

What is the **bias** in this article?

Can the source of information be **trusted**? How do you know?

Is this a **factual** article or **opinion** based? How do you know?

PRACTICE 1 - PASSAGE:

“Cost of Crime Adds Up”

By Richard Burnett, Sentinel Staff Writer

Florida businesses will lose more money from crime this year than they'll spend on water, gas and electricity. This is according to a study released Tuesday. From shoplifting to employee theft, crime is expected to cost Florida businesses \$27.4 billion. The cost is twice that of residential crime, according to the report issued by Attorney General Charlie Crist and a law enforcement/industry coalition.

The biggest perpetrators, surprisingly, are not robbers and burglars. Rather, they are rogue employees, pilfering everything from stock inventory and office supplies to company accounts and confidential data. More than \$13 billion in losses -- almost half of Florida's annual total -- are attributed to those inside jobs, the study said. State officials said they are launching a campaign to inform the public and business community about the problem.

Burnett, Richard. From “Cost of Crime Adds Up.” *Orlando Sentinel*. 24 Nov. 2004. 24 Nov. 2004. <<http://www.orlandosentinel.com/business/orl-bizbizcrime24112404nov24,1,5574133.story?coll=orl-home-headlines>>.

PRACTICE 1 - QUESTIONS:

1. What is the author’s purpose in writing the article?
 - A. To persuade the reader to buy a security system.
 - B. To entertain the reader with stories.
 - C. To inform the reader about how to steal from businesses.
 - D. To inform the reader about the effects of stealing.
2. What is the author’s perspective toward “rogue employees?”
 - A. They are good for Florida businesses, according to the reports issued.
 - B. They should be fired immediately and prosecuted for their crimes.
 - C. They are worse than burglars and robbers when stealing from businesses.
 - D. They should lose income from their employers since they are thieves.

My purpose in reading this:

Reading Strategy I will use:

PRACTICE 3 – PASSAGE:

Study: Teenage brain lacks empathy

By Sara Goudarzi

If you ever sense teenagers are not taking your feelings into account, it's probably because they're just incapable of doing so.

The area of the brain associated with higher-level thinking, empathy, and guilt is underused by teenagers, reports a new study. When considering an action, the teenage medial prefrontal cortex, located in front of the brain, doesn't get as much action as adults. "Thinking strategies change with age," said Sarah-Jayne Blakemore of the University College London Institute of Cognitive Neuroscience. "As you get older you use more or less the same brain network to make decisions about your actions as you did when you were a teenager, but the crucial difference is that the distribution of that brain activity shifts from the back of the brain (when you are a teenager) to the front (when you are an adult)."

Teen thinking

In the study, teens and adults were asked how they would react to certain situations. As they responded, researchers imaged their brains. Although both adults and teens responded similarly to the questions, their brain activity differed. The medial prefrontal cortex was much more active in the adults than in the teens. However, the teenagers had much more activity in the superior temporal sulcus, the brain area involved in predicting future actions based on previous ones.

Adults were also much faster at figuring out how their actions would affect themselves and other people. "We think that a teenager's judgment of what they would do in a given situation is driven by the simple question: 'What would I do?'" Blakemore said. "Adults, on the other hand, ask: 'What would I do, given how I would feel and given how the people around me would feel as a result of my actions?'"

Developing sensitivity

Children start taking into account other people's feelings around the age of five. But the ability develops well beyond this age, the new research suggests.

And while some of this sensitivity could be the result of undeveloped regions in the brain, the experience that adults acquire from social interactions also plays an important role.

"Whatever the reasons, it is clear that teenagers are dealing with, not only massive hormonal shifts, but also substantial neural changes," Blakemore said. "These changes do not happen gradually and steadily between the ages of 0–18. They come on in great spurts and puberty is one of the most dramatic developmental stages." The results of the study were presented today at the BA Festival of Science in the UK.

PASSAGE 3: QUESTIONS

1. What is the author's perspective in this article? (author's point of view)
2. What does the author use to get her point across? (author's point of view)
3. What is the author's purpose in this article? (author's purpose)
4. With which statement listed below would the author of this article most likely agree? (author's perspective)
 - a. Parents should NOT take it personally when their teens don't feel sorry for how long they work in a day
 - b. There is no excuse for teens to have little sympathy for others
 - c. Teens today are lazy and have little respect for others
 - d. More research needs to be completed in order to truly understand why teens don't have more sympathy toward others.
5. Which statement BEST describes the author's attitude toward teenagers? (author's perspective)
 - a. Teens today are lazy and have little respect for their elders.
 - b. Teens should be given a break because it is clear that teenagers are dealing with, not only massive hormonal shifts, but also substantial neural changes
 - c. Teens don't think things out clearly and therefore they are unable to make logical decisions.

LESSON
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PRACTICE WORKSHEET B

Author's Perspective

COPYMASTER

Directions: Read the boxed excerpt from the autobiography of Helen Keller. Then answer the questions that follow.

The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects. It was the third of March 1887, three months before I was seven years old.

On the afternoon of that eventful day, I stood on the porch, wondering, expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps. The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and blossoms which had just come forth to greet the sweet southern spring, I did not know what the future held for me.

Have you ever been at sea in a dense fog, when it seemed as if darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbor was. "Light! Give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.

—Helen Keller

1. What important event does Helen Keller describe in this excerpt?

2. List at least *four* phrases the author uses to express her feelings about this event.

3. How would you describe the author's tone—her attitude toward her topic?

4. In *one* sentence, describe the author's perspective on this event.

