



Writing 2

Presented by Ms Hieu Truong





Unit 7: We Are What We Eat

VOCABULARY

REVIEW

1 Match the statements or questions on the left with the responses on the right.

d 1. Yoga is so **popular** these days.

b 2. You get headaches a lot. How do you **treat** them?

a 3. Do you think I have a **fever**?

e 4. Oh, I have a terrible **sore throat**.

f 5. Let's move her as **gently** as possible.

c 6. You need to get some **antibiotics** for that cut.

g 7. How can I bring down the **swelling** in my knee?

a. No, your forehead doesn't feel hot to me.

b. I drink a big glass of water and lie down in a dark room for an hour. It works most of the time.

c. Yeah, I guess you're right. It's all red and painful.

~~d. I know. Everyone I know is taking classes. We all want to be healthy, I guess.~~

e. Would some tea with honey make it feel better?

f. Yeah, it looks like her leg is broken so we don't want to bump it or be too rough.

g. Put a bag of frozen peas on it for 20 minutes. That should help.

2 Complete the sentences with the words from the box. Use one word more than once.

bandage
blood

cure
flows

patients
relax

saliva
shots

swollen
vein

1. I need a new bandage for this burn on my hand. My old one got wet when I washed the dishes, and I should have a dry one.
2. Some people are very afraid of getting shots when they go to see a doctor. One friend of mine asked me to go with her to hold her hand to help her relax!
3. Sometimes when you need a blood test, the nurse has trouble finding your vein. This often leaves a black-and-blue mark on your arm.
4. When you are hungry, your body makes extra saliva in your mouth. It's getting ready for the food that should soon be coming!
5. The Hudson River in New York flows into the Atlantic Ocean.
6. I fell down the stairs yesterday. Today my ankle is so swollen I can't put on my shoe!
7. The doctors said they could cure him if he took the medicine now. If he waited, they gave him six months to live.
8. Today in the United States, doctors are tired. They see twice as many patients in a day as doctors did 25 years ago.
9. Most hospitals have something called a blood bank. This is a place where they keep extra blood for people who lose too much of their own when they have an accident or a long surgery.

EXPAND

Read each sentence. Circle the word or phrase that best matches the boldfaced word.

1. Last summer, I got a piece of glass in my foot. My wife washed my foot and pulled out the glass **gently**.

- ☒ a. in a way that was not hard
- b. in a way that was fast

2. If you get a bad cut, you must put a bandage on it right away. Hold the bandage to the cut **firmly**. This will stop the bleeding.

- a. in a soft way
- ☒ b. in a hard way

3. The four-year-old girl would not stop screaming. But the doctor talked to her **calmly**, and she finally sat still and listened.

- ☒ a. with a gentle, quiet voice
- b. with a loud, angry voice

4. Last summer, I broke my finger. I went to the hospital. I waited **patiently** for two hours. But after four hours, I was angry. Why did it have to take so long?

- a. becoming upset or mad
- ☒ b. without becoming upset or mad

5. The first time I met my husband's mother, I was surprised. He had told me she was not very nice and never smiled. But, instead, she greeted me **warmly** and made me feel very welcome.

- ☒ a. in a friendly way
- b. in an unfriendly way

6. He was a new doctor, so he put the bandage on **roughly**. The patient cried "Ouch!"

- a. in a soft way
- ☒ b. in a hard way

CREATE

Complete the conversation between the first-aid teacher and a student. Use as many of the words in parentheses as you can.

TEACHER: So, to review, what do you do if someone gets a sprained ankle?

STUDENT:

(bandage / patient / gently / swelling / swollen)

TEACHER: Good. Now tell me what you do when you see someone bleeding?

STUDENT:

(blood / veins / flow / patient / treat / firmly)

TEACHER:

(sore throat / fever)

STUDENT:

(cure / popular / antibiotics)

GRAMMAR

1 Read the excerpt from Reading Two. Then answer the questions.

Ntemidisang was a traditional doctor from a village four kilometers away. He looked at the cut. He pushed on it carefully.

1. How does the doctor push on Shetal's cut? **carefully**
2. How do you know? **"Carefully" describe the verb "pushes"**

ADVERBS OF MANNER

1. Adverbs of manner describe action verbs. They say *how* or in what manner something happens. They are helpful when writing descriptions.

The doctor listened **carefully**.

2. Adverbs of manner usually come **after** the main verb.

The patient **talked slowly**.

3. Most adverbs of manner are formed by adding *-ly* to the adjective.

| | |
|---------|-----------|
| careful | carefully |
| slow | slowly |

4. Some **adjectives** end in *-ly* and have no adverb form.

He was a **lonely** old man.
She has a **friendly** neighbor.

5. Some **adverbs** have the same form as the adjective.

hard (*adj.*): The test was **hard**.
hard (*adv.*): She worked **hard**.
fast (*adj.*): He is a **fast** runner.
fast (*adv.*): She ran **fast**.

6. The adverb for *good* is *well*.

Good game! You played **well**.

CAREFUL! *Well* is also an adjective that means “in good health.”

