two people on the bold lines. Write one thing that is shared between two people on the dotted lines.

- | | |
|----------------------------|---------------------------------|
| ex-marine | security guard |
| hailed as a hero | sexual orientation revealed |
| hounded by media | stopped working |
| lost private life | suffered anguish/was very upset |
| maid | crime suspect |
| returned to native country | key witness |



STEP 2: Synthesize

Read the statements and circle whether you agree or disagree. On a separate piece of paper, support your answers with examples from the readings and information from Step 1.

- The public is better informed today than in the past in part because the media reports on all aspects of the lives of anyone involved in a news story.

Agree Disagree

- The media should spend more time checking all the facts of a story even if it means that it cannot be published as quickly.

Agree Disagree

3 FOCUS ON WRITING

A VOCABULARY

REVIEW

On October 26, 1996, a U.S. Attorney cleared Richard Jewell in the Centennial Olympic Park bombing. In 2003, a man named Eric Robert Rudolph was arrested in connection with the bombings. He was convicted in 2005.

Read the imaginary letter to a newspaper from Barbara Jewell, Richard's mother, written after he was cleared of all charges in 1996. Complete the letter using the words below.

allegations	besieged	legitimate	scrutiny
anguish	judgment	perspective	suppose
beg	justified	relevant	suspect

To the Editor:

Sensationalist reporting is very harmful and has no place in our society. I feel strongly about this because my family has been adversely affected by the media's sensationalism. I realize that it is the media's responsibility to supply its audience with some perspective^{1.} However, reporting unconfirmed _____^{2.} is not acceptable. There is no _____^{3.} reason to report facts that cannot be verified.

(continued on next page)

My son, Richard Jewell, was initially considered a hero for helping people to safety after the Centennial Olympic Park bombing. Later, the police believed that he was responsible for the bombing and considered him a _____. He has recently been cleared of any suspicion by the U.S. Attorney, yet the media's reporting has changed our lives forever. Our family has been _____ by reporters around the clock. We have been under intense _____; now everything we do is reported. Nevertheless, some of what has been published about Richard is not even _____ as it is not related to the bombing. The media's reporting has also caused Richard considerable _____. He is always sad and upset. Because of his state of mind, I have gone so far as to _____ reporters to keep my son's name out of their news coverage, until the U.S. Attorney settled the case, but nothing changed.

Is this type of sensationalist news ever _____? I don't think so; there is no reason for it. Reporters, you need to use better _____ when deciding what to publish. You need to think about consequences of what you write.

_____ you were Richard, would you approve of the way this story had been reported? And wouldn't you demand a formal apology and the right to a private life?

Barbara Jewell

EXPAND

An **idiom** is a group of words that have a special meaning that is very different from the ordinary meaning of the separate words. Look at item 1. The word *hunger* on its own usually means "a feeling that you want to eat." But *have an endless hunger for* means "have a continual need for something."

- 1 *Work in a small group. Read the sentences and circle the best explanation for each underlined idiom.*

1. Now, at least in part because the public seems to have an endless hunger for it, reporters sometimes cover these aspects of celebrities' lives more than any other.
 - a. need to constantly eat
 - b. have continual need for something**
 - c. dislike something immensely
2. In the old days, reporters kept some allegations and speculation about politicians and movie stars to themselves.
 - a. didn't talk about something
 - b. made a promise**
 - c. cared for oneself
3. Some stories receive such wide visibility that to ignore them is to "play ostrich man," says Shelby Coffey, editor of the *Los Angeles Times*. "You have to give your readers some perspective on the information they are getting."
 - a. wear a special bird costume
 - b. try to find the truth in something**
 - c. ignore something that is obvious
4. Scrutiny may be the price one pays for fame.
 - a. suffering for your actions
 - b. buying something you can't afford**
 - c. paying too much money for something
5. But what about relatives of celebrities? Are they fair game, too?
 - a. victims of sensational writing
 - b. someone that you can attack or criticize**
 - c. a game that is played at a fair or festival
6. She begged President Clinton to clear her son's name and asked reporters to spread the word that her son was innocent of any wrongdoing.
 - a. erase his name
 - b. declare him innocent**
 - c. talk to him
7. She begged President Clinton to clear her son's name and asked reporters to spread the word that her son was innocent of any wrongdoing.
 - a. hide the fact
 - b. stop reporting**
 - c. tell everyone
8. Even though Richard Jewell's friend was on his deathbed, Richard didn't visit him.
 - a. in the bed you have chosen to die in
 - b. extremely sick, dying**
 - c. in a very deep sleep

9. "Richard is not a murderer," said Mrs. Jewell . . . But . . . "he has been convicted in the court of public opinion."
- considered guilty by everyone before going to trial
 - in a special trial in which you are found guilty
 - forced to take part in a trial as a member of the jury
10. Reporters watched the Jewell family around the clock. They besieged their house.
- from sunrise to sunset
 - twenty-four hours a day
 - during the night

2 *Work in a small group or with a partner. Decide which person could have made the statements below. Write the correct letter next to each statement. In some cases, more than one person could have made the statement.*

- Gennifer Flowers, woman alleged to have had an affair with President Clinton
- Reporter of the minister story
- Shelby Coffey, editor of the *Los Angeles Times*
- Peter Jennings, ABC News anchor
- Rosa Lopez, key witness in the O. J. Simpson trial
- Richard Jewell, man accused of the Olympic Park bombing

- _____ 1. The public seems to have an endless hunger for news, and it is our responsibility to provide valid information to the readers so they have the perspective to form their own opinions.
- _____ 2. I want the public to know about my life; if the president wants to keep his private life to himself, that's his business.
- _____ 3. The media can ruin your life. Reporters have no right to invade my privacy by hounding me around the clock.
- _____ 4. Even though there are some stories I would rather not report, I can't play ostrich man all the time.
- _____ 5. I'm glad I waited to report all the facts, because some of them were not relevant and might have been misinterpreted. I don't want anyone to be wrongly convicted in the court of public opinion.
- _____ 6. Just because I'm a small part of a news story does not mean that unrelated parts of my life are fair game for reporters to write about. I'm not even a suspect.

CREATE

Imagine you have seen a reporter interviewed on a television news show and are upset by his comments. On a separate piece of paper, write a response to the reporter. Use at least five of the idioms and/or vocabulary words in the box.

"I know everyone thinks reporters are sensationalist and responsible for ruining people's lives. However, if we don't report everything, and quickly, someone else will. Then my boss will want to know why our paper didn't get the story. In fact, I could lose my job!"

anguish	justify
around the clock	keep something to oneself
be convicted in the court of public opinion	legitimate
be hounded	pay the price
fair game	relevant
have an endless hunger for	scrutiny
judgment	speculation

B GRAMMAR: Passive Voice

1 Examine the pairs of sentences and answer the questions with a partner.

Active Voice

- A hitchhiker had killed the minister.
- Cameras and reporters hounded Rosa Lopez everywhere she went.
- At first, people hailed Richard Jewell as a hero.

Passive Voice

- The minister had been killed by a hitchhiker.
- Rosa Lopez was hounded by cameras and reporters everywhere she went.
- At first, Richard Jewell was hailed as a hero (by people).

1. The sentences in each pair have a different grammar structure, but the same meaning. The grammar structure in the active sentences is **subject + verb (+ object)**. What is the grammar structure in the passive sentences?
2. Circle the words in the subject position in the active sentences.
3. Circle the words in the subject position in the passive sentences.
4. The difference in subject between an active and a passive sentence shows a change in the focus of the sentence. In the examples above, the active sentences seem to focus on *a hitchhiker*, *cameras and reporters*, and *people*. The subject performs the action. What seems to be the focus of the passive sentences? Do the words in the subject position perform the action?

PASSIVE VOICE

1. To form the **passive voice**, use a form of **be + past participle**. When the person or thing (the agent) responsible for doing the action is used, use **by + the agent**:

Subject Position	Be	Past Participle	(By + Agent)
Rosa Lopez	is	hounded	by cameras and reporters.
Rosa Lopez	was	hounded	by cameras and reporters.
Rosa Lopez	has been	hounded	by cameras and reporters.

2. **Active sentences** focus on the person or thing that performs an action. **Passive sentences** focus on the person or thing that receives or is the result of an action. The meaning of passive and active sentences is usually similar, but the focus changes.

Active

A hitchhiker had killed the minister.

(The hitchhiker is the focus of the sentence.)

Passive

The minister had been killed by a hitchhiker.

(The minister is the focus of the sentence.)

3. Use the passive voice **without an agent** (the person or thing performing the action) when:

a. the agent is unknown or unimportant

“The minister’s body **was** later **found**.”
(You don’t know who found the body; it doesn’t matter who found the body. What is important is that someone found the body.)

b. the agent is understood from the context

“It **was made clear** to Peter Jennings that he had to go with the story.”
(It is understood that a superior, probably his boss, made it clear to him.)

c. you want to avoid mentioning the agent

“The FBI said the Richard Jewell investigation **was carried out** incorrectly.”
(The FBI does not want to name exactly who in the FBI made mistakes during the investigation.)

4. Use the passive voice **with an agent** (**by + noun**) when:

a. you want to make the receiver of the action more important than the one who performs the action

“Lopez **was hounded** by cameras and reporters everywhere she went.”
(Lopez is the focus of the sentence. She is more important than the cameras and reporters.)

b. the information is necessary to complete the meaning, or when it is new or surprising information

“Focus on Bomb Suspect Brings Tears and a Plea” **was written** by Rick Bragg.

2 Complete the sentences. Use the active or passive voice in the past.

1. The news columnist reported
(report) on all aspects of Oliver Sipple's life, not only those related to his act of heroism.
2. The Jennifer Flowers story _____
(broadcast) on all the major TV networks.
3. Some of the interest in the lives of politicians _____
(justify) on the basis that character affects how people perform their jobs.
4. The retired minister _____
(not return) from his fishing trip.
5. A half-eaten ham sandwich, a gun, fishing tackle, and a magazine _____
(find) in the minister's car.
6. The reporter who wrote the story about the minister _____
(decide) to mention the gun and the sandwich, but not the magazine.
7. The reporter's story _____
(read) by many people, including the minister's relatives.
8. Sara Jane Moore _____
(point) a gun at President Ford.
9. The shot _____
(deflect) when Oliver W. Sipple knocked her hand.
10. Witnesses _____
(question) about the shooting by the police.

3 Complete the sentences. Use the passive voice in the past. Include the agent only if it is necessary information.

1. The local police force worked hard. The investigation _____
(complete / police) in less than 72 hours.
2. Richard Jewell _____
(interview / FBI) about where he saw the package containing the bomb and why he suspected that it contained a bomb.
3. The news was interrupted to report that the president _____
(shoot / an assassin).

4. Richard Jewell's mother felt Richard _____ before he even went to trial.
(convict / media)
5. The celebrity _____ today at 5:00 P.M.
(marry / a minister)
6. The newspaper story, which _____, talks about the responsibility of the media in reporting the news.
(write / Peter Jennings)
7. The defendant, a news reporter, _____ of character defamation after a three-week-long jury trial.
(find guilty / a jury)

C WRITING

In this unit, you read about how the media can manipulate and sensationalize the news.

You are going to **write a summary paragraph about a current or past news story and how it was sensationalized.***

PREPARE TO WRITE: Group Brainstorming

Group brainstorming is a good way to get ideas for writing. In brainstorming, you think of as many ideas as you can. Don't think about whether the ideas are good or bad.

In small groups or as a class, complete the brainstorming activity.

1. Brainstorm news stories that have been sensationalized. The stories can be from any media source: print, television, radio, or the Internet. Don't stop to discuss the stories. Just concentrate on thinking of as many as possible.

Sensationalized News Stories

*For Alternative Writing Topics, see page 24. These topics can be used in place of the writing topic for this unit or as homework. The alternative topics relate to the theme of the unit, but may not target the same grammar or rhetorical structures taught in the unit.

- Individually, choose one story that you find interesting and want to write about. Make sure you know enough about the news story to include specific details. Write the subject of your news story on a piece of paper.

WRITE: A Summary Paragraph

A **paragraph** is a group of sentences that are related and support a controlling idea. A **summary paragraph** identifies and extracts the main idea from a text, leaving out less important details. All paragraphs have a **topic sentence** and a **controlling idea**.

TOPIC SENTENCE

The **topic sentence** is an essential part of all well-written paragraphs. The topic sentence controls the content of the rest of the paragraph. This control helps the writer focus on supporting ideas in the paragraph that are directly related to the topic sentence. The first step in writing a topic sentence is to choose a topic and find a point of view or **main idea** about it.

Topic	Main Idea
news	News is everywhere.
television	Television is a bad influence.
reading	Reading is good for you.

CONTROLLING IDEA

The next step is to narrow the main idea even more by finding a **controlling idea**. The controlling idea is the idea you want to explain, illustrate, or describe in the paragraph. It makes a specific statement about a topic. The controlling ideas in the topic sentences below are underlined.

Main Idea	Main Idea + Controlling Idea = Topic Sentence
news is everywhere	News is everywhere and <u>serves many different functions</u> .
television is a bad influence	Television has a <u>violent influence on children</u> .
reading is good for you	Reading <u>expands your mind and broadens your interests</u> .

- Examine the paragraph and discuss the questions on the next page with the class.

News is everywhere and serves many different functions. The news gives instant coverage of important events. News also provides facts and information. On the other hand, news is sometimes manipulated by the government as a way to control a population. In addition, in many countries, news is business—a way to make money by selling advertising and/or newspapers and magazines. However you define news, it is all around us. You can't escape it. Every day we are bombarded by information from newspapers, magazines, television, radio, and the Internet.

1. What is the topic of this paragraph? _____
2. The first sentence is the topic sentence. What two ideas are presented in this sentence? _____
3. How does the content of the rest of the paragraph relate to the topic sentence?

2 *Each of the paragraphs is missing a topic sentence. Circle the topic sentence that best fits the paragraph. Discuss your answers with a partner.*

1. For example, you can't pick up a newspaper these days without reading about some outrageous crime. The top television news story is usually about a murder or other violent incident. We need to read and hear about the good news stories, too. Otherwise, we will continue sending the message that only violence is worth reporting. What kind of message is that for our children?
 - a. Our society is becoming more and more violent every day.
 - b. Television news coverage focuses only on violent news.
 - c. All of the media have become increasingly negative by focusing only on violence.
2. As a result of live television, people can receive news as it happens. For example, during the September 11 attack on the World Trade Center in New York City, CNN viewers could see the second plane hit as the news was covering the first plane's attack. Because of "live" reporting, people feel as though they are participating in history, not just reading or hearing about it afterwards. It has changed the viewer's role completely.
 - a. These days, there is more live television coverage than ever before.
 - b. "Live" television reporting has changed the way we see the news.
 - c. CNN changed the way we saw the news during the September 11 attacks.
3. Experts recommend limiting viewing to one hour per day during the week and up to two hours per day on weekends. The programs should be educational and promote discussion between the parent and child. Programs on animal behavior and family values, and programs that teach basic learning skills, are highly recommended.
 - a. Watching television is not bad for children and it's fine for teenagers and adults, too.
 - b. Watching television is fine for children as long as you limit the hours and monitor the programs.
 - c. Programs for children should be educational in content so that the time spent watching TV is not wasted.

4. What we see on the nightly news has been carefully selected by the news department at the television station. Because the station is interested in making money, the news that is selected is not necessarily the most important news but rather the news that will attract the most viewers. As a result, we may not be getting the full story.
 - a. It is very important that the news make money.
 - b. The news director selects the news with the help of reporters.
 - c. News is not simply what we see, but what the news director at the television station wants us to see.

3 Read the paragraphs. The underlined topic sentences are incomplete because they do not have a controlling idea. Rewrite each topic sentence, using a topic and a controlling idea.

1. Celebrities have jobs. Being a movie star or sports star is their job. It is what they are good at. They should not be under the continual scrutiny of the media just because of their profession. They have a right to a private life just like you and I do.

Rewrite: Celebrities deserve private lives like any other person.

2. News is different. In the old days, people got their news by word of mouth. As society became more literate and printing costs decreased, newspapers became more common. Radio then brought a sense of immediacy to the news, and later, television added the visual impact. Now of course, the Internet gives up-to-the-second news about any news event any time we want it. Who knows what the news medium of the future will be?

Rewrite: _____

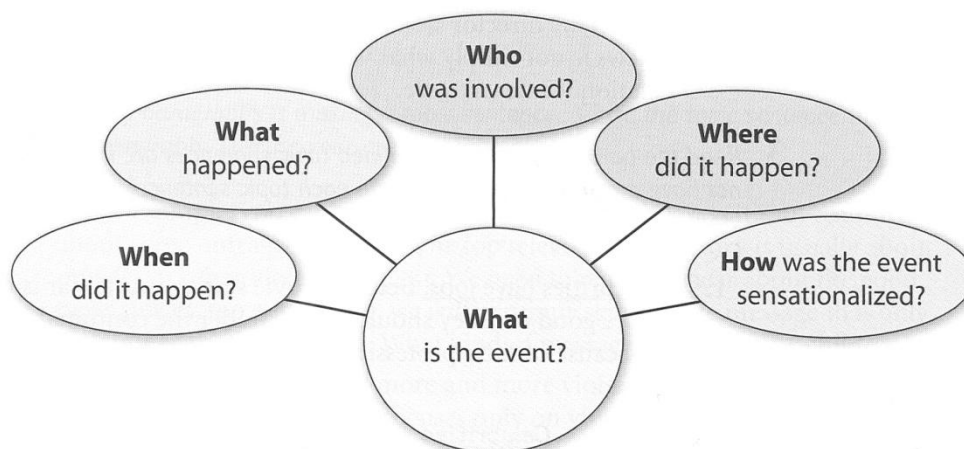
3. Politicians are public figures. As a president, one is supposed to represent the qualities of honesty and integrity. Remaining faithful to your husband or wife is the purest example of these qualities. If a president is unfaithful, how can we trust that he or she is honest in handling presidential duties? Therefore, the media have the responsibility to inform us when a public figure is unfaithful.

Rewrite: _____

4. Reading is hard. As with any program of exercise, you have to discipline yourself and make reading the newspaper a part of your everyday routine. And just as exercise makes your body stronger, reading makes your mind stronger. It broadens your interests, gives you the ability to think critically about important issues, and enables you to participate in interesting conversations. In conclusion, reading the paper, like any exercise, is time well spent.

Rewrite: _____

- 4 Now write the first draft of your summary paragraph. Use the information from Prepare to Write and complete the organizer below to plan your paragraph. Make sure you have a clear topic sentence and content that supports it. The topic sentence should state your opinion about how the event was sensationalized. Be sure to use grammar and vocabulary from the unit.



REVISE: Using Time Transitions

Transitions are words and phrases that signal connections among ideas. **Time transitions** are often used to begin supporting sentences to help the reader follow the progression of examples, details, and ideas. When writing about or retelling a past event, time transitions are used to make clear what happened in the beginning, middle, and end of the event. Some of these transitions are listed here. Note that time transitions are usually not used in a topic sentence.

BEGINNING	→	MIDDLE	→	END
At first		Then		Finally
Initially		Next		In the end
In the beginning		Before		Lastly
First		After		Eventually
		Later		
		Subsequently		
		Some time later		
		Afterwards		
		Then		

- 1** Complete the paragraph with transitions from the list on page 22. Note that sometimes more than one transition could be correct.

The news media was relentless and unfeeling in the way they covered the Centennial Olympic Park bombing case in 1996. _____, Richard Jewell was hailed as a hero for having helped many people in Centennial Olympic Park to safety. _____, he was questioned by the police although he was never officially named as a suspect. The media _____ surrounded him and his every action—past and present—was scrutinized, although much of what was reported was not even relevant to the case. _____ he was considered a suspect, he had been able to have a normal life. For example, he could walk his dog or visit friends without being hounded by the media. _____ the intense media coverage, he could do none of those things anymore; he and his family were besieged by reporters. Despite the police's attempts to link him to the crime, he was _____ cleared of any suspicions, but sadly his life had been changed forever. _____, in 2003, a man named Eric Robert Rudolph was arrested in connection with the bombings. Rudolph was convicted in 2005.

- 2** Look at your first draft. Make sure you have effective time transitions.

EDIT: Writing the Final Draft

Write your final draft. Carefully edit it for grammatical problems and mechanical errors, such as spelling, capitalization, and punctuation. Make sure you used some of the vocabulary and grammar from the unit. Use the checklist to help you write your final draft. Then neatly write or type your paragraph.

 **FINAL DRAFT CHECKLIST**

- Does the paragraph fully describe a sensationalized event?
- Is there a topic sentence stating your opinion about the news story that was reported?
- Are the time transitions used correctly?
- Is the passive voice used correctly?
- Has vocabulary from the unit been used?

ALTERNATIVE WRITING TOPICS

Choose one of the topics. Write a paragraph using the vocabulary and grammar from the unit.

1. Does sensational news ever have a place in our society? If yes, describe when and in what place. If no, explain why not. Be specific, and explain why you feel the way you do.
2. In Reading One, the author asks, "How many witnesses will come forward in the future (in high-profile cases), knowing what kind of treatment awaits them? Do people who accidentally find themselves involved in such high-profile cases have rights, or do we deserve to know everything about them?" What do you think? Be specific, and explain why you feel the way you do.

RESEARCH TOPICS, see page 259.

UNIT 2

Dreams Never Die



1 FOCUS ON THE TOPIC

A PREDICT

Helen Keller was born in 1880. After an illness at age two, she completely lost her ability to see and hear. Despite this loss, Helen graduated with high honors from Radcliffe College (at the time, the women's division of Harvard University). She later became a great writer and political activist.

Look at the photograph of Helen Keller and the unit title. Read the quotation. Then discuss the questions with a partner.

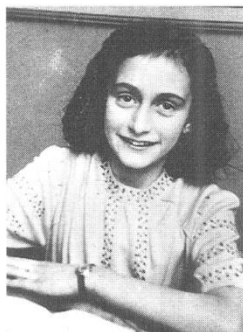
“Although the world is full of suffering, it is also full of overcoming it.”

—Helen Keller

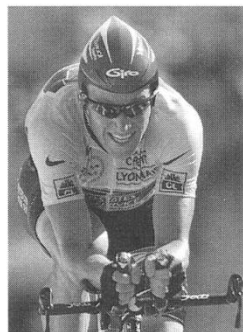
1. There are many different types of suffering: Physical and economic are two examples. What are some other examples of ways that people suffer?
2. What are some ways that people overcome their suffering?
3. Do you believe that “dreams never die”? What do you think the unit will be about?

B SHARE INFORMATION

- 1 Match the people with the obstacles they have overcome. Then answer the questions with a partner.



a. Anne Frank



b. Lance Armstrong



c. Walt Disney



d. Amelia Earhart

- ___ 1. At age 22, this person was so poor that he “slept on cushions from an old sofa and ate cold beans out of a can.” He was also fired by a newspaper editor for having no imagination.
- ___ 2. This person was the first woman to fly across the Atlantic. She faced two obstacles: prejudice and lack of money.
- ___ 3. This person spent over two years hiding from Nazi soldiers in an attic with her family during World War II. The diary she wrote while hiding has become one of the most widely read books in the world.
- ___ 4. This person is a famous athlete who overcame cancer and went on to break sports records around the world. He also started a foundation to help people who suffer from cancer.
- 2 There are many different types of obstacles. For example, being deaf is a physical obstacle. What type of obstacle did each of the people above overcome?
- 3 Can you think of other famous people who have overcome obstacles?

C BACKGROUND AND VOCABULARY

- 1 Read the passage on the next page about author Frank McCourt. Try to understand the boldfaced words from the context.

Frank McCourt was born in Brooklyn, New York, in 1930. His parents, Angela and Malachy, had moved to New York from Ireland in search of a better life. Unfortunately, life was not easy in New York. His father could not earn enough money to support his family. The McCourts returned to Ireland hoping their life would improve. Again, it didn't. Life in Ireland was equally hard if not harder than in New York. Three of Frank's siblings died as babies. Eventually, his father's **abandonment** of the family forced his four sons and Angela to live a very **meager** existence.

Frank's childhood was filled with **misery**. There was never enough food. Their house was small, dirty, and very cold in the winter. When it rained, the floor would flood with water. Frank and his brothers **yearned for** a better life.

Frank did, however, have ways to escape from his **tormented** childhood. He loved to read, and because his **dilapidated** house had no electricity, he would read under the street lamp outside his home. He also had an excellent sense of humor. Humor was the McCourts' defense against their life of relentless **poverty** and **hopelessness**. Even in the worst of times, the McCourts could find something to laugh about.

In 1949, Frank returned to the United States. He was 19 years old and only had an eighth-grade education. He was full of **shame** about his past and often invented stories about his **sordid** childhood instead of telling the truth. However, Frank was never **defeated** by his obstacles; in fact, Frank eventually used his humor and his storytelling talents to overcome the challenges life had set before him.

2 Answer the questions with a partner.

1. Frank had a hard life growing up. What were some of the obstacles or challenges he had to overcome?
2. What did Frank enjoy doing as a child?
3. Why did Frank reinvent his past when he came to America?

3 Find the boldfaced words in the reading passage above. Write each word next to its synonym.

- | | |
|-----------------------------------|---|
| 1. <u>misery</u> sadness | 8. _____ having little money or few material things |
| 2. _____ poor, sparse | 9. _____ leaving someone behind |
| 3. _____ embarrassment | 10. _____ being without hope |
| 4. _____ beaten, overcome by | 11. _____ falling apart, in terrible condition |
| 5. _____ strongly desired, wanted | |
| 6. _____ painful | |
| 7. _____ immoral, dishonest | |

2 FOCUS ON READING

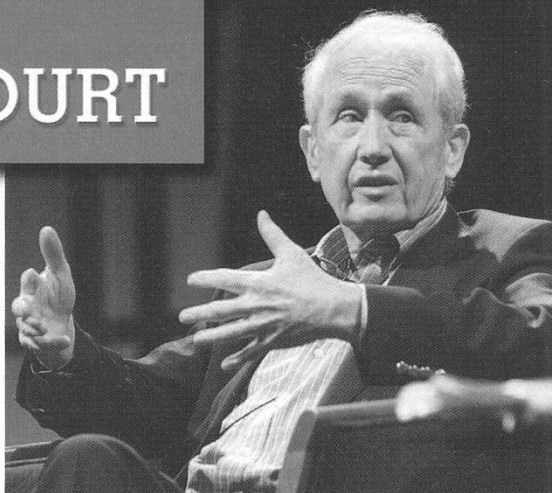
A READING ONE: The Education of Frank McCourt

Read the first two paragraphs of *The Education of Frank McCourt*. Work with a partner to answer the questions. Then read the rest of the article.

1. Where is Frank McCourt now?
2. What do you think he means by "They gave me so much more than I gave them?"
3. What do you think happened to Frank between 1949 and 1997?

THE EDUCATION OF FRANK MCCOURT

By Barbara Sande Dimmitt
(from *Reader's Digest*)



1 Frank McCourt sat on a stage in New York City's Lincoln Center, his white hair glistening under the lights overhead. He was still boyish of expression at 66, and smile lines radiated from hazel eyes bright with inquisitiveness. Soon he would be addressing the 1997 graduating class of Stuyvesant High School, where he had taught English for 18 years.

2 He let his mind wander as he gazed out at the great hall. *I've learned so much from kids like these*, he thought. *They gave me much more than I gave them.*

3 "Yo, Teach!" a voice boomed. Frank McCourt scanned the adolescents in his classroom. It was the fall of 1970 and his first week of teaching at Seward Park High School, which sat in the midst of **dilapidated** tenement buildings on Manhattan's Lower East Side. McCourt located the speaker and nodded. "You talk funny," the student said, "Where ya from?"

4 "Ireland," McCourt replied. With more than ten years of teaching experience under his

belt, this kind of interrogation¹ no longer surprised him. But one question in particular still made him squirm². "Where'd you go to high school?" someone else asked.

5 If I tell them the truth, they'll feel superior to me, McCourt thought. They'll throw it in my face. Most of all, he feared an accusation he'd heard before—from himself: You come from nothing, so you are nothing.

6 But McCourt's heart whispered another possibility: Maybe these kids are **yearning for** a way of figuring out this new teacher. Am I willing to risk being humiliated in the classroom to find out?

¹ **interrogation**: intense questioning

² **squirm**: feel embarrassed or ashamed

- 7 "Come on, tell us! Where'd you go to high school?"
- 8 "I never did," McCourt replied.
- 9 "Did you get thrown out?"
- 10 I was right, the teacher thought. They're curious. McCourt explained he'd left school after the eighth grade to take a job.
- 11 "How'd you get to be a teacher, then?" they asked. "When I came to America," he began, "I dreamed bigger dreams. I loved reading and writing, and teaching was the most exalted profession I could imagine. I was unloading sides of beef³ down on the docks when I decided enough was enough. By then I'd done a lot of reading on my own, so I persuaded New York University to enroll me."
- 12 McCourt wasn't surprised that this story fascinated his students. Theirs wasn't the kind of **poverty** McCourt had known; they had electricity and food. But he recognized the telltale signs of need in some of his students' threadbare⁴ clothes, and sensed the bitter **shame** and **hopelessness** he knew all too well. If recounting his own experiences would jolt these kids out of their defeatism so he could teach them something, that's what he would do.
- 13 A born storyteller, McCourt drew from a repertoire of accounts about his youth. His students would listen, spellbound⁵ by the gritty details, drawn by something more powerful than curiosity. He'd look from face to face, recognizing a bit of himself in each sober gaze.
- 14 Since humor had been the McCourts' weapon against life's **miserias** in Limerick, he used it to describe those days. "Dinner usually was bread and tea," he told the students. "Mam⁶ used to say, 'We've got our balanced diet: a solid and a liquid. What more could we want?'"
- 15 The students roared with laughter.
- 16 He realized that his honesty was helping forge a link with kids who normally regarded teachers as adversaries. At the same time, the more he talked about his past, the better he understood how it affected him.
- 17 (While at college), a creative-writing professor had asked him to describe an object from his childhood. McCourt chose the decrepit bed he and his brothers had shared. He wrote of their being scratched by the stiff stuffing protruding from the mattress and of ending up jumbled together in the sagging center with fleas⁷ leaping all over their bodies. The professor gave McCourt an A, and asked him to read the essay to the class.
- 18 "No!" McCourt said, recoiling at the thought. But for the first time, he began to see his **sordid** childhood, with all the miseries, betrayals and longings that **tormented** him still, as a worthy topic. *Maybe that's what I was born to put on the page,*⁸ he thought.
- 19 While teaching, McCourt wrote occasional articles for newspapers and magazines. But his major effort, a memoir of 150 pages that he churned out in 1966, remained unfinished. Now he leafed through his students' transcribed essays. They lacked polish, but somehow they worked in a way his writing didn't. I'm trying to teach these kids to write, he thought, yet I haven't found the secret myself.
- 20 The bell rang in the faculty lounge at Stuyvesant High School in Manhattan. When McCourt began teaching at the prestigious⁹ public high school in 1972, he joked that he'd finally made it to paradise. Some 13,000 students sought admission each year, competing for approximately 700 vacancies. Part of the fun of working with these bright students was keeping them a few degrees off-balance. McCourt asked at the beginning

³ **sides of beef:** very large pieces of meat

⁴ **threadbare:** very thin from being used a lot

⁵ **spellbound:** very interested in something you are listening to

⁶ **Mam:** a word for *mother*

⁷ **fleas:** tiny insects that bite

⁸ **put on the page:** to write

⁹ **prestigious:** admired or respected as one of the best or most important

(continued on next page)

- of a creative writing class, "What did you have for dinner last night?" The students stared at him as if he'd lost his wits.
- 21 "Why am I asking this? Because you need to become good observers of detail if you're going to write well." As answers trickled in, McCourt countered with more questions. "Where did you eat?" "Who else was there?" "Who cleaned up afterward?"
- 22 Student after student revealed families fragmented by divorce and loneliness. "We always argue at the table." "We don't eat together." As he listened, McCourt mentally catalogued the differences and similarities between his early life and theirs. He began to appreciate more the companionship that enriched the **meager** meals his mother had struggled to put on the table.
- 23 That night McCourt lay awake in bed, harvesting the bounty of his chronic insomnia.¹⁰ He visualized himself standing on a street in Limerick, and took an imaginary walk about. He looked at shops and pubs, noting their names, and peered through their windows. He read street signs and recognized people walking past. Oblivious to time, he wandered the Limerick of his mind, collecting the details of scenery and a cast for the book that festered inside him.
- 24 Yet when he later picked up a notebook and tried to set down the previous night's travels, he stopped. McCourt knew that he was still holding back. Before, he had done it out of respect for his mother, who would have been mortified to see the darkest and most searing episodes of his childhood in print.¹¹ But she had died in 1981, and with her had died his excuse.
- 25 At least the bits and pieces that bubbled into his consciousness enlivened the stories he told in class. "Everyone has a story to tell," he said. "Write about what you know with conviction, from the heart. Dig deep," he urged. "Find your own voice and dance your own dance!"
- 26 On Fridays the students read their compositions aloud. To draw them out, McCourt would read excerpts from his duffel bag full of notebooks. "You had such an interesting childhood, Mr. McCourt," they said. "Why don't you write a book?" They threw his own words back at him: "It sounds like there's more to that story; dig deeper . . ."
- 27 McCourt was past 50 and painfully aware of the passage of time. But despite his growing frustration at his unfinished book, he never tired of his students' work.
- 28 These young people have been giving you lessons in courage, he thought. When will you dare as mightily as they?
- 29 It was October 1994. Frank McCourt, now retired, sat down and read his book's new opening, which he had written a few days before and still found satisfying. But many blank pages lay before him. *What if I never get it right?* he wondered grimly.
- 30 He stared at the logs glowing in the fireplace and could almost hear students' voices from years past, some angry, some **defeated**, others confused and seeking guidance. "It's no good, Mr. McCourt. I don't have what it takes."
- 31 Then Frank McCourt, author, heard the steady tones of Frank McCourt, teacher: Of course you do. Dig deeper. Find your own voice and dance your own dance.
- 32 He scribbled a few lines. "I'm in a playground on Classon Avenue in Brooklyn with my brother Malachy. He's two, I'm three. We're on the seesaw." In the innocent voice of an unprotected child who could neither comprehend nor control the world around him, Frank McCourt told his tale of poverty and **abandonment**.
- 33 In September 1996 *Angela's Ashes* hit bookstores. Within weeks McCourt received an excited call from his agent: His book was getting warm reviews and selling at an unbelievable rate. The most surprising call came on April 7, 1997, when McCourt learned

¹⁰ **insomnia**: sleeplessness

¹¹ **in print**: in a book, newspaper, or magazine

that *Angela's Ashes* had received America's most coveted literary award: the Pulitzer Prize.

- 34 McCourt laid his hands on the lectern, finishing his commencement address¹² at Lincoln Center. "Early in my teaching days, the kids asked me the meaning of a poem," he said. "I replied, 'I don't know any more than you do. I have ideas. What are your ideas?' I realized then that we're all in the same boat. What does anybody know?"
- 35 "So when you go forth tonight, fellow students—for I'm still one of you—remember that you know nothing! Be excited that your whole life is before you for learning."

¹² **commencement address:** speech given at a graduation

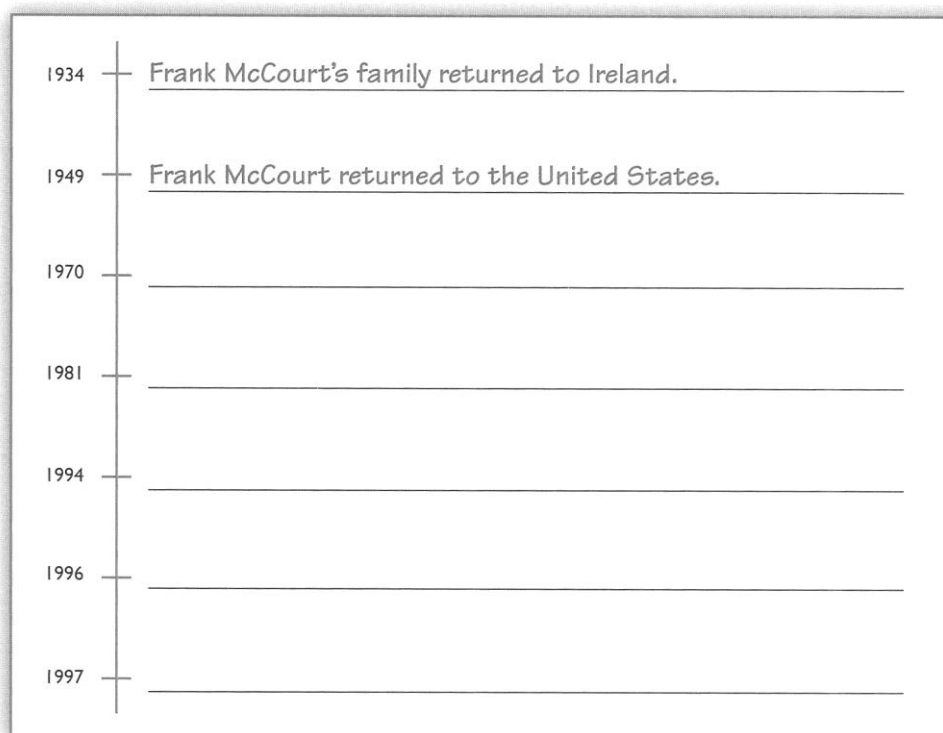
¹³ **accolades:** praise and approval for someone's work

36 As he gave them a crooked smile, the students leapt to their feet, waving and whistling. This is too much, he thought, startled by the intensity of their response. During months of speeches and book signings, he had received many accolades.¹³ But this—this left him fighting back tears. It's the culmination of everything, coming from them.

37 Their standing ovation continued long after Frank McCourt, the teacher who had learned his own lessons slowly but well, returned to his seat.

READ FOR MAIN IDEAS

Complete the timeline with information from *Background and Vocabulary* on pages 26–27 and *Reading One*.



READ FOR DETAILS

Complete the left side of the chart using information from Read for Main Ideas on page 31. Then complete the right side of the chart with details about why the event took place and what happened as a result. Look at Background and Vocabulary on pages 26–27 and Reading One for the information.

1934 Event: Frank McCourt's family returned to Ireland.	The McCourts wanted a better life, so they returned to Ireland. Their life was still very hard. Three children died. The family remained very poor and very hungry.
1949 Event:	
1970 Event:	
1981 Event:	
1994 Event:	
1996 Event:	
1997 Event:	

MAKE INFERENCES

Read the excerpts from Reading One. Then answer the questions.

1. "Most of all, he feared an accusation he'd heard before—from himself: You come from nothing, so you are nothing."

What does he mean by *nothing*?

2. “His students would listen, spellbound by the gritty details, drawn by something more powerful than curiosity. He’d look from face to face, recognizing a bit of himself in each sober gaze.”

What *bit of himself* does he recognize?

3. “He realized that his honesty was helping forge a link with kids who normally regarded teachers as adversaries. At the same time, the more he talked about his past, the better he understood how it affected him.”

How do you think McCourt dealt with his past prior to working with this class?

4. “Write about what you know with conviction, from the heart. Dig deep,” he urged. “Find your own voice and dance your own dance!”

What does he mean by *dance your own dance*?

5. “These young people have been giving you lessons in courage, he thought. When will you dare as mightily as they?”

What is McCourt suggesting about his current life here?

EXPRESS OPINIONS

Discuss the questions with a partner. Then share your answers with the class.

1. What do you think was Frank McCourt’s greatest obstacle? How did he overcome it?
2. How did Frank McCourt’s students give him the courage he had been lacking to overcome his obstacles?

B READING TWO: The Miracle

Diane Schuur is an accomplished jazz musician who is blind. She compares her struggles and triumphs with those of Helen Keller, the famous writer and political activist who was not only blind, but deaf as well.

- 1 Discuss the questions with a partner. Then read the article by Diane Schuur.
 1. What do you think the title, "She [Helen Keller] altered our perception of the disabled and remapped the boundaries of sight and sense" means?
 2. How do you think Diane Schuur "remapped" her boundaries?

THE MIRACLE:

She altered our perception of the disabled and remapped the boundaries of sight and sense.

By Diane Schuur (from *Time*)

- 1 Helen Keller was less than two years old when she came down with a fever. It struck dramatically and left her unconscious. The fever went just as suddenly. But she was blinded and, very soon after, deaf. As she grew up, she managed to learn to do tiny errands, but she also realized that she was missing something. "Sometimes," she later wrote, "I stood between two persons who were conversing and touched their lips. I could not understand, and was vexed. I moved my lips and gesticulated¹ frantically without result. This made me so angry at times that I kicked and screamed until I was exhausted." She was a wild child.
- 2 I can understand her rage. I was born two months prematurely and was placed in an incubator. The practice at the time was to pump a large amount of oxygen into the incubator,



Diane Schuur

something doctors have since learned to be extremely cautious about. But as a result, I lost my sight. I was sent to a state school for the blind, but I flunked first grade because Braille² just didn't make any sense to me. Words were a weird concept. I remember being hit and slapped. And you act all that in. All rage is anger that is acted in, bottled in for so long that it just pops out.

Helen had it harder. She was both blind and deaf. But, oh, the transformation that came over her when she discovered that words were related to things! It's like the lyrics of that song: "On a clear day, rise and look around you, and you'll see who you are."

- 3 I can say the word see. I can speak the language of the sighted. That's part of the first great achievement of Helen Keller. She proved how language could liberate the blind and the

¹ **gesticulated:** motioned

² **Braille:** a form of printing with raised round marks that blind people can read by touching

deaf. She wrote, "Literature is my utopia. Here I am not disenfranchised."³ But how she struggled to master language. In her book *Midstream*, she wrote about how she was frustrated by the alphabet, by the language of the deaf, even with the speed with which her teacher spelled things out for her on her palm. She was impatient and hungry for words, and her teacher's scribbling on her hand would never be as fast, she thought, as the people who could read the words with their eyes. I remember how books got me going after I finally grasped Braille. Being in that school was like being in an orphanage. But words—and in my case, music—changed that isolation. With language, Keller, who could not hear and could not see, proved she could communicate in the world of sight and sound—and was able to speak to it and live in it. I am a beneficiary of her work. Because of her example, the world has given way a little. In my case, I was able to go from the state school for the blind to regular public school from the age of 11 until my senior year in high school. And then I decided on my own to go back into the school for the blind. Now I sing jazz.

4 I hate the word handicapped. Keller would too. We are people with inconveniences. We're not charity cases. Her main message was and is, "We're like everybody else. We're here to be able to live a life as full as any sighted person's. And it's OK to be ourselves."

5 That means we have the freedom to be as extraordinary as the sighted. Keller loved an audience and wrote that she adored "the warm tide of human life pulsing round and round me." That's why the stage appealed to her, why she learned to speak and to deliver speeches. And to feel the vibrations of music, of the radio, of the movement of lips. You must understand that even more than sighted people, we need to be touched. When you look at a person, eye to eye, I imagine it's like touching them. We don't have that convenience. But when I perform, I get that experience from a crowd. Helen Keller must have as well. She was our first star. And I am very grateful to her.

Source: © 1999 Time Inc. Reprinted by permission.

³ **disenfranchised:** not having any rights; isolated from society

2 Write answers to the questions.

1. How is Diane Schuur similar to Helen Keller? How is she different?

2. What does Diane Schuur mean by these statements:

- "I hate the word handicapped. Keller would too. We are people with inconveniences. We're not charity cases."

- “You must understand that even more than sighted people, we need to be touched. When you look at a person, eye to eye, I imagine it’s like touching them. We don’t have that convenience. But when I perform, I get that experience from a crowd.”

C INTEGRATE READINGS ONE AND TWO

STEP 1: Organize

Both Frank McCourt and Diane Schuur faced many obstacles and challenges in their lives. These same challenges also helped them to discover and develop their talent and become successful. Complete the chart comparing Frank McCourt and Diane Schuur.

	READING ONE Frank McCourt	READING TWO Diane Schuur
1. Obstacles they faced		
2. Person or people who influenced and inspired them		
3. Personal values, traits, or characteristics that helped them face their obstacles		
4. Talent or gift that resulted from the challenges they faced		

STEP 2: Synthesize

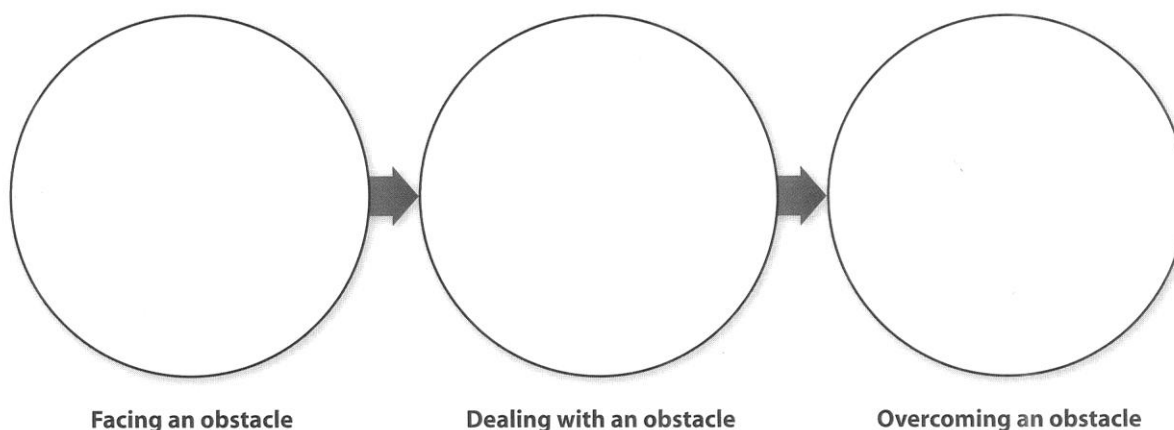
On a separate piece of paper, write a short paragraph comparing the lives of Frank McCourt and Diane Schuur using the information from Step 1. Describe their obstacles and triumphs.

3 FOCUS ON WRITING

A VOCABULARY

REVIEW

The chain diagram shows the three stages of overcoming obstacles: facing an obstacle, dealing with an obstacle, and overcoming an obstacle. Write the words from the box in the correct circle. Some of the words may be put in more than one circle. Discuss your answers with a partner.



achievement	exalted	isolation	paradise
confused	extraordinary	liberate	struggle
darkest	freedom	master	transformation
defeated	hopelessness	misery	utopia
disenfranchised	inquisitiveness	mortified	yearning

EXPAND

An **analogy** is a comparison between two words that seem similar or are related in some way. In this exercise, the word pairs are either synonyms or antonyms. For example, in item 1, *isolated* is a synonym of *alone*; in the same way, *embarrassment* is a synonym of *shame*. Use a dictionary if you need help.

Work with a partner. Discuss the relationship between the words. Circle the word that best completes each analogy. Then circle synonym or antonym for each set of words.

1. isolated : alone = embarrassment : _____ synonym antonym
 a. struggle b. sadness c. shame

2. confusion : understanding = hopeful : _____ synonym antonym
a. defeated b. enlivened c. liberated
3. poverty : wealth = misery : _____ synonym antonym
a. hopelessness b. happiness c. yearning
4. utopia : paradise = leaving behind : _____ synonym antonym
a. exalted b. confused c. abandonment
5. meager : plentiful = failure : _____ synonym antonym
a. achievement b. freedom c. sadness
6. exalted : noble = freedom : _____ synonym antonym
a. isolation b. transformation c. liberation
7. yearning for : longing = exceptional : _____ synonym antonym
a. dilapidated b. extraordinary c. tormented
8. master : overcome = falling apart : _____ synonym antonym
a. dilapidated b. sordid c. disenfranchised
9. darkest : unhappiest = immoral : _____ synonym antonym
a. tormented b. liberated c. sordid

CREATE

Choose one of the situations. On a separate piece of paper, write a letter using words and phrases from Review and Expand.

1. Imagine you are Diane Schuur. Write a letter to Helen Keller. Explain how she helped you and inspired you to overcome an obstacle.
2. Imagine you are one of Frank McCourt's former students. You have just graduated from college. Write a letter to Frank McCourt. Explain how he helped and inspired you to overcome an obstacle.

B GRAMMAR: Gerunds and Infinitives

- 1 Examine the sentences and answer the questions on the next page with a partner.
- a. **Teaching** was the most exalted profession I could imagine.
 - b. McCourt enjoyed **writing** about his childhood.
 - c. McCourt had done a lot of **reading**.
 - d. Helen Keller learned **to deliver** speeches.
 - e. I persuaded New York University **to enroll** me.
 - f. After McCourt's mother died, he felt free **to write** his memoirs.
 - g. Helen Keller said the blind have the freedom **to be** as extraordinary as the sighted.

1. In sentence *a*, what is the subject?
2. In sentence *b*, what is the object of the verb *enjoyed*?
3. In sentence *c*, what word follows the preposition *of*?
4. Look at the boldfaced words in *a*, *b*, and *c*. They are gerunds. How are gerunds formed?
5. In sentence *d*, the main verb is *learned*. What is the verb that follows it?
6. In sentence *e*, the main verb is *persuaded*. What is the object of the main verb? What is the verb that follows it?
7. In sentence *f*, what is the verb that follows the adjective *free*?
8. In sentence *g*, what is the verb that follows the noun *freedom*?
9. Look at the boldfaced words in *d*, *e*, *f*, and *g*. They are infinitives. How are infinitives formed?

GERUNDS AND INFINITIVES	
<p>Gerunds</p> <p>To form a gerund, use the base form of the verb + -ing.</p>	<p>read + ing = reading</p> <p>write + ing = writing</p>
<p>1. Use the gerund as the subject of a sentence.</p>	<p>Writing is very important to Frank McCourt.</p>
<p>2. Use the gerund as the object of a sentence after certain verbs (such as <i>enjoy</i>, <i>acknowledge</i>, <i>recall</i>).</p>	<p>Frank McCourt enjoys writing.</p>
<p>3. Use the gerund after a preposition (such as <i>of</i>, <i>in</i>, <i>for</i>, <i>about</i>).</p>	<p>Frank McCourt is interested in writing.</p>

(continued on next page)

<p>Infinitives</p> <p>To form an infinitive, use to + the base form of the verb.</p>	<p>to read</p> <p>to write</p>
<p>4. Use the infinitive after certain verbs.</p> <p>a. some verbs are followed directly by an infinitive (such as <i>learn, decide, agree</i>)</p> <p>b. some verbs are followed by an object + an infinitive (such as <i>urge, persuade</i>)</p> <p>c. some verbs are followed by an infinitive or an object + an infinitive (such as <i>want, ask, need</i>)</p>	<p>McCourt's students learned to write about their personal experiences.</p> <p>McCourt urged his students to write about their personal experiences.</p> <p>McCourt wanted to write about his personal experiences.</p> <p>McCourt wanted them to write their personal experiences.</p>
<p>5. Use the infinitive after certain adjectives (such as <i>free, able, hard</i>).</p>	<p>McCourt's students were free to write about whatever they wanted.</p>
<p>6. Use the infinitive after certain nouns (such as <i>ability, freedom</i>).</p>	<p>McCourt's students had the freedom to write about whatever they wanted.</p>

2 Work with a partner. Underline the gerund or infinitive in the sentences. Write the number of the grammar rule on pages 39 and 40 that applies to each sentence.

- 1 a. Learning Braille was difficult for Diane Schuur.
- ___ b. McCourt had the ability to describe objects from his childhood.
- ___ c. McCourt acknowledged not going to high school.
- ___ d. Helen Keller was able to live in the world of sight and sound.
- ___ e. A professor asked McCourt to describe an object from his childhood.
- ___ f. Diane Schuur decided to go back into the school for the blind.
- ___ g. Many people don't feel free to write about their lives.
- ___ h. Recounting his experiences inspired McCourt's students.
- ___ i. McCourt couldn't think about writing his memoirs while his mother was alive.
- ___ j. McCourt's students persuaded him to write a book.

3 Read the information about Frank McCourt, Diane Schuur, and Helen Keller. Rewrite each situation using a form of the first verb given and the gerund or infinitive form of the second verb.

1. McCourt was worried his memoirs would embarrass his mother. After she died, he didn't have to worry about this.

After his mother died, McCourt felt free to write his memoirs.

(feel free / write)

2. As a child, Helen Keller was impatient and hungry for words. She was frustrated because she couldn't talk to people.

(want / communicate)

3. McCourt had no high school education, but he had read a lot. He told New York University it should admit him.

(persuade / allow)

4. Diane Schuur sings and plays jazz. She likes the feeling she gets from a crowd.

(enjoy / perform)

5. Frank McCourt hadn't gone to high school. He was afraid of what his students would think about him.

(worry about / tell)

6. Diane Schuur first went to a school for the blind and after that to regular public school from age 11 until she was a senior in high school. Then she thought she should go back to the school for the blind.

(decide / return)

7. McCourt's students didn't think they were able to write. He gave them lots of encouragement and told them "everyone has a story to tell."

(urge / write)

8. Helen Keller was blind and deaf. She struggled with language.

(be hard / learn)

9. McCourt remembered the town of Limerick. He could see and imagine what it was like when he was a child.

(recall / live)

10. Diane Schuur could have gone to regular public school. She also could have gone to the state school for the blind.

(be able / choose)

C WRITING

In this unit, you read personal accounts of people's overcoming obstacles.

You are going to **write a biographical paragraph about how you or someone you know overcame an obstacle.***

PREPARE TO WRITE: Listing

Listing is a prewriting activity in which you list information about a topic or category before you begin to write a paragraph or essay.

Look back at *Integrate Readings One and Two* on page 36 to complete the first column of the chart. In the second column, add three or more obstacles that you and/or someone you know have faced.

OBSTACLES FACED BY FRANK McCOURT AND DIANE SCHUUR	OBSTACLES FACED BY ME OR SOMEONE I KNOW

WRITE: A Biographical Paragraph

A **paragraph** is a group of sentences that are related and support a controlling idea. A **biographical paragraph** describes a person's life, and sometimes focuses on one particular aspect. All paragraphs have three parts: the **topic sentence**, the **supporting sentences**, and the **concluding sentence**.

TOPIC SENTENCE

The **topic sentence** introduces the main idea and the controlling idea which is your idea or opinion about the main idea. The topic sentence controls what you write in the rest of the paragraph. All the sentences in the paragraph must relate to, describe, or illustrate the controlling idea in the topic sentence.

*For Alternative Writing Topics, see page 46. These topics can be used in place of the writing topic for this unit or as homework. The alternative topics relate to the theme of the unit, but may not target the same grammar or rhetorical structures taught in the unit.

SUPPORTING SENTENCES

The second part of the paragraph includes **supporting sentences** that give details or examples that develop your ideas about the topic. This is usually the longest part of the paragraph, since it discusses and explains the controlling idea.

CONCLUDING SENTENCE

The **concluding sentence** is the last part of the paragraph. It can do one or more of the following: summarize the paragraph, offer a solution to the problem, restate the topic sentence, or offer an opinion.

- 1** Read the paragraph. Then answer the questions with a partner.

Helen Keller said, “Although the world is full of suffering, it is also full of overcoming it.” This can be seen all around us. Many people have faced great obstacles in their lives but have found ways to overcome and actually benefit from these obstacles. For example, Greg Barton, the 1984, 1988, and 1992 U.S. Olympic medalist in kayaking, was born with a serious disability. He had club feet, his toes pointed inward, and as a result, he could not walk easily. Even after a series of operations, he still had limited mobility. Even so, Greg was never defeated. First, he taught himself to walk, and even to run. Then, he competed on his high school running team. He knew, though, he would never become an Olympic runner, so he looked for other sports that he could play. Happily, he discovered kayaking, a perfect sport for him because it required minimal leg and foot muscles. Using his upper body strength, he was able to master the sport. Finally, after many years of training and perseverance, Greg made the 1984 Olympic team. He says of his accomplishments, “Each step of the road has been made easier by looking just as far as necessary—yet not beyond that.” In short, even though that road was paved with obstacles, he was able to overcome them and achieve the impossible.

1. What is the topic of the paragraph? How do you know?

2. What is the controlling idea?

3. Underline the sentences that support the topic and controlling ideas. How do they relate to the controlling idea?

4. What is the concluding sentence? What does it do?

Note: For more information on topic sentences and controlling ideas, see Unit 1.

- 2** Now write the first draft of your biographical paragraph. Use the information from *Prepare to Write* and complete the chart below to plan your paragraph. Make sure you have a topic sentence, supporting sentences, and a concluding sentence. Be sure to use grammar and vocabulary from the unit.

<p>Topic Sentence:</p> <p>1.</p> <p>Supporting Sentences:</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>Concluding Sentence:</p> <p>7.</p>
--

REVISE: Choosing Appropriate Support

The **supporting sentences** in a paragraph help the reader to better understand the controlling idea. Supporting sentences provide examples, details, and facts, and must relate directly to the topic sentence.

- 1** Read each topic sentence. Two of the ideas that follow support the topic sentence and one does not. Cross out the idea that does not support the topic sentence.
- Ever since Greg Barton was in high school, he longed to be an Olympic champion.
 - Greg's sports records
 - How Greg trained for the Olympics
 - ~~Greg's academic achievements~~
 - The achievements of people like Helen Keller and Diane Schuur have inspired many others.
 - Explanation of how they have inspired others
 - How many people have read about Helen Keller and Diane Schuur
 - About Helen Keller's and Diane Schuur's obstacles

3. The poverty-stricken lives of Frank McCourt's students deeply affected him.
 - a. How Frank saw himself in his students
 - b. How Frank taught his students to write
 - c. How the students inspired Frank to write
4. Learning to read Braille is a very difficult and frustrating process.
 - a. The patience people need to learn Braille
 - b. Reasons why people should learn Braille
 - c. The amount of practice and time needed to learn Braille

2 Each of the paragraphs has one supporting sentence that does not directly relate to the topic sentence. Cross out the sentence and explain why it is unrelated.

1. Helen Keller was very frustrated as a child. First of all, because she could neither hear nor speak, she couldn't understand what was happening around her. She felt her mother's lips moving as she spoke, but this made no sense to her. She couldn't understand what her mother was doing. ~~Her mother could hear and speak.~~ Secondly, once she learned what words were, she felt she could never communicate with them as quickly as sighted people could. As a result of all of her frustration, she would often cry and scream until she was exhausted.

Explanation: The sentence focuses on her mother's abilities, not Helen's frustrations.

2. The act of reading liberated Helen Keller, Diane Schuur, and Frank McCourt. All three of these people faced overwhelming obstacles, but literature freed them from their hardest struggles. For example, once Helen Keller and Diane Schuur learned to read Braille, a whole new world of books opened for them. In addition, Frank McCourt escaped his grim home life by reading as much as he could. They are all great writers or musicians.

Explanation: _____

3. Some of the world's most talented and famous people have overcome some of the hardest obstacles. For example, Ludwig van Beethoven became deaf at age 46. Franklin D. Roosevelt was paralyzed by polio and was often in a wheelchair, but he was elected president of the United States four times. Finally, Steven Hawking is a world-famous scientist who is completely paralyzed and cannot speak. Furthermore, he lives in England. These people show us that we should never give up or let obstacles defeat us.

Explanation: _____

3 Look at your first draft. Make sure your supporting sentences give clear examples and details that connect with and support the controlling idea.

EDIT: Writing the Final Draft

Write the final draft of your paragraph. Carefully edit it for grammatical problems and mechanical errors, such as spelling, capitalization, and punctuation. Make sure you used some of the grammar and vocabulary from the unit. Use the checklist to help you write your final draft. Then neatly write or type your paragraph.

**FINAL DRAFT CHECKLIST**

- Does the paragraph describe a person who was faced with challenges and overcame them?
- Is there a topic sentence stating the obstacle that the person overcame?
- Do all the supporting sentences relate directly to the topic sentence?
- Is there a concluding sentence that restates the main idea of the paragraph, offers an opinion, or suggests a solution?
- Are gerunds and infinitives used appropriately?
- Has vocabulary from the unit been used?

ALTERNATIVE WRITING TOPICS

Choose one of the topics. Write a paragraph using the vocabulary and grammar from the unit.

1. Read the quotation.

“When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us.”

—Helen Keller

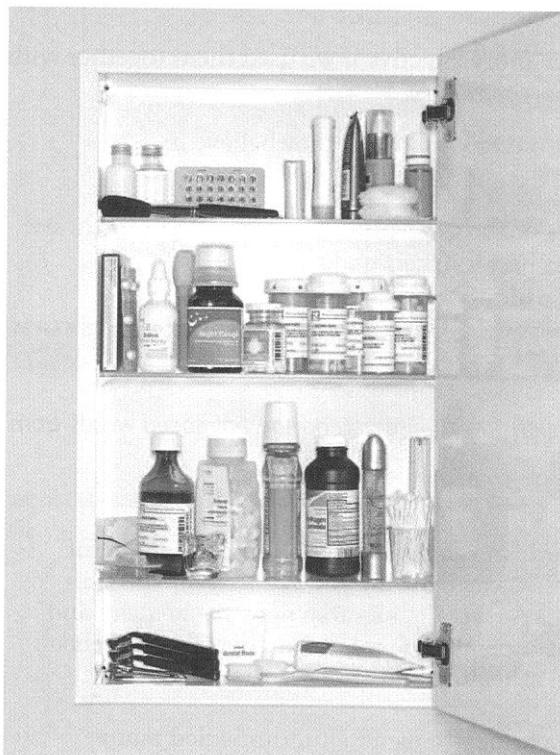
How does it apply to a person you have read about in the unit, another famous person, or yourself?

2. What are two of the values and personal characteristics people need in order to overcome obstacles? How do people apply these values and characteristics to their lives?

RESEARCH TOPICS, see page 259.

UNIT 3

Dying for Their Beliefs



1 FOCUS ON THE TOPIC

A PREDICT

Look at the photographs and the unit title. Then discuss the questions with a partner.

1. According to your culture or background, which photograph shows conventional medical treatments?
2. Which of these treatments have you used? How do you decide which treatment to use and how much to use?
3. Do you think some beliefs are worth dying for? What do you think the unit will be about?

B SHARE INFORMATION

Read the statements about medicine. Write **A** if you agree or **D** if you disagree. Discuss your answers in small groups.

- ___ 1. If you are sick, taking medicine is the best way to get better.
- ___ 2. Praying can cure sickness.
- ___ 3. People who have a positive attitude will be cured faster than people with a negative attitude.
- ___ 4. Medical treatments could be more effective if we used them together with alternative (natural or herbal) remedies.
- ___ 5. People have the right to choose the treatment they believe in, conventional or alternative, even if doctors do not agree.
- ___ 6. Parents, rather than doctors or the government, have the right to choose the treatment they believe is best for their children.

C BACKGROUND AND VOCABULARY

- 1 Read the passage about health and religion. Try to understand the boldfaced words from the context.

Mary Baker Eddy was an American religious leader and the founder of the Christian Science movement. She was born in Bow, New Hampshire, in the United States, on July 16, 1821. As a child, she was not very healthy and suffered from various **ailments**; as a result, she missed a great deal of school. Her education came through home schooling and study of the Bible and Scriptures.¹

She continued to suffer from poor health as an adult and tried many alternative therapies and **treatments** including mesmerism (hypnosis), hydrotherapy (water cures), and mental healing. Once, after falling on ice and suffering a severe injury, she asked for her Bible and read a Gospel² account of one of Jesus' healings. After reading the New Testament,³ she was completely cured and felt she had finally found the answer to her medical problems: the Scriptures.

¹ **Scriptures:** the writings of the Bible

² **Gospel:** one of the four stories of Christ's life in the Christian Bible

³ **New Testament:** the part of the bible that is about Jesus Christ's life and his teaching

Eddy believed that all sickness was mental rather than physical. She began the practice of healing others by reading the Bible and teaching others to be healers as well. In 1875, she published *Science and Health with Key to the Scriptures*. Eddy later wrote and published sixteen more books. In 1879, she founded the Church of Christ, Scientist, an organization she oversaw closely until her death. The ramifications of her writing and beliefs have been felt around the world. Today there are over 2,700 Christian Science churches worldwide.

One of the principles of Christian Science is that disease, as well as sin and death, do not originate with God and, therefore, are not real. They see God as the only healer. Instead of conventional medicinal remedies, her followers, called Christian Scientists, pray for the sick person. In addition, a church practitioner⁴ prays for the sick and a church nurse gives non-medical physical care.⁵ The church, however, does not deny its members access to doctors; it leaves the choice to the individual. Conventional treatment for "mechanical" problems such as broken bones and dental cavities does not violate or go against the church's beliefs.

Since Eddy first published *Science and Health with Key to the Scriptures*, there has been debate about the Christian Science method of healing. Followers of Christian Science acknowledge that their methods of treatment do not always work. Nevertheless, they feel that they are entitled to choose the type of treatment that they feel works best. In other words, they believe that prayer can be the most effective method of treatment.

2 Find the boldface words in the reading passage above. Write each word next to its definition.

1. res (n.) results of something that happens or that you do, that affects other things
2. deb (n.) a discussion or argument on a subject in which people express different opinions
3. treatm (n.) methods that are intended to cure an injury or sickness
4. convent (adj.) used or existing for a long time and considered usual (for a particular group or culture)
5. violate (v.) to disobey or to do something against a law, rule, agreement etc.
6. entitled (v.) given the right to have or do something

⁴ **practitioner**: a person who has been schooled and trained in praying for the sick

⁵ **nonmedical physical care**: care that includes taking care of hygiene and dietary needs as well as caring for injuries; does not include giving medication

7. effective (adj.) producing the result that was wanted or intended
8. acknowledge (v.) to accept or admit that something is true or official
9. principle (n.) basic ideas that a plan or system is based on
10. deny (v.) to refuse to allow someone to have or do something
11. minor (n.) illnesses that are not very serious

break out the bubbly & celebrate
bubbly & cute personality

2 FOCUS ON READING

A READING ONE: Dying for Their Beliefs

Read the first three paragraphs of *Dying for Their Beliefs*. Work with a partner to answer the questions. Then read the rest of the article.

- How did Amy's life change in 1986? *Amy became very sick*
- Why does Mary Christman say, "If the child does not receive medical attention, she will be dead within a week"? *she wasn't getting better*
- What exactly do you think is wrong with Amy?

DYING FOR THEIR BELIEFS: *Christian Scientist Parents on Trial in Girl's Death*

By Jeffrey Good (from the *St. Petersburg Times*)

1 Amy Hermanson was a sunny seven-year-old with blond hair and bubbly ways. She liked to serenade adults with her favorite song: Disney's "It's a Small World After All."

2 But Amy's world went awry¹ one Sunday in 1986. An adult friend of her family noticed the child's sunken eyes, her listless² manner, the way her clothes hung from her tiny bones. She tried to get the child to sing her favorite song.

3 "She used to come over and sing every verse to me. I couldn't even get her to make a comment

on the song, let alone sing it," the friend, Mary Christman, would later tell investigators. She recalled her husband saying, "If the child does not receive medical attention, she will be dead within a week."

4 But Amy's parents are Christian Scientists. They decided to try to heal the child with prayer rather than seek a doctor's aid. Two days after the Christmans saw her, Amy died of diabetes.

5 On Monday, Amy's parents are scheduled to go on trial in the Sarasota County Courthouse

¹ **awry**: wrong; to not happen as planned

² **listless**: feeling tired and not interested in things

on charges of third-degree murder³ and felony child abuse.⁴ Prosecutors say William and Christine Hermanson committed a crime by putting religious principles ahead of protecting their daughter. The Hermansons say their accusers are wrong. If convicted, the couple could face three to seven years in jail.

- 6 At issue is a legal principle with national ramifications. Since 1967, no Christian Scientist in the United States has stood trial for denying children medical care for religious reasons. Six similar cases are pending, but the Hermansons are the first to go to court.
- 7 “The children are entitled to protection, and if the parents won’t give it to them, they (the parents) will suffer the (legal) consequences,” says Mack Futch, an assistant state attorney in Sarasota County.
- 8 The Hermansons, however, have maintained that prosecutors want to violate their constitutional right of religious freedom. And in interviews last week, their supporters maintained that the couple treated their daughter with a proven—if unconventional—method of healing.
- 9 Frederick Hillier, a Christian Science “practitioner” who was ministering to the child when she died, said that Christian Scientists regard prayer as a better treatment than conventional medicine. “A Christian Scientist is doing nothing any different than anyone who has found medical treatment to be effective,” said Hillier, who also acts as the spokesman for Florida Christian Science churches. “Why do Christian Scientists rely on spiritual healing when they could go to a physician if they wanted to? In their experience, they found it to be effective.”
- 10 Church members acknowledge that their methods sometimes fail, just as doctors sometimes fail, he said. But that doesn’t mean

the Christian Scientists deserve criminal charges any more than the doctors do, he said. “We don’t claim any more than anyone else claims to be 100 percent effective,” Hillier said. “Even Jesus didn’t.”

- 11 Amy’s third grade report card was her last. It showed A’s in reading, English, spelling, mathematics, science, and social studies. “Amy takes a keen interest in all her work,” a teacher wrote.
- 12 But in September 1986, Amy began fourth grade as a different child. Teachers noticed her dozing off in class, shedding weight at an alarming rate, and complaining of stomachaches. At one point, she held her hands over her ears and pleaded, “Stop the noise. Stop the noise,” at the sound of a pencil scratching paper.
- 13 “After the school year began, Amy was often upset. She would cry and say that she did not feel well,” said June R. McHugh, director of the private Julie Rohr Academy attended by Amy and her older brother, Eric. McHugh told investigators that about a week before Amy’s death, she told Mrs. Hermanson her daughter might be suffering from a physical ailment. McHugh recalled that Mrs. Hermanson said, “the situation was being handled.”
- 14 On September 22, one of the practitioners began praying for the child.
- 15 On September 25, the Hermansons left Amy in a baby-sitter’s care and went to Indiana for a Christian Science conference on spiritual healing. They returned on September 29.
- 16 But at 8:30 A.M. on September 30, 1986, a state social worker in Sarasota took a call from Amy’s aunt. The worker’s notes sketched a chilling picture: “Over the last two weeks (Amy) has lost 10 pounds, drinks constantly, eats large amounts of food, muscle tone is virtually gone, eyes are sunken and functioning

³ **third-degree murder:** murder without intention

⁴ **felony child abuse:** a serious crime where a child is physically or psychologically hurt

(continued on next page)

separately. Child can barely walk and has to be carried—All indications point to diabetes but parents refuse to take said child to the doctor as they are Christian Scientists.”

17 A court hearing was scheduled for 1:30 P.M. and Amy’s father arrived early. At 1:27 P.M., Hermanson took a phone call from home reporting that Amy had taken a turn for the worse and an ambulance was en route. Learning this, the judge ordered that a medical doctor examine Amy.

18 But it was too late. With Christian Science practitioner Hillier nearby, Amy had died in her parents’ bed.

Most Important Right

19 After performing an autopsy on the child, Associate Medical Examiner James C. Wilson concluded that medical treatment up to just hours before her death probably could have saved Amy. The Hermansons have acknowledged they never sought such treatment. That does not make them criminals, say their lawyers and supporters.

20 “There isn’t anyone who is more loving to their children than Christian Scientists,” said Bob Drabik, chairman of the board of directors at Sarasota’s First Church, Christian Science, where the Hermansons are members.

21 Florida law says parents can’t be judged “abusive or neglectful” because they withhold

conventional medical treatment for religious reasons. Similar laws exist in most states. They were enacted under heavy lobbying from the Boston-based church after one of its members, Dorothy Sheridan of Harwich, Massachusetts, was convicted in 1967 of manslaughter in the death of her child. “William and Christine Hermanson, at all times material⁵ to the facts in this case, followed the religious teachings of their church and relied upon Christian Science healing in the care and treatment of Amy Hermanson,” the court record states.

22 Within the legal community, there is considerable debate over whether that is an adequate defense when a child dies. Harvard law professor Alan Dershowitz says that such trials revolve around two important constitutional rights: parents’ freedom of religion, and children’s right to grow up healthy.

23 In cases where one right must take priority, Dershowitz says, the choice is clear: “It’s not a difficult question. Children have a right to live and be brought up to make their own religious decisions.”

24 Hillier, the Christian Science spokesman, said that church members view prayer as the best way to make sick children well. “We don’t want the right to do harm to children,” he said, “we only want the right to do what is good for children.”

⁵ **material:** important to, related to

READ FOR MAIN IDEAS

Complete the sentences based on Reading One. Compare sentences with a partner.

1. Amy’s disease was _____

2. Amy might have been saved if _____

3. Her parents are going on trial because _____

4. Christian Scientists and other supporters defend the Hermansons because

5. Some people in the legal community believe that the two main issues are:

a. _____

b. _____

READ FOR DETAILS

Write **T** (true) or **F** (false) for each statement. Write the number of the paragraph that supports your answer. If the statement is false, change it to make it true.

		Paragraph
_____	1. The Hermansons knew that some people thought Amy might have a medical problem.	_____
_____	2. Christian Scientists acknowledge that their methods are not always effective.	_____
_____	3. Some of the symptoms of Amy's disease were: loss of weight, stomachaches, and an intense interest in schoolwork.	_____
_____	4. If Amy had received medical treatment just hours before she died, she probably could have recovered.	_____
_____	5. Christian Scientists and their supporters believe they want only to do what is good for their children.	_____
_____	6. In Florida, parents can be judged "abusive or neglectful" if they choose to deny their children conventional medical care for religious reasons.	_____

MAKE INFERENCES

Work in a group. Match the people with the statements they could have made. In some cases, more than one person could have made the statement. Refer to Reading One to support your answers.

- a. Amy Hermanson, sick child
- b. Alan Dershowitz, Harvard law professor
- c. Mack Futch, assistant state attorney
- d. Frederick Hillier, Christian Science practitioner and spokesman
- e. Dorothy Sheridan, Christian Scientist convicted of manslaughter
- f. James C. Wilson, associate medical examiner

- _____ 1. If parents don't give their children medical protection, then the court system or the government must get involved.
- _____ 2. Prayer, although not always effective, is the best treatment available.
- _____ 3. The Hermansons are responsible for Amy's death.
- _____ 4. This was a senseless death. Medically, it could have been prevented.
- _____ 5. The Constitution entitles us to religious freedom; this allows us to decide what is best for our children.
- _____ 6. Being a good student is easy if you can concentrate on your schoolwork.
- _____ 7. Children should be able to live long enough to make their own religious decisions.
- _____ 8. It's worth being convicted of a crime if what we do is for the benefit of our children.
- _____ 9. Spiritual healing is just as legitimate a type of medical treatment as drugs.
- _____ 10. Children's right to live is more important than their parents' religious beliefs.

EXPRESS OPINIONS

Discuss the questions in a small group. Then share your answers with the class.

1. Do you think Amy's parents are responsible for her death? Why or why not? If so, what punishment do you think they should receive?
2. Alan Dershowitz said that such trials revolve around two important constitutional rights: parents' freedom of religion and children's right to grow up healthy. What does he mean by this? How does it apply to Amy's situation?

B READING TWO: Norman Cousins's Laugh Therapy

Norman Cousins was a well-known American writer and editor. When he was diagnosed with a serious illness, he decided to use his own type of alternative therapy. He focused on the importance of a positive attitude in healing. After writing about his successful recovery, he received mail from all over the world. Many letters came from doctors who supported his ideas.

Norman Cousins lived for 26 years after he became ill. He died in 1990 at the age of 75.

- 1 *Discuss the questions with a partner. Then read the article about Norman Cousins.*
 1. What do you think "a positive attitude in healing" means?
 2. Look at the photograph of Charlie Chaplin on page 55. Why do you think he could be associated with a positive attitude in healing?



Charlie Chaplin

Norman Cousins's Laugh Therapy

- 1 In the summer of 1964, well-known writer and editor Norman Cousins became very ill. His body ached and he felt constantly tired. It was difficult for him to even move around. He consulted his physician, who did many tests. Eventually he was diagnosed as having ankylosing spondylitis, a very serious and destructive form of arthritis.¹ His doctor told him that he would become immobilized² and eventually die from the disease. He was told he had only a 1 in 500 chance of survival.
- 2 Despite the diagnosis,³ Cousins was determined to overcome the disease and survive. He had always been interested in medicine and had read the work of organic chemist Hans Selye, *The Stress of Life* (1956). This book discussed the idea of how body chemistry and health can be damaged by emotional stress and negative attitudes. Selye's book made Cousins think about the possible benefits of positive attitudes and emotions. He thought, "If negative emotions produce (negative) changes in the body, wouldn't positive emotions produce positive chemical changes? Is it possible that love, hope, faith, laughter, confidence, and the will to live have positive therapeutic value?"
- 3 He decided to concentrate on positive emotions as a remedy to heal some of the symptoms of his ailment. In addition to his conventional medical treatment, he tried to put himself in situations that would elicit positive emotions. "Laugh therapy" became part of his treatment. He scheduled time each day for watching comedy films, reading humorous books, and doing other activities that would bring about laughter and positive emotions. Within eight days of starting his "laugh therapy" program, his pain began to decrease and he was able to sleep more easily. His body chemistry even improved. Doctors were able to see an improvement in his condition! He was able to return to work in a few months' time and actually reached complete recovery after a few years.
- 4 Skeptical readers may question the doctor's preliminary diagnosis, but Cousins believes his recovery is the result of a mysterious mind-body interaction. His "laugh therapy" is a good example of one of the many alternative, or nonconventional, medical treatments people look to today.

¹ **arthritis:** a disease that causes pain and swelling in the joints of the body

² **immobilized:** not able to move

³ **diagnosis:** identification of what illness a person has

2 Write answers to the questions.

1. What was Norman Cousins's original diagnosis and how did he respond?

2. What is the connection between mind and body in laugh therapy?

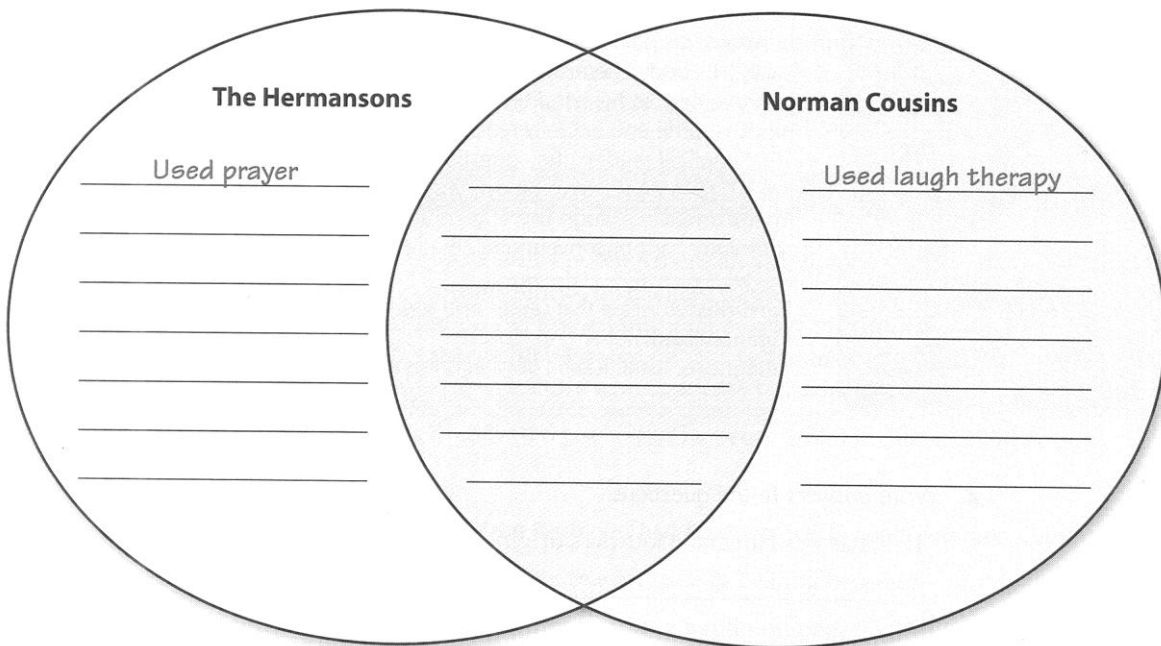
3. What are some examples of laugh therapy?

4. How did Cousins benefit from his laugh therapy?

C INTEGRATE READINGS ONE AND TWO

STEP 1: Organize

You have read about the Christian Scientists' therapy through prayer and the Bible and Norman Cousins's laugh therapy. What are the similarities and differences between them? Complete the Venn diagram with information from both readings. In the left circle, write notes that are true only about the Hermansons. In the right circle, write notes that are true only about Norman Cousins. In the middle, write notes that are true for all of them.



STEP 2: Synthesize

On a separate piece of paper, write a short paragraph explaining the similarities and differences between Amy Hermanson's story and Norman Cousins's story using the information from Step 1. (Note that neither the Hermansons nor Norman Cousins explicitly state their opinion about conventional medicine, but by reading carefully, you can infer their opinions. Include any information you were able to infer, too.)

3 FOCUS ON WRITING

A VOCABULARY

REVIEW

Work with a partner. Write **S** if the word pairs have a similar meaning and **D** if they have a different meaning.

- | | |
|-----------------------------------|------------------------------------|
| 1. ramification / effect <u>S</u> | 7. treatment / diagnosis ____ |
| 2. ailment / symptom ____ | 8. acknowledge / admit ____ |
| 3. elicit / produce ____ | 9. conventional / alternative ____ |
| 4. skeptical / doubtful ____ | 10. debate / agreement ____ |
| 5. violate / disobey ____ | 11. consult / ask advice of ____ |
| 6. principles / beliefs ____ | 12. entitled / effective ____ |

EXPAND

An **analogy** is a comparison between two words that seem similar or are related in some way. Sometimes the words are related because they are synonyms or antonyms, and sometimes there is another relationship. For example, in item 1, *arthritis* is an example of a diagnosis; in the same way, *achiness* is an example of a symptom.

Work with a partner. Discuss the relationship between the words. Circle the word that best completes each analogy.

- arthritis : diagnosis = achiness : ____

a. disease **b.** symptom c. cure
- therapy : cure = treatment : ____

a. heal b. regimen c. practitioner

3. consult : ask = admit : _____
 a. deny b. acknowledge c. suffer
4. typical : common = nonconventional : _____
 a. conventional b. mainstream c. alternative
5. jury : verdict = doctor : _____
 a. symptom b. diagnosis c. disease
6. ramification : effect = advantage : _____
 a. claim b. cure c. benefit
7. evidence : crime = symptom : _____
 a. jury b. ailment c. treatment
8. defend : accuse = allow : _____
 a. deny b. elicit c. recover

CREATE

Imagine that you are going to interview the Hermansons or Norman Cousins. On a separate piece of paper, write four interview questions that you would like to ask. Use at least one of the words from the box in each question. Then, work with a partner. Answer each other's questions as if you were the Hermansons or Norman Cousins.

accuse	consult	diagnosis	entitled	symptom
acknowledge	(un)conventional	effective	principles	treatment
benefit	defend	elicit	ramifications	violate

B GRAMMAR: Past Unreal Conditionals

- 1 Examine the sentences with a partner. Write **T** (true) or **F** (false) for the statements that follow the sentences.
- If Amy **hadn't died**, the medical examiner **wouldn't have examined** her.
 - If Amy's parents **had seen** a doctor, Amy **could have taken** conventional medicine to control her diabetes.
 - If Amy **had sung** her favorite song, Mrs. Christman **might not have noticed** she was sick.

1. In sentence *a*: Amy died. ____
The medical examiner didn't examine her body. ____
2. In sentence *b*: Amy's parents didn't see a doctor. ____
Amy didn't take conventional medicine to control her diabetes. ____
3. In sentence *c*: Amy didn't sing her favorite song. ____
Mrs. Christman didn't notice she was sick. ____

PAST UNREAL CONDITIONALS

1. A **past unreal conditional** sentence has two clauses: the **if clause**, which gives the condition, and the **result clause**, which gives the result. The sentence can begin with the *if* clause or the result clause, and the meaning is the same.

2. There are two important things to notice in past unreal conditional sentences:

- the use of the comma when the *if* clause comes at the beginning of the sentence
- the verb forms used in each clause

If Clause

If + subject + past perfect,

Result Clause

subject + *would (not) have* + past participle
could (not) have
might (not) have

If Amy hadn't died,

Dr. Wilson **would not have examined** her.

Result Clause

Subject + *would (not) have* + past participle
could (not) have
might (not) have

If Clause

if + subject + past perfect

Amy **would have taken** medicine

if her parents **had brought** her to a doctor.

3. The past unreal conditional talks about past unreal, untrue, or imagined conditions and their results. Both parts of the sentence describe events that are the opposite of what happened.

Conditional statement: Mrs. Christman **might not have noticed** if Amy **had sung**.

What really happened: Mrs. Christman noticed. Amy didn't sing.

4. The past unreal conditional is often used to express regret about what really happened. In sentences like this, use *would have* in the result clause. To express possibility or uncertainty about the result, use **might have** or **could have** in the result clause.

2 Read the conditional sentences. Write **T** (true) or **F** (false) for each statement that follows the sentences.

1. If Mary Baker Eddy hadn't slipped on the ice, she wouldn't have broken her ankle.

 T She slipped on the ice.

 F She didn't break her ankle.

2. If Norman Cousins had been healthy, he wouldn't have had to try laugh therapy.

 Norman Cousins was healthy.

 He didn't have to try laugh therapy.

3. According to the medical examiner, Amy Hermanson might have lived if she had been given medication.

 Amy died.

 Amy wasn't given medication.

4. Amy's parents wouldn't have gone on trial for third-degree murder if she had not died.

 Amy's parents didn't go on trial for third-degree murder.

 Amy died.

5. If Mary Baker Eddy hadn't been so religious, she might not have turned to prayer to cure herself.

 Mary Baker Eddy was religious.

 She turned to prayer to cure herself.

6. If Amy's parents hadn't been Christian Scientists, they might have gotten conventional medical help for Amy.

 Amy's parents are not Christian Scientists.

 Amy's parents didn't get her conventional medical help.

7. If Amy had stayed awake in class, her teacher might not have noticed that something was wrong.

 Amy slept in class.

 Her teacher noticed that something was wrong.

8. If Norman Cousins hadn't believed in a mind-body interaction, laugh therapy might not have been effective for him.

 Norman Cousins didn't believe in a mind-body interaction.

 Laugh therapy didn't work for him.

3 Write a sentence about each situation. Use the past unreal conditional.

1. Laurie Rent had a headache. She took some aspirin. She soon felt better.

If she hadn't taken aspirin, she might not have felt better.

2. Peter Deering had a problem with his allergies. He used conventional medical treatments. He didn't feel better.

3. Norman Cousins read extensively about alternative medicine. When he was diagnosed with ankylosing spondylitis, he already had some ideas about alternative treatments.

4. Norman Cousins was sick. He tried to cure himself by using laugh therapy. He made a complete recovery.

5. William Bullard was not a Christian Scientist. He believed in conventional Western medicine. He gave his daughter drugs when she was sick.

6. Amy began dozing off in class. Her teacher noticed that something was wrong. She called Amy's parents.

7. Norman Cousins wasn't satisfied with his doctor's treatment plan. He developed his own laugh therapy treatment.

C WRITING

In this unit, you read about the Hermansons, who were found guilty in the death of their daughter. They received a four-year suspended sentence and were placed on probation for fifteen years.¹ The sentence created a great deal of discussion both in favor of and against the verdict.

You are going to **write a three-paragraph opinion essay expressing your opinion on the initial verdict.***

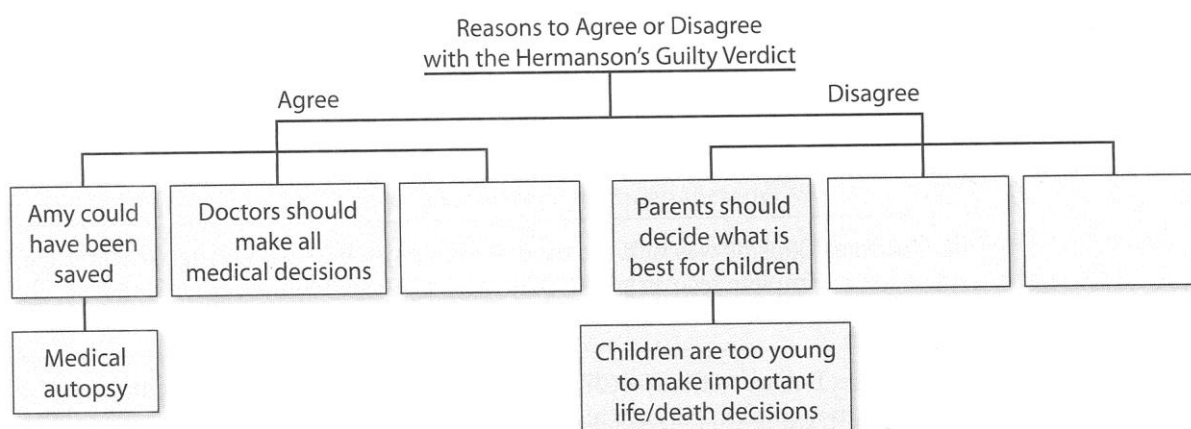
¹Six years after the Hermansons were found guilty, the Florida Supreme Court overturned the sentencing. The Hermansons were then found innocent of all charges.

*For Alternative Writing Topics, see page 66. These topics can be used in place of the writing topic for this unit or as homework. The alternative topics relate to the theme of the unit, but may not target the same grammar or rhetorical structures taught in the unit.

PREPARE TO WRITE: Tree Mapping

Tree mapping helps you to organize ideas about a topic. The topic is written on the top line. Your ideas are written in branches leading from the topic. You can include reasons and evidence on smaller branches.

Complete the tree map. Then discuss your tree with a partner.



WRITE: An Opinion Essay

An **essay** is a group of paragraphs about one topic. An **opinion essay** is written to persuade or convince the reader that your opinion is “the right way of thinking.” An opinion essay has three parts: the **introduction**, the **body**, and the **conclusion**.

INTRODUCTION

The **introduction** is the first paragraph of your essay. It includes a thesis statement which introduces the topic and states the main idea. The introduction should capture the readers' attention and make them want to read on. Many introductions begin with general background information on the topic and often end with the thesis statement as the last sentence of the paragraph. In an opinion essay, the thesis statement should state your opinion about the topic. *Tip:* Some writers find it helpful to write their introductory paragraph after they have completed their essay.

BODY

The **body** is one to three paragraphs. The body supports the thesis statement by giving examples, details, reasons, and facts to support the thesis statement. Each paragraph should start with a clearly stated topic sentence which relates to the thesis statement. In addition, because you are trying to convince your readers to accept your opinion, you need to give evidence to support your opinion. You also need to give reasons which explain why the evidence supports your opinion.

CONCLUSION

The **conclusion** should restate the thesis statement and include the writer's final thoughts on the topic. For example, the writer can give advice, suggest a solution to a problem, or predict what will happen in the future. The conclusion should not include new or unrelated topics.

Note: See Units 1 and 2, pages 19–24 and 42–46 for information on paragraph writing.

- 1 Examine the opinion essay. Then complete the essay organizer with the parts of the essay.

The Power of Prayer

Shocking. Disappointing. These two words come to mind when reading the word *guilty* in the Hermanson verdict. That loving and devoted parents could be convicted of negligence is against everything the United States stands for. First let me say that I am a loving and devoted parent. I am president of our local parent-teacher association. I am a Harvard graduate and a lawyer. I am also a Christian Scientist. From this personal perspective, I believe in the power of spiritual healing and the right of families to choose the treatment they feel is most effective.

I have witnessed the power of spiritual healing and its ability to cure on many occasions. When I was born, I was diagnosed with a blood disorder. The doctor said I had two hours to live. At the time, blood transfusions were not available for this disease. My mother, a Christian Scientist, brought in a practitioner and through much prayer, I was healed. I believe that if my mother hadn't been a Christian Scientist, I would probably not have survived. With my own children there have been many occasions when doctors would have prescribed antibiotics for ailments such as ear infections, colds, etc. However, with the power of prayer, my children have been healed without these medicines.

Christian Scientists are seen by some as law breaking and irresponsible caretakers. Neither of these accusations is true. First, as citizens, we are exercising our rights as guaranteed by the Constitution. If we truly believe that conventional medicine is not helpful, we have the right to say "no" and choose the treatment that we feel is appropriate and effective for our family. As far as being irresponsible, this is also false. Many scientific studies have proven that through prayer and spiritual healing, numerous people have been cured of illness and disease the medical community had declared incurable.

I hope that people won't stop looking for alternative treatments because the Hermansons have been found guilty. Do we as a society truly believe that conventional medicine is the only effective and accepted treatment? Should we allow our rights to be taken away because of this belief? Remember, children die as the result of conventional medical treatment, too, and no one accuses the parents of these unfortunate children of negligence, nor brings them to court.

THREE PARTS OF AN ESSAY	NOTES
I. Introduction Thesis Statement:	Background Information:
II. Body Paragraph 1 Topic:	Body Paragraph 1 Support/Evidence:
Body Paragraph 2 Topic:	Body Paragraph 2 Support/Evidence:
III. Conclusion Restate the Thesis: Final Thought/Wrap Up:	

- 2 Make an essay organizer like the one above with information for your opinion essay about the Hermansons.
- 3 Now write the first draft of your opinion essay. Use the information from *Prepare to Write* and your essay organizer to plan your essay. Make sure you have four paragraphs: an introductory paragraph, two body paragraphs, and one concluding paragraph. Be sure to use grammar and vocabulary from the unit.

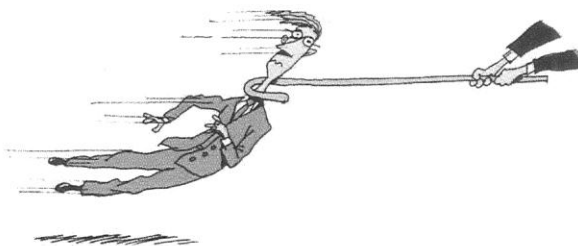
● REVISE: Writing Introductions and Hooks

The **introductory paragraph** is very important in all essays. The reader will decide whether or not your essay is worth the time and effort to read depending on how interesting your introductory paragraph is. The introduction for an opinion essay should:

- state who you are and why your opinion matters;
- provide background information about the topic;
- provoke the reader's interest with a hook;
- include a thesis statement.

A **hook** is a sentence or two meant to grab the reader's attention. The hook could be:

- a shocking or surprising sentence;
- an anecdote (story);
- an interesting point;
- a quote.



- 1** *Is there a hook in the essay on page 63? What is it? Is it effective? Why or why not? Share your answer with a partner.*
- 2** *Read the hooks from introductions of opinion essays. Check (✓) the hooks you think are effective. Discuss your answers with a partner.*
 1. ____ People are becoming more open minded about spiritual healing. Spiritual healing can really be effective if you are a true believer.
 2. ____ Spiritual healing works. "People with a strong sense of spirituality and routine prayer had less pain, needed less medication, and had more social outlets that helped them cope with their disease than those who did not have a spiritual practice," says Dr. Paul Jones of Indiana State Medical Center.
 3. ____ People should stick with conventional medicine because it has been proven. There is no proof spiritual healing is effective or even safe.
 4. ____ There are some studies that prove meditation and prayer can help with healing. This is why prayer should be a part of your life.
 5. ____ Dr. Larry Dorsey saw for himself the power of spiritual healing when his patient whose lungs were filled with cancer and who refused all medical intervention returned to his care within one year with completely clean lungs. What had the patient done? Pray.
 6. ____ Stop! Don't take that pill! You can pray that headache away. Or at least that's what people who believe in spiritual healing would have you believe.
- 3** *Look at the introductory paragraph in your first draft. Make sure you have all the parts of an effective introduction. If you don't have a hook, add one.*

EDIT: Writing the Final Draft

Write your final draft. Carefully edit it for grammatical problems and mechanical errors, such as spelling, capitalization, and punctuation. Make sure you used some of the grammar and vocabulary from the unit. Use the checklist to help you write your final draft. Then neatly write or type your essay.



FINAL DRAFT CHECKLIST

- Does the essay have an introduction, two body paragraphs, and a conclusion?
- Does the introduction include a thesis statement, background information about the topic, and a hook?
- Does each paragraph have a topic sentence?
- Do all the topic sentences support the thesis statement?
- Does the essay have a conclusion that restates the thesis and includes a final thought?
- Is the past unreal conditional used correctly?
- Has vocabulary from the unit been used?

ALTERNATIVE WRITING TOPICS

Choose one of the topics. Write an essay using the vocabulary and grammar from the unit.

1. Different cultures define nonconventional medicine in different ways. What do you think nonconventional medicine is? How do you feel about the use of nonconventional medicine?
2. What do you think of Norman Cousins's laugh therapy? Do you think there is any truth to the idea of a mind-body interaction? Have you or someone you know had a medical experience where the mind was stronger than the body?

RESEARCH TOPICS, see page 260.