

THE HEART OF A Hero

1 FOCUS ON THE TOPIC

1. Hercules is a Greek hero. In the many stories describing his adventures and combats, Hercules is always extraordinarily strong and courageous. What quality do you think makes someone a hero?
2. Describe a hero from a story from your culture.
3. Do you have a favorite hero from a folk tale,¹ book, or movie? Who? Why is this person or character a hero?

¹ **folk tale:** a short story that comes from the spoken word or oral tradition

VOCABULARY

1 Read short descriptions of some famous heroes. Try to understand the boldfaced words without looking them up in a dictionary.

1. **Odysseus** is a hero from Greek stories famous for his **journey** home to his family from the Trojan War.
2. **Mulan** is a hero from Chinese stories. She is famous for taking her father's job as a soldier. She did not have strength, but she was a good soldier because of her **intelligence**. She used her brains to help the army win.
3. **James Bond** is a hero from British stories who fights bad guys. In every James Bond movie, there is always a moment where we see him **struggling** hard to beat the bad guys. He is a good fighter and always wins.
4. **Iron Man** is a superhero known for the power from his metal suit. In each adventure he helps people get out of **dangerous** situations.
5. **Bilbo Baggins**, the hero of the story *The Hobbit*, **succeeds** in returning the stolen gold to his friend, Thorin.
6. **Goku** is a Japanese Manga hero. He is known for his strength. He uses his strength to bring people to **safety** and create peace.
7. **King Arthur** is one of Britain's most famous heroes. He had a **mentor**, Merlin. Merlin was a wise man who taught King Arthur how to be a king and how to be a man.
8. **Percy Jackson** is a hero from an American book. The death of his mother **affects** him deeply. He is changed forever as a result.
9. **Jim Hawkins** is the young hero of the story *Treasure Island*. Jim helps the good guys find the gold hidden on an island and return it to its owners.
10. **Robin Hood** is a British hero who helps the poor at every **opportunity**. Whenever he can, he steals money from the rich and gives it to the poor.



WHAT IS A HERO?

- 1 Joseph Campbell (1904–1987) spent his life answering this question. Campbell was a professor of literature and religion at Sarah Lawrence College in New York. He studied and taught hero stories from around the world. Over the years, he noticed that a lot of myths—a kind of hero story—are very similar. In old myths or new ones, whether from Asia, Africa, or South America, the world's hero stories all have the same basic shape. The details of the stories may change, but every hero story has the same three parts.
- 2 During the first part of any hero story, the hero starts a **journey**. This can be a trip from one country to another. It can be an adventure into outer space. It can be a journey into a dream world. Often the hero does not, at first, want to go on this journey. But in the end, he agrees. He leaves the **safety** of his home, friends, and family and goes to this new place. This place is very different from the hero's home and is often dark and **dangerous**. Sometimes there is a **mentor** or a teacher who helps the hero understand this new place. The mentor gives the hero the tools or information he needs. For example, a kind old lady on the road may give our hero a map for his journey. A stranger may give the young hero the key to the door of the enemy king's castle.¹
- 3 The second part in the hero story is the most exciting. This is when the hero must pass some kind of test or challenge. A common example of a test is fighting a monster. In these stories, the monster is much bigger and stronger than our hero. The hero and the readers do not, at first, believe he can kill the monster. Other common challenges include solving a problem or facing a fear such as the fear of snakes. In any challenge, the hero must use his strength, his **intelligence**, or his heart to pass the test. He must kill the dragon, answer the question, or trust his feelings. Of course, in the end, he always **succeeds**.
- 4 Finally, in the third part of the hero story, the hero returns home. He is a different person now and brings what he has acquired or learned on his journey—wealth, knowledge, and wisdom—to share with his family and friends. When he returns home, others are also **affected** by his journey. Sometimes his enemies are embarrassed. Sometimes his family and his friends become rich. Sometimes the hero's town becomes free.
- 5 Campbell believes that the adventure of the hero is the adventure of being alive. Campbell spent his life studying myths because he loved the stories and believed they were important. He believed that the hero's journey is similar to a person's life. All people live through difficult **struggles** (the test or challenge) and must use their strength, intelligence, and heart to succeed. He says that by going down into the darkness, we find the **treasures** of life. He explains that the cave² we are afraid to enter has the treasure we are looking for and that when we stumble,³ then we will find gold. In short, Campbell believes that **opportunities** to find deeper powers within ourselves come when life seems most difficult.

1 **castle**: a very large stone building built in past times to protect the king from attack

2 **cave**: a large dark hole in the side of a cliff or under the ground

3 **stumble**: to hit something with your foot while you are walking so that you almost fall

MAIN IDEAS

- 1 Look again at the Preview on page 135. How did your predictions help you understand the story?
- 2 Circle the word or phrase that best completes each statement about an idea discussed in the essay.
 1. Hero stories are **the same** / **different** all over the world.
 2. Hero stories usually have **two** / **three** main parts.
 3. Hero stories are important because they are **similar to** / **different from** life in general.

DETAILS

Check (✓) the words or phrases that always belong to the three parts of the hero story.

Part One

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> a journey | <input type="checkbox"/> leaving home |
| <input type="checkbox"/> a castle | <input type="checkbox"/> a mentor / teacher |
| <input type="checkbox"/> an adventure | <input type="checkbox"/> coming home |
| <input type="checkbox"/> a dream | |

Part Two

- | | |
|---|--|
| <input type="checkbox"/> a test / challenge | <input type="checkbox"/> facing a fear |
| <input type="checkbox"/> a monster | <input type="checkbox"/> snakes |
| <input type="checkbox"/> a fight | <input type="checkbox"/> succeeding at the challenge |
| <input type="checkbox"/> solving a problem | |

Part Three

- | | |
|--|--|
| <input type="checkbox"/> returning home | <input type="checkbox"/> wisdom |
| <input type="checkbox"/> bringing what he / she gained | <input type="checkbox"/> others are changed, too |
| <input type="checkbox"/> wealth | <input type="checkbox"/> enemies killed |
| <input type="checkbox"/> knowledge | <input type="checkbox"/> friends become rich |

MAKE INFERENCES

INFERRING MEANING FROM METAPHORS

An **inference** is an educated guess about something that is not directly stated in the text. Sometimes a writer suggests a complex idea by using a **metaphor** (word/phrase creating an image) that makes the complex idea simpler and clearer.

Look at the example and read the explanation.

- “. . . the cave we are afraid to enter has the treasure we are looking for . . .” (*paragraph 5*)

Cave here is used as a metaphor. From the image of a cave, the reader **infers** the dark, difficult things in a person’s life, such as sadness, poverty, anger, poor health, or any other negative human experience. These are complex things to describe. The author simplifies these complicated ideas by using the word *cave* because this word holds all the feeling and meaning of those difficult things.

After reading the text closely, especially certain words or phrases that are used as metaphors, we can **infer** the full meaning of the complex ideas the author wants to convey.

Read the quotes from paragraph 5 of the reading. The underlined word in each one is used as a metaphor. What complex idea does the author want to convey here? Write the meaning of the metaphor on the line.

Metaphor	Meaning
1. “. . . the cave we are afraid to enter has the <u>treasure</u> we are looking for . . .”	_____
2. “. . . when we <u>stumble</u> , then we will find gold.”	_____
3. “. . . when we stumble, then we will find <u>gold</u> .”	_____

EXPRESS OPINIONS

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

1. Do you agree with Campbell’s quote in the last paragraph? Why?
2. Think of a hero story from your culture. Does it follow the pattern that Joseph Campbell describes for all hero stories throughout the world? Explain.

GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.

READ

- 1 Look at the boldfaced words and phrases in the reading and think about the questions.
 1. Which words or phrases do you know the meaning of?
 2. Can you use any of the words or phrases in a sentence?
- 2 Now read the blog by pre-med student Alice Ogrodnik.


Book Review: *Harry Potter and the Sorcerer's Stone*

HOME


CONTACT

About Me

My name is Alice Ogrodnik. I'm a 22-year-old senior in college, studying biology. After I graduate, I am going to medical school to become a medical geneticist. I'm a big reader and use reading as a way to relax from all the hard class work.



1 I just finished reading *Harry Potter and the Sorcerer's Stone* by J.K. Rowling. I know I'm a little behind most of you. Most people I know read these books years ago. In fact, I think a lot of people my age who never read books for fun, started reading **BECAUSE** of the Harry Potter books. But I wasn't like those people. I read books all the time. So when everyone started reading *Harry Potter*, I told myself the books were bad. I told myself I read **GOOD** books, not silly stuff. Well, silly me. I just finished the first one and guess what? It was great. Read on to hear why . . .



2 First of all, I love a story where the main character is just a normal kid. No, not all kids are wizards.¹ But all kids go to school, make friends, play

¹ **wizard**: a man who teaches and practices magic

(continued on next page)

games, and have teachers they love and teachers they hate. Only in Harry's world all this happens at an amazing place called Hogwarts School of Witchcraft and Wizardry. Here, Harry makes two best friends, Ron and Hermione. They go to cool classes like Potions (**magic** drinks) and the History of Magic. They get to play a magical sport called Quidditch, which seems really fun. Harry hates his potions teacher, Snape, and he loves the headmaster, Dumbledore. Harry has no parents. When he was a baby, they died **protecting** him from the wizard Lord Voldemort. So Dumbledore acts like a father to Harry.

- 3 The second reason I loved this book is because it is a great **adventure**. One day, Harry and his two friends find something strange at their school: a large three-headed dog. They learn that the dog is protecting something called the Sorcerer's Stone. This magical stone takes Hermione, Ron, and Harry on a long journey that leads them to the basement of Hogwarts. Here they must pass many tests. If they fail to pass all the tests, Lord Voldemort will get the Stone, live forever, and rule the wizard world. The challenges are really exciting! In one room they find a magical plant that tries to strangle them. In another room they must play and win a life-sized game of wizard chess.² In the next room, they must drink dangerous potions. Because there's only enough potion for one, Harry takes it and goes on alone. When he finally arrives in the last room, Harry meets Lord Voldemort—the most dangerous wizard of all time. Will Harry be able to win? Harry does his best in a confrontation with Voldemort. At last Voldemort reaches for Harry's arm. Harry thinks it is over. He falls to the ground and everything goes black.
- 4 In the last chapter, Harry wakes up in bed with his friends nearby and Dumbledore smiling down at him. Dumbledore explains that Harry didn't **fail**. When his mother saved him from Voldemort with her life, she gave Harry the most powerful magic in the world. With it, he **defeated** Voldemort. At least for now.
- 5 This brings me to the third reason I loved this book: Harry is all set to have another adventure because he must meet Voldemort again. . . . I can't wait to read *Harry Potter and the Chamber of Secrets!*

² **chess**: a board game requiring deep thinking

COMPREHENSION

Put the following statements in the order they happen in the story of *Harry Potter and Sorcerer's Stone*.

- a. 1 Harry's parents die.
- b. Lord Voldemort is defeated.
- c. Harry makes friends with Ron and Hermione.

3 Agree or disagree with the statements about the two versions of the text.

	Agree	Disagree
1. The paragraph in present tense is more exciting.	<input type="checkbox"/>	<input type="checkbox"/>
2. The paragraph in present tense makes me feel like I'm there in the action.	<input type="checkbox"/>	<input type="checkbox"/>
3. The paragraph in past tense feels like this story happened a long time ago.	<input type="checkbox"/>	<input type="checkbox"/>
4. The paragraph in past tense feels more natural.	<input type="checkbox"/>	<input type="checkbox"/>

 [GO TO MyEnglishLab](#) FOR MORE SKILL PRACTICE.

CONNECT THE READINGS

STEP 1: Organize

Reading One (**R1**) contains lots of information about all hero stories. Reading Two (**R2**) describes details of one specific hero story. Read the lists of phrases from **R1** and **R2** and place them in the correct box in the chart on the next page.

R1

~~The hero leaves on his journey.~~

The hero's family / friends are affected by what happened on the journey.

The hero returns home.

The hero doesn't believe he can succeed.

The mentor shows the hero some useful things.

The hero succeeds in his challenges by his intelligence, strength, or wisdom.

R2

~~Harry goes into the basement of Hogwarts.~~

Harry gets past the eating plant.

The world is saved from Lord Voldemort getting the Sorcerer's Stone.

Harry defeats Lord Voldemort.

Harry wins a magic game of chess.

Harry wakes up in bed with Dumbledore smiling down on him.

	FEATURES OF EVERY HERO'S STORY (R1)	FEATURES OF HARRY POTTER'S STORY (R2)
PART ONE	<i>The hero leaves on his journey.</i>	<i>Harry goes into the basement of Hogwarts.</i>
PART TWO		
PART THREE		

STEP 2: Synthesize

Mugglenet is the most popular Harry Potter website (a *muggle* is the word in the stories for a non-magical person). Complete the website discussion from the chat.



Mugglenet Chat

HPBoy: I'm taking this great literature class on Joseph Campbell. Campbell describes the classic hero stories as all having the same form. Most of the stories he talks about are really, really old. But yesterday my teacher started talking about Harry Potter! I couldn't believe it. She says Harry Potter has the same basic form of all these really old hero stories.

RedMagic: That makes sense. I heard that J.K. Rowling studied Classics¹ at university. She probably knew a lot about these old stories and used some of the ideas.

HPBoy: Yeah, she definitely had the three main parts.

RedMagic: What are those parts?

HPBoy: Well, the first part is _____

RedMagic: And the second part?

HPBoy: _____

RedMagic: And what's the second part in Harry Potter?

HPboy: _____

RedMagic: You said three parts. What's the third one, and how does it show up in Harry Potter?

HPboy: _____

RedMagic: That is so cool. It makes me feel like our love for these stories is important now . . . not something childish. It makes me want to go back to reread the book to see what you're talking about. Do you think it's true for all the Harry Potter books?

¹Classics: the languages, literature, and history of ancient Greece and Rome

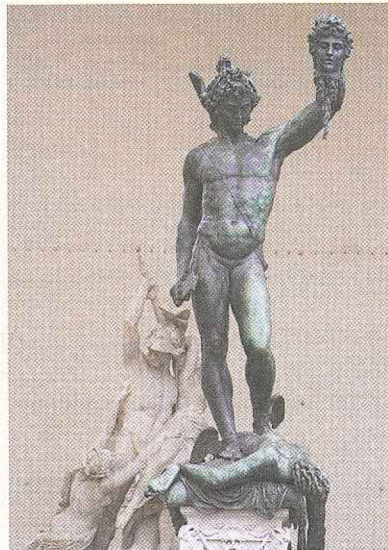
3 FOCUS ON WRITING

VOCABULARY

REVIEW

Complete the tale of Perseus with the words from the box.

adventure	defeats	journey	opportunity	struggle
affect	fail	magic	protect	succeeds
dangerous	intelligent	mentors	safety	treasure



Perseus is a Greek hero who lives on an island with his family. On a nearby island lives Medusa. Medusa is a woman with hair made of snakes. She is very dangerous. When anyone looks upon her ugly head, they turn to stone. Many young men try to kill her. But they all _____ because they do not turn their eyes away. They all lose their lives. One day, _____

(continued on next page)

the king of the land asks Perseus to go on a _____ to bring back the head of
Medusa. Perseus does not want to leave the _____ of his home and family.
But he decides to say yes. For Perseus, this is a(n) _____ to show his power as a
young man.

On the road to find Medusa, Perseus meets two _____ who will help him.
First, he meets the god Hermes. Hermes gives him _____ shoes with wings. With
these shoes, Perseus can fly. Second, he meets Athena, the goddess of war. She gives him a shield¹
to _____ himself. How can Perseus kill Medusa without looking at her? Perseus
is a(n) _____ young man. He uses the shoes to fight Medusa from the air. He uses
the shield as a mirror to see, so he can cut off Medusa's head without looking at her. They start to
fight. Medusa _____. She cannot win. In the end, Perseus _____
Medusa and _____.

On the trip home, Perseus meets and falls in love with Andromeda, his true love. Together
they return to the king with Medusa's head in a bag. Perseus' _____ is
over—the monster is dead and he has his _____, Andromeda. His success
_____ his whole community as he becomes king.

¹ **shield:** a large piece of metal, wood, or other material used to protect a soldier from attack

EXPAND

- 1 Complete the chart with the correct word forms. Some categories have more than one form. Use a dictionary if necessary. An **X** indicates that there is no form in the category.

	NOUN	VERB	ADJECTIVE	ADVERB
1.	defeat		a. <i>defeated</i> b. <i>defeating</i>	X
2.		endanger	dangerous	dangerously
3.	failure		a. failed b. failing	failingly
4.	magic	X	a. magical b. magic	magically
5.	a. protection b. protector	protect		X
6.	safety		safe	
7.		succeed	successful	

- 2 Complete the sentences using the correct form of the word in parentheses.

- Thor, a superhero, has a _____ hammer.
(magic)
- Katniss Everdeen is very _____ of her younger sister, Primrose.
(protect)
- Perseus comes _____ close to looking at the face of Medusa and turning to stone.
(danger)
- Harry Potter _____ completes the challenges in the basement of Hogwarts.
(success)
- Robin Hood _____ rescues Lady Marion from the King's men.
(safety)
- The Iron Giant _____ to hide himself in the junk yard.
(failure)
- Lord Voldemort tries to _____ Harry Potter and for a second time _____.
(defeat)
(failure)

CREATE

makeyourownhero.com is a website for story writers. Use words from the box to complete the blog post and comments on a recent story that a writer posted on the site.

adventure	fail	mentor	struggle
affect	intelligence	opportunity	succeed
dangerous	journey	protect	treasure
defeats	magic	safety	

makeyourownhero FORUM

Golemsays: I think FictionGuys's last post was weak. I didn't like it at all. What was the story? A young mother finds a magical stone in her garden and just keeps it? . . . I don't get it. How are we supposed to see her as any kind of hero? What do you think?

KrytoMan: I agree. Maybe the mother uses the stone to go on a long _____ to a different land. Here she meets a _____ monster that tries to kill her and her child.

Mythmaker: Nice one. The mother and the monster can _____ to get the child. The mother starts to _____. We think she will lose. Then, suddenly, she finds her power and _____ the monster by killing him with his own sword.

Norsefan: I like that idea. What about this one: _____

Supermannut: What if _____

GRAMMAR

- 1 Read the paragraph about Atalanta. Circle the word *when* every time you see it. Underline the verbs in each *when*- sentence.

Atalanta is a popular Greek hero. She is a great runner. She can run faster than any man or woman. Her father wants her to marry. But she doesn't want to belong to any man. When she refuses to marry, her father gets angry. They argue. Finally, she agrees to a deal. She will marry the first man who can beat her in a race. Many young men try to defeat her, but they all fail. She is too fast. One young man, Hippomese, asks a god for help. The god tells him to throw down three golden apples on the race course. When he does this, Atalanta stops running to look at the beautiful golden apples. Hippomese wins the race, and Atalanta marries him.

TIME CLAUSES IN PRESENT TENSE

1. We can combine two sentences that tell about time by using a **time clause** and a **main clause**.

When Hippomese meets Atalanta is a time clause. The time clause and the main clause are both in the same tense. Here, that tense is the **simple present**.

Hippomese meets Atalanta.

He falls in love with her.

Time Clause

When Hippomese **meets** Atalanta,

Main Clause

he **falls** in love with her.

2. A clause contains a subject and a verb. A time clause contains a *time word* + subject + verb. It cannot stand alone as a sentence. It needs to be attached to an independent clause.

An **independent clause** can stand alone as a sentence.

[TW] [S] [V]

When Hippomese **meets** Atalanta,

[S] [V]

he **falls** in love with her.

Independent Clause

He **falls** in love with her.

3. When the time clause begins the sentence, put a **comma** before the main clause.

There is **no** comma when the main clause begins the sentence.

When Hippomese meets Atalanta, he falls in love with her.

Hippomese falls in love with Atalanta **when** he meets her.

INCORRECT: Hippomese falls in love with Atalanta, **when** he meets her.

PREPARE TO WRITE: Listing

Choose a hero to write about. It can be a folk hero from your culture, a comic book superhero, a movie hero, or a real-life hero. Write a **list** of the main events in his or her adventures. List them in order as in the example about the Chinese hero, Mulan:

Mulan is a hero from China from around 600 A.D.

She's the daughter of an old general.

Her father taught her how to use a knife and how to ride a horse . . . not normal for a girl

Soldiers come to town to get men to fight in the war.

Mulan's father was too old to fight.

Mulan had no older brother to send in his place.

Mulan stole her father's horse and knife.

She dressed up like a man.

She joined the army.

Mulan fought for many years.

No one knew she was a girl.

She was small.

She wasn't strong.

She was smart.

She made clever plans to help the army win the war.

After the war, the emperor offered Mulan a job that would make her rich.

Mulan wanted only to return home to her family.

Her family was happy to see her.

Her father was ill, but alive.

She dressed again in the clothes of a woman.

Friends from the army came to visit.

They learned Mulan was a woman.

She brought honor to her family.

WRITE: Outlining the Story

The writing task gives you categories to help you organize your story:

- Background
- The Challenge
- How the Hero Overcame the Challenge
- The Effects

To write your outline, you must choose only the important information from your list that matches these categories.

- 1 Reread the list a student wrote about the Chinese hero, Mulan. Notice what information she crossed out and how she categorized the list.

BACKGROUND

Mulan is a hero from China from around 600 A.D.

She's the daughter of an old general.

Her father taught her how to use a knife and how to ride a horse . . . not normal for a girl.

Soldiers come to town to get men to fight in the war.

CHALLENGE

Mulan's father was too old to fight.

~~Mulan had no older brother to send in her place.~~

~~Mulan stole her father's horse and knife.~~

~~She dressed up like a man.~~

She joined the army.

Mulan fought for many years.

No one knew she was a girl.

She was small.

She wasn't strong.

HOW SHE OVERCAME HER CHALLENGE

She was smart.

She made clever plans to help the army win the war.

~~After the war, the emperor offered Mulan a job that would make her rich.~~

~~Mulan wanted only to return home to her family.~~

~~Her family was happy to see her.~~

Her father was ill, but alive.

~~She dressed again in the clothes of a woman.~~

~~Friends from the army came to visit.~~

~~They learned Mulan was a woman.~~

THE EFFECT

She brought honor to her family.

Now write sentences in a list about your character. Cross out any sentences that aren't important.

2 Write the sentences that you haven't crossed out from your list in the correct section of this outline.

Background

The Challenge

How the Hero Overcame the Challenge

The Effects

3 An outline can help a writer organize. In short texts, each section of the outline may be a few sentences. In longer texts, each section can be a paragraph. Read the paragraph below. Identify the parts of this paragraph.

- Underline the background information on the hero.
- Circle the information on the challenge.
- Double underline the information on how the hero overcame the challenge.
- Bracket the effects.

Mulan is a girl hero from China around 600 A.D. Her father is supposed to go to the army to fight the Huns. He is old. She is young. She decides to go to the army instead of her father. Her challenge is to pass as a boy. This is difficult because she is not very strong like the other soldiers. But she is very clever. In their first battle, when she and her men face too many enemy soldiers, her idea saves them. Mulan tells her men to make a big noise. The sound makes a wall of snow fall on the enemy soldiers. Mulan and her men win the battle. This is the first of many times when Mulan makes a plan to save her men. The leader of the soldiers is very happy with Mulan for this, and her secret is never discovered. Mulan succeeds in saving her father from fighting. Also, she brings honor to her family by being a good soldier.

4 Now write the first draft of your paragraph. Include all the information in your outline.

REVISE: Adding Explanations

Explanations and **examples** help the reader understand what the author is trying to say. They give the reader specific information to help explain the ideas.

1 Read the paragraph about Mulan again. Look at the underlined sentence. How do we know that Mulan is clever? What does the author show us that proves she is clever?

Mulan is a girl hero from China around 600 A.D. Her father is supposed to go to the army to fight the Huns. He is old. She is young. She decides to go to the army instead of her father. Her challenge is to pass as a boy. This is difficult because she is not very strong like the other soldiers. But she is very clever. In their first battle, when she and her men face too many enemy soldiers,

her idea saves them. Mulan tells her men to make a big noise. The sound makes a wall of snow fall on the enemy soldiers. Mulan and her men win the battle. This is the first of many times when Mulan makes a plan to save her men. The leader of the soldiers is very happy with Mulan for this and her secret is never discovered. Mulan succeeds in saving her father from fighting. Also, she brings honor to her family by being a good soldier.

Read the double underlined sentence. This is an example of how Mulan is clever. It shows us she is clever.

2 Read the paragraph about Ulysses. The author tells us that Ulysses is clever. But he doesn't show this idea.

On his journey home from fighting in the Trojan War, Ulysses faces many problems. In one story, he and his men get caught in the home of the Cyclops—a one-eyed monster. The Cyclops is very strong and very big, and he plans to eat Ulysses and his men. Ulysses must stop him. He does this by being very clever. He saves himself and his men, and they all return to their boats and sail for home.

Check (✓) the sentence that you think best shows that Ulysses is clever. Put a star in the paragraph where you think that sentence should go.

- a. His men want to run away from the monster with one eye, but he stays to fight him.
- b. He is afraid of the monster with one eye and tells his men to run away.
- c. Ulysses and his men dress up like sheep. The Cyclops thinks they are sheep, and they walk out and away.
- d. Ulysses is bigger and stronger than the Cyclops. He beats him in a fight.

3 Now go back to the first draft of your paragraph. Add supporting sentences that give specific examples and explanations to help explain main ideas.

 [GO TO MyEnglishLab FOR MORE SKILL PRACTICE.](#)

EDIT: Writing the Final Draft

Go to MyEnglishLab and write the final draft of your hero paragraph. Carefully edit it for grammatical and mechanical errors such as spelling, capitalization, and punctuation. Make sure you use some of the vocabulary and grammar from the unit. Use the checklist to help you write your final draft. Then submit your paragraph to your teacher.

FINAL DRAFT CHECKLIST

- Does your paragraph describe a hero?
- Does it explain the hero's background, the challenge, how the hero overcame the challenge, and the result?
- Does it contain a topic sentence?
- Are there enough supporting sentences to explain the topic sentence?
- Do the supporting sentences give examples and explanations?
- Do you use time clauses in the present tense correctly?
- Do you use correct punctuation?
- Do you use new vocabulary that you learned in this unit?

UNIT PROJECT

Heroes are not just in stories. Sometimes real people can be heroes, and they can change the world:

- In the early 1800s in the United States, Harriet Tubman helped get slaves to freedom.
- Irena Sendler saved 2,500 Jewish children in Poland during World War II.
- In England in the early 1940s, Alan Turing developed the first computer.

Work in a small group. Write a paragraph describing a real-life hero, present or past. Follow these steps:

STEP 1: Locate a real-life hero

- Research real-life heroes online

STEP 2: Research the real-life hero

- Read about the hero online or from a book or magazine
- Take notes on your research