2 Like leeches, maggots are a kind of worm-like animal, but, unlike leeches, maggots live on dead flesh.¹ Like leeches, maggots were used in the past to treat certain medical problems. Recently, doctors have started using maggots again when nothing else works.

Read the paragraph and circle the adverbs.

The patient lay quietly on her bed. She was not feeling well. As soon as the doctor arrived, the patient felt more uncomfortable. She looked nervously at what was in the doctor's hand—a small jar with hundreds of small, white, worm-like things. And they were moving. The doctor smiled warmly at the patient. The patient felt better. She remembered that the maggots in the doctor's jar were going to help her. Parts of her left leg were dead because of an infection.² The maggots were going to eat the dead parts and allow the rest of her leg to heal well. It wasn't very nice to think about, but it was the best choice she had to save her leg.

Now write the adjective form of the adverbs you circled.

1. quiet

3. warm

2. nervous

4. good

3 Complete each sentence with the adjective or adverb form of the word in parentheses.

1. Mrs. Ewing became slowly weaker over the months of her illness.
(slow)
2. If you take an aspirin, your headache will go away quickly.
(quick)
3. Please be careful. I don't want anyone to get hurt!
(careful)
4. My doctor is so friendly and warm. You'll like her.
(warm)
5. Alice's husband was happy when Alice returned from the hospital. He'd missed her.
(happy)
6. The nurse washed my cut gently. It almost didn't hurt.
(gentle)
7. The baby came in the middle of a snowy night. We drove very carefully to the hospital, but we got there in time.
(careful)
8. His cut was painful. It hurt a lot.
(painful)

4

Answer each question. Use one or two adverbs from the box in your answer.

badly

easily

gently

painfully

quickly

slowly

well

carefully

fast

hard

patiently

quietly

suddenly

1. How do you walk when you have a sprained ankle?

2. How do you want your doctor to talk to you?

3. How do you take off a bandage?

4. How do you clean a cut before you put a bandage on?

5. How do you talk to a small child who is crying?

FINAL WRITING TASK

In this unit, you read about people all over the world still using traditional medicine and home remedies. Do you have childhood memories of your parents or grandparents treating you with a home remedy? What happened?

You are going to ***write a narrative paragraph about an experience you had with a home remedy***. First, you will describe when and where you had this experience, what your health problem was, and what remedy you (or a parent) chose. Then you will describe what happened and how it worked. Use the vocabulary and grammar from the unit.*

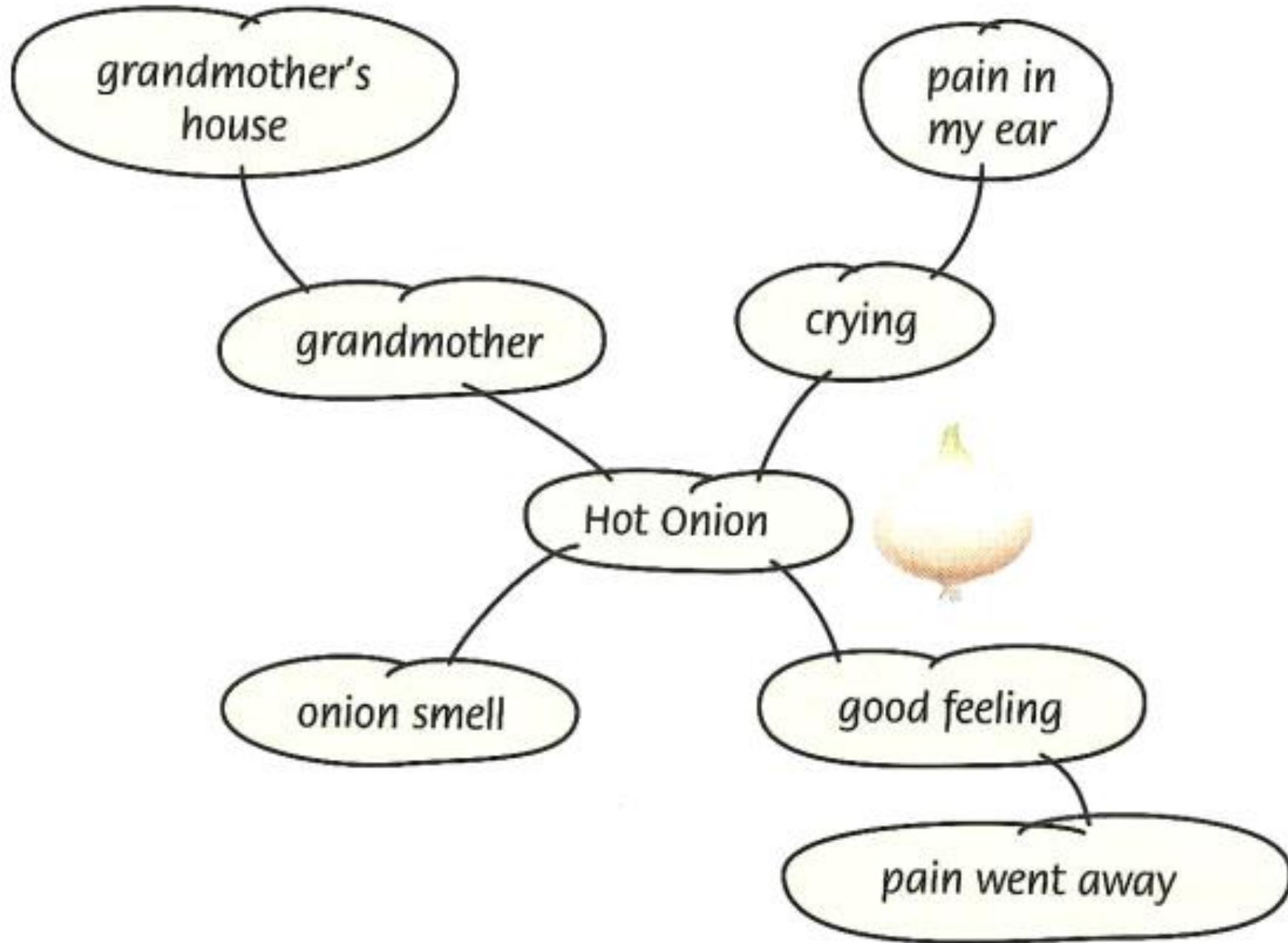
PREPARE TO WRITE: Brainstorming

Brainstorming is a helpful way to get ideas for your writing. In brainstorming, you think of as many ideas as possible about a topic. No ideas are bad or wrong. You can brainstorm alone or in a group.

Follow the steps.

1. As a class, **brainstorm** as many home remedies as you can. Write them on the board. Ask questions about the ones that are unfamiliar to you. (For examples of some home remedies, go back to Vocabulary Exercise 2 on pages 161 and 162.)
2. Choose one remedy that you want to write about. Make sure it is one you have experience with.
3. Make a **cluster diagram**:
 - a. Write the remedy in the middle of a piece of paper.
 - b. In the space around it, write any words you can think of that are related to your experience of the remedy: your health problem, the place where it happened, the people who were there, how the remedy felt or tasted, etc.

Example



WRITE: A Narrative Paragraph

A **narrative** is a story about something that happened to you or someone else. It starts by telling *who* this story happened to, *when* it happened, and *where* it happened. Then it describes *what* happened and *how*.

1 Read the narrative paragraph. Then answer the questions.

When I was about six, I went to visit my grandmother in Canada. One day, I got a really bad earache. I was in a lot of pain, and I was crying. My grandmother said she knew what to do. First, she walked calmly to the kitchen cabinet and took out an onion. Then she cut it in half and put the two pieces in a pot of water. Next, she heated the onion in the water. Soon the smell of onion filled the kitchen. After that, she took out one half of the onion and put a small piece of cloth around it. Finally, she put the hot onion carefully against my ear. The heat from the onion felt very good on my ear. After a while, the pain went away.

Sally Collingsworth

Austin, Texas

1. **Who** is talking? Sally Collingsworth
2. **When** did this happen? When she was 6 years-old
3. **Where** did the story take place? In Canada
4. **What** was the health problem? A bad earache
5. **What** was the remedy? A hot onion against the ear
6. Did it work? Yes
7. **How** did it work? The heat from the hot onion made the pain go away.

- 2** Now write the first draft of your narrative paragraph. Look at the diagram you made while brainstorming about your remedy. Use it to help you write a story describing one time when you used this remedy. You don't have to use every item you wrote in that diagram. But make sure you give the information needed to answer questions about **who, when, where, what, and how**.

REVISE: Using Time Order Words in a Narrative

When you tell a story in the first person, it helps the reader understand the story better if you describe what happened in **time order**—this means in the order in which things happened. We show time order by using time order words like these:

First, . . . Second, . . . Then . . . Next, . . . After that, . . . Finally, . . .

1 Read the two stories. Which one is clearer (**A** or **B**)? Put a check (✓) next to it. Discuss your answer with a partner.

☐ **A.**

When I grew up in Vietnam, all of us children frequently got head lice.¹ We didn't have chemicals or special shampoos to kill the lice. So my mother treated it the traditional way: with coconut² oil. My mother washed my hair with shampoo. I sat on a chair in front of her, and she combed out my hair slowly. This is one of my favorite memories as a kid: my mother singing to me while she combed my hair. I loved to close my eyes and listen to her rich voice. She poured some warm coconut oil carefully onto my hair. I loved this part. Usually we left the oil in for a few days. Mom shampooed and combed my hair one last time. My hair still looked oily, but the lice were gone.

¹ **head lice:** very small insects that live in human hair

² **coconut:** a very large brown nut; it is white inside and has liquid in the middle

☒ **B.**

When I grew up in Vietnam, all of us children frequently got head lice. We didn't have chemicals or special shampoos to kill the lice. So my mother treated it the traditional way: with coconut oil. First, my mother washed my hair with shampoo. Then I sat on a chair in front of her and she combed my hair slowly. This is one of my favorite memories as a kid: my mother singing to me while she combed my hair. I loved to close my eyes and listen to her rich voice. After that, she poured some warm coconut oil carefully onto my hair. I loved this part. Usually we left the oil in for a few days. Finally, Mom shampooed and combed my hair one last time. My hair still looked oily, but the lice were gone.

Now read Story **B** again, and circle the time order words.

○ **B.**

When I grew up in Vietnam, all of us children frequently got head lice. We didn't have chemicals or special shampoos to kill the lice. So my mother treated it the traditional way: with coconut oil. First, my mother washed my hair with shampoo. Then I sat on a chair in front of her and she combed my hair slowly. This is one of my favorite memories as a kid: my mother singing to me while she combed my hair. I loved to close my eyes and listen to her rich voice. After that she poured some warm coconut oil carefully onto my hair. I loved this part. Usually we left the oil in for a few days. Finally Mom shampooed and combed my hair one last time. My hair still looked oily, but the lice were gone.

2

The following story would be clearer with some time order words. Fill in the blanks with the appropriate time order words from the box. Make sure you use proper punctuation and capitalization.

Finally, . . .

First, . . .

Next, . . .

Then, . . .

Last winter I had a bad cold. I was home from work for a week. I couldn't breathe well through my nose. I remembered an old remedy my grandmother used. First, I put a towel over my head and put my head over the sink. Then, I turned on the hot water all the way. The towel was like a tent over the hot steamy water. Next, I breathed hard through my nose. I did this for about 15 minutes. Finally, near the end, I could breathe more easily through one side of my nose. I did this three more times over the next 24 hours until I could breathe normally.



3

Now go back to the first draft of your narrative paragraph or story and add the time order words necessary to show in what order things happened.

 **GO TO** MyEnglishLab **FOR MORE SKILL PRACTICE.**

EDIT: Writing the Final Draft

Go to MyEnglishLab and write the final draft of your 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 an experience you had with a home remedy?
- ☐ Does it answer the questions of *who*, *when*, *where*, *what*, and *how*?
- ☐ Does it describe what happened in time order?
- ☐ Do you use time order words correctly?
- ☐ Do you use adverbs of manner correctly?
- ☐ Do you use new vocabulary that you learned in this unit?

UNIT PROJECT

In this unit, you learned about traditional medicine from around the world. While these remedies may seem strange, many of them work well to cure common illnesses.

Compare health practices around the world. Follow these steps:

STEP 1: Work in a small group. Choose a common illness.

STEP 2: Research traditional ways of curing this illness. Interview people, look on the Internet, or find information at the library. How many different ways can you find to treat the same illness?

STEP 3: For each different way that you find, record the following information:

- What is the name of the illness?
- How common is the illness?
- What are some interesting facts and beliefs about the illness? What causes the illness? Who gets it?
- What medicine is used to treat this illness?
- What else is done to treat the illness?
- How long does it take to work?
- How successful is the treatment?

STEP 4: Write a summary of information.

STEP 5: Put the summaries of the whole class together to create a book that each student can take home.

ALTERNATIVE WRITING TOPICS

Write about one of the topics. Use the vocabulary and grammar from the unit.

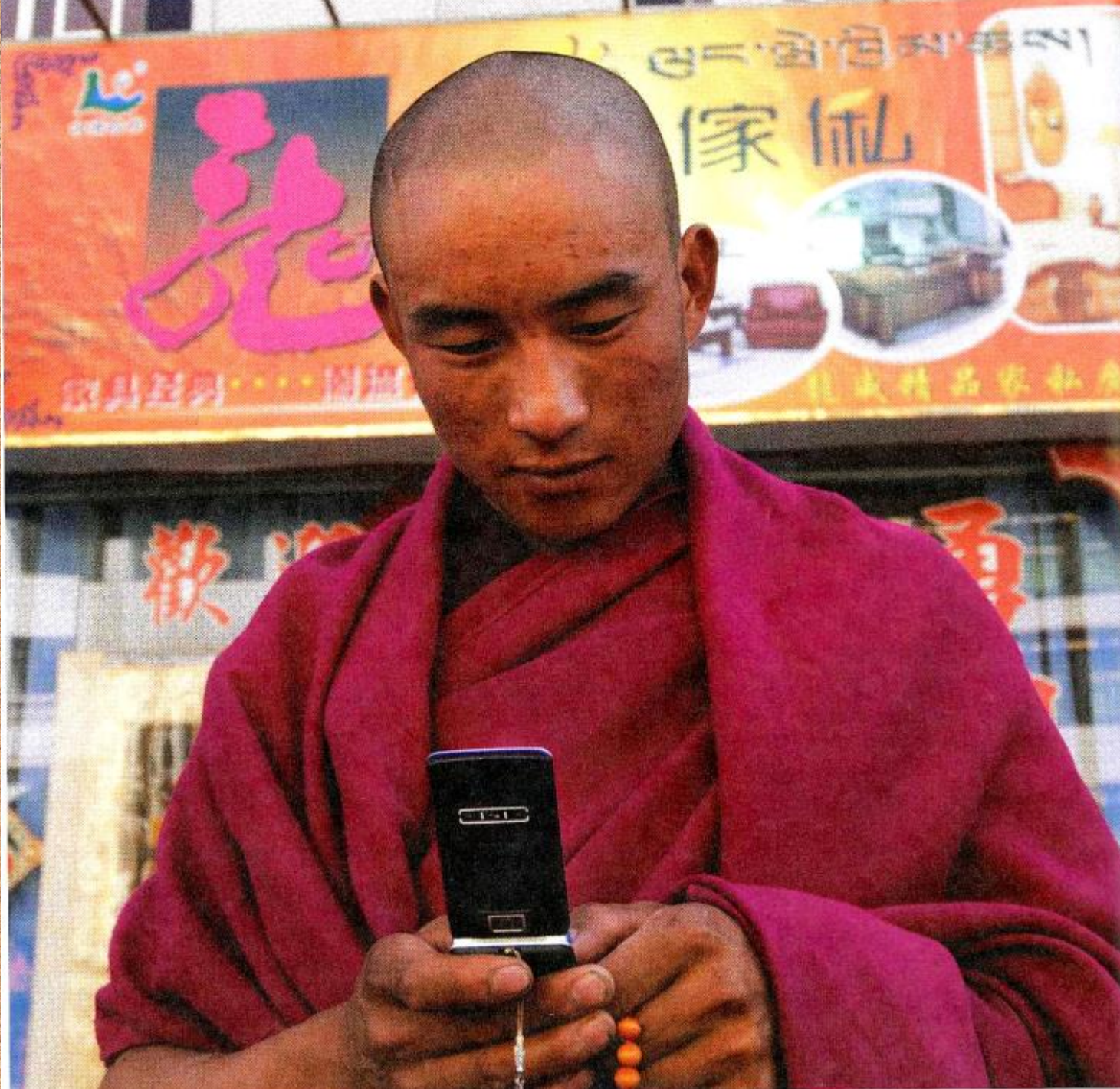
1. In a letter to a friend, describe a strange or unusual medical treatment you (or someone you know) had. What was it? What was it for? Why was it strange or unusual? Would you (or the person who had it) agree to have it again?
2. Shetal Shah's description of his bike accident, hurt ankle, and the cure make a good story. In a paragraph or two, describe an accident you had. Where were you? What happened? How were you hurt? How did you heal?
3. Do you have a friend or family member who is a nurse or doctor? Write a paragraph or two describing why that person chose to work in medicine. Describe the person's job.

UNIT 8

Endangered Cultures

By Ms Hieu Truong





1. What modern things do you see in the photo? What traditional things do you see in the photo?
2. Indigenous people are people whose families and cultures have been in one place for a very long time. Is the man from an indigenous or modern culture? Why do you think so?
3. What are some indigenous cultures you know about? What is happening to them today?

VOCABULARY

REVIEW

Read each group of sentences. Pay attention to the boldfaced words. Cross out the sentence that does not make sense. Discuss with a partner why it does not make sense.

1.
 - a. ~~The people have lived in this town for 50 years. They are **nomadic**.~~
 - b. Many indigenous people were **nomadic** in the past, but now most of them live in villages.
 - c. **Nomadic** people usually move after their animals eat all of the food in one area.
2.
 - a. American blues music has its **roots** in African American culture.
 - b. ~~Our house is very old. Its **roots** are from the 1800s.~~
 - c. Most people who live in the United States have **roots** in other countries.
3.
 - a. These cups are all handmade, so each one is **unique**.
 - b. ~~McDonald's hamburgers in New York are **unique** because they are just like the McDonald's hamburgers in Los Angeles.~~
 - c. Claire spent a year looking for a wedding dress that was **unique**.

4. a. The backpacking trip through Nepal was tough, but I **survived**!
- b. Today people who have AIDS can **survive** for many years because we have new medicines.
- c. ~~From the time I was eight years old until I went to university, I **survived** in Canada.~~
Then I moved to the United States.
5. a. ~~Your hair is fine the way it is. Don't **adapt** anything.~~
- b. The most difficult thing for Noriko to **adapt** to when she moved to England was the food.
- c. Several people got headaches on the first day of the trip to the mountains. But after a couple of days, their bodies **adapted** to being in such a high place.

6. a. Muslims all over the world fast (stop eating and drinking) during the days of the **holy** month of Ramadan.
- b. Tibetans believe that some mountains are **holy**—a god or spirit lives in these mountains.
- c. ~~This office building must be a holy place on weekdays. I bet over 500 people work here every day.~~

7. a. Please don't touch the photo with your dirty hands. You'll **destroy** it.
- b. ~~I had a small accident yesterday. I destroyed the car a little. I'm sure it can be fixed.~~
- c. In Sri Lanka in 2005, the hurricane **destroyed** thousands of homes.

8. a. ~~Sssh! Speak quietly. You are too powerful.~~
- b. Big companies are often rich and **powerful**, so they get what they want.
- c. In 2011, a **powerful** group of people stopped a dam from being built in Peru.

9. a. We have moved three times this year. I don't feel very **settled**.
- b. In the United States, the indigenous people used to be nomadic, but now they are **settled** in places called reservations.
- c. ~~I am tired of being settled. I want to go on vacation.~~
10. a. Assou **convinced** his father to buy a TV so that he could see programs from all over the world.
- b. ~~Governments often convince new villages for indigenous people~~
- c. I **convinced** my mother to visit me in the United States, but I never got her to speak any English.
11. a. My grandmother taught me Sami, so I have stayed **connected** to the Sami traditions.
- b. ~~The logging companies are connected to the traditions of the places they work.~~
- c. I have many relatives in Nepal, but I have never met them. We are not **connected** at all.
12. a. ~~Let's invite our ancestors to the wedding!~~
- b. My **ancestors** came to America from Germany in 1680.
- c. Most Cape Verdean people have Portuguese and African **ancestors**.

13. a. Aluo is an **endangered** language because most Yi people choose to speak Chinese now.
- b. Sumatran tigers are **endangered** because people have been killing them for years.
- c. ~~Volkswagen Beetle cars from the 1970s must be **endangered** because I don't see them very often.~~
14. a. ~~Sally and Ed don't get along very well. They always **protest** each other.~~
- b. Many people all over the world **protested** the Iraq war.
- c. If the schools stop teaching our indigenous language, I am going to **protest**.

EXPAND

A reporter is interviewing an indigenous people's leader. Match the questions with the responses below. Pay attention to the boldfaced words or phrases.

Questions

- b** 1. Do you think you'll catch a lot of fish on your trip today?
- d** 2. I thought this indigenous culture was against modern culture. Why is that man using a cell phone?
- f** 3. What do you think of your young people who want to settle in the cities and leave the old ways?
- e** 4. What do you think will help your people to survive?
- a** 5. Why do all the women sit on one side and the men on the other?
- c** 6. How many children from this village do you think will attend school in the fall?

Responses

- a. I'm not sure. It's been our **custom** for so long.
- ~~b. I doubt it. I went out yesterday and didn't get anything.~~
- c. I **expect** we'll get a large group. Maybe 15 to 20.
- d. We hold onto our own culture very strongly. But frequently we will **adopt** a custom or tool that we find useful.
- e. I think we must learn how to **stand up to** the governments and the companies that try to take away our lands.
- f. Of course, this makes us sad. But if they want to **integrate** into modern culture, we can't stop them. We hope they will bring to the modern world all that they learned in our world.

CREATE

You are interviewing a leader of one of the indigenous groups mentioned in this unit. Complete the interview. Use at least nine words from the box. Use different types of questions.

| | | | | |
|-----------|-----------|-----------|---------|-------------|
| adapt | convinced | expect | nomad | settled |
| adopt | custom | holy | nomadic | stand up to |
| ancestors | destroy | integrate | protest | survive |
| connected | doubt | leader | roots | unique |

You: What is the name of your culture?

LEADER: _____

You: What are some of the customs of your culture?

LEADER: _____

You: _____

LEADER: _____

You: _____

LEADER: _____

GRAMMAR

- 1 Read about some Penan leaders' trip to the capital city. Underline the verbs that refer to the future.

Several Penan leaders are traveling to the capital city in three days to protest the Murum Dam project. They are going to ask the government officials to stop building the Murum Dam. They will tell them how difficult it will be for whole villages of Penan to move. One elder is giving a short speech to the Parliament. The members of Parliament will listen to him politely. But the Penan wonder, "Will anyone hear us? Will anyone stop the dam?" They hope so, but they are not sure.

Write an example of each of the three different forms used to talk about the future.

1. are travelling
2. are going to ask
3. will tell

EXPRESSING PREDICTIONS AND FUTURE PLANS

There are **different** ways to talk about the future in English.

1. Use **will** + base form of the verb for **predictions**.

Do not use *will* + base form of the verb for plans made before now.

They **will listen** to him politely, but they **won't do** anything.

Will anything **change**? No, nothing **will change**.

INCORRECT: I can't go to the capital with you because I **will** get married.

2. Use **be going to** + base form of the verb for **predictions**.

Use it also for **plans made before now**.

They **are going to listen** to him politely, but they **are not going to do** anything. (*prediction*)

They **are going to ask** the officials not to build the dam. (*plan made before now*)

Are they going to meet with the president?

3. Use the **present progressive** (*be* + *-ing* form of the verb) for **plans made before now**. Future time is indicated by future time words or by the context.

Do not use the present progressive to make predictions.

The leader **is giving** a short speech to the Parliament *next Tuesday*.

When **are the leaders coming** back?

INCORRECT: The Penan **are surviving** in the future.

2 Complete the speeches by three Penan leaders. Use a future form of the verb in parentheses. For each blank, two forms are possible; choose one. Use each of the three ways of expressing the future at least once.

Speech 1. The government says that it is helping us. The logging companies say that the Penan people will make lots of money. But the jobs will disappear with the forest. When the forest is gone, there won't be any more jobs. Why do we need jobs anyway? My grandfather didn't have a job. My father didn't have a job. They lived off the forest. But there aren't going to be any more forest to live off in a few years—for anyone.

Speech 2. My aunt moved to a government village 20 years ago. She says, "This logging is like a big tree that fell on my chest. I wake up every night and talk with my husband about the future of my children. I always ask myself, 'When is it going to end?'"

My elderly grandmother went to live with that aunt a year ago, but she is coming back to the forest. "I am going to die soon," she says. "I am not dying in that government village. My spirit will never let there."

Speech 3. We won't let your trucks pass. We need some answers. Soon
10. (not / let)
two dams are building finished. The electricity company says they
11. (be)
are going to build ten more dams before 2020. Twenty years ago you told
12. (build)
us to move to villages. Now you tell us we must leave our villages. Where
are you going to move us? Are you going to move us again in another 20 years? If
13. (you / move) 14. (you / move)
these 12 dams are built, our ancestors' land is going to be underwater.
15. (be)
Our history will be underwater. How will our children know their
16. (be) 17. (our children / know)
history if they cannot see the land?

3

Write six questions about the future of the Penan and other indigenous cultures. For items 1–3, use the words given. For items 4–6, write your own questions. Make sure you use appropriate forms.

1. Penan culture / disappear?

Will the Penan culture disappear?

2. How many / Penan nomads / be alive / in 50 years?

How many Penan nomads are going to be alive in 50 years?

3. anyone / speak Penan / in 100 years?

Will anyone speak Penan in 100 years?

4. _____

5. _____

6. _____

4

Work with a partner. Read the questions your partner wrote for Exercise 3. Then write answers to your partner's questions. Make sure you use appropriate forms for talking about the future.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

FINAL WRITING TASK

In this unit, you read about endangered cultures in general and about one culture in particular, the Penan of Malaysia. Do you think the Penan will survive the next 100 years?

You are going to *write a paragraph to make a prediction about the survival of the Penan*. You will give reasons for your prediction. And you will support your reasons with facts from Reading One and Reading Two or any facts you know from your general knowledge. Use the vocabulary and grammar from the unit.*

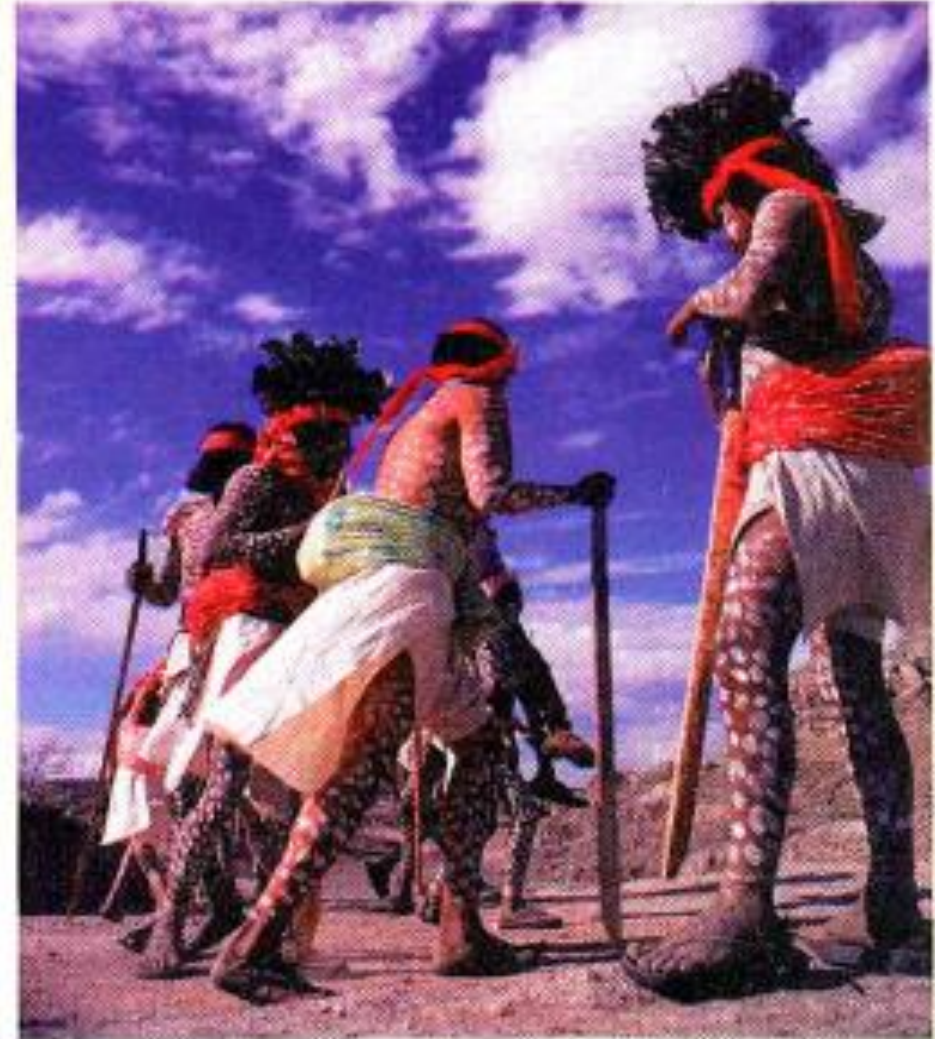
PREPARE TO WRITE: Taking Notes from a Reading

Taking notes from a reading is an important tool for writing. To take useful notes, you must first decide what your opinion on the topic will be. Then go back to the reading and take notes on the **parts** that show that your opinion is the correct one. When you take notes, don't write in full sentences—use short phrases or one word.

- 1 Read the article about the Tarahumara culture. Do you think the Tarahumara will survive? What is your opinion?

The Feet Runners

- 1 The *Tarahumara* people live in the mountains of Mexico. The high mountains make it difficult to know how many Tarahumara are living today. But most people agree the number is close to 70,000.
- 2 The Tarahumara call themselves the *Raramuri*. This means “feet runners” or “those who walk well.” In fact, they are known for being very strong runners. Because their villages are far apart, the Tarahumara run long distances all the time.



3 The Tarahumara have resisted¹ the modern world since the 1700s. They refuse to adapt to the changes of modern Mexico. They run away from change. Whenever an outside group gets too close, the Tarahumara move higher into the mountains. They want to keep their people and their culture away from modern Mexican culture. Many Tarahumara still dress, farm, and live like they did long ago. They teach their children to love their customs, their language, and their way of life.

4 The Tarahumara have survived 400 years since the Spanish first came to Mexico. But what about the next 400 years?

5 There have been many changes in the past 20 years. The Tarahumara live in the mountains called Copper Canyon. Gold and silver deep in the mountains of Copper Canyon are very interesting to mining companies. Also, logging companies are slowly destroying the forests of this area. These big companies will destroy the land and the water if they come to get the trees and the gold and silver. Tourism companies are building large hotels in the area, and that will certainly change the culture. Will the Tarahumara be able to survive? The world will have to wait and see.

2 Imagine you believe the Tarahumara will survive. Check (✓) the notes that support your opinion.

- ☐ known for being strong runners
- ☐ have resisted modern Mexico since 1700s
- ☐ call themselves Raramuri
- ☐ still dress and farm like they did years ago
- ☐ new people get too close, they move higher
- ☐ live in Copper Canyon
- ☐ 400 years of change have not killed them

3

Imagine you believe the Tarahumara will not survive. Go back to the reading and make two notes that support this opinion. Remember: Use short phrases.

NOTE 1: refuse to adapt

NOTE 2: Tourism changing their culture

4

Decide if you think the Penan will survive the next 100 years or not. Then read Readings One and Two again and take notes on the facts that show why your opinion is correct.



1

Read the outline about the Tarahumara.

OUTLINE

Will the Tarahumara survive?

Main idea (prediction)

The Tarahumara will not survive the next 100 years.

Reason 1 (for prediction)

A. Won't have any more land to run to

Facts (from notes)

that support Reason 1

1. Every contact with modern world, they move higher up the mountain
2. If mining companies come in, they will destroy their land

Reason 2 (for prediction)

B. Refuse to adapt to change

Facts (from notes)

that support Reason 2

1. They live today as they always have
2. Don't adapt, just run away

- 2** Read another outline on the Tarahumara. Complete the outline by choosing the best reasons for **A** and **B** from the lists below.

OUTLINE

Will the Tarahumara survive?

The Tarahumara will survive the next 100 years.

A. _____

1. Still dress, farm, live as did 400 years ago
2. Teach children to love customs and language

B. _____

1. 70,000 living today

The Best Reason for A

1. They are interested in changing their culture.
- 2.** They work hard to stop their culture from disappearing.
3. They haven't changed anything in their culture for 400 years.

The Best Reason for B

1. They have a small number of people.
- 2.** They have a fairly large population.
3. We don't know exactly how many are living today.

3 Write an outline about your prediction for the Penan. Your prediction will be your main idea. Provide at least two or three reasons for your prediction. Use your notes for the facts that support your reasons.

4 Now write the first draft of your paragraph, based on your outline.

REVISE: Writing a Concluding Sentence

A **concluding sentence** can restate the main idea of a paragraph. In this case, for example, you can restate your prediction. A concluding sentence can also make a suggestion or express an opinion.

- 1** Read the paragraph. Then look at the three possible concluding sentences below. Decide what kind of conclusions these are. Write **R** (restates the main idea), **S** (makes a suggestion), or **O** (expresses an opinion) next to each.

I predict that the Tarahumara will not survive the next 100 years. One reason is they won't have any more land to run to. They won't be able to move higher into the mountains every time modern people get too close to them. Also, if mining companies come in, they will destroy the mountains where the Tarahumara live. Another reason they will not survive is that they refuse to adapt to change. They dress and farm the same way they did 400 years ago. To survive, indigenous cultures must adapt. The Tarahumara have only run away. Soon, they won't be able to even do this.

Concluding Sentences

- _____ 1. This is why the Tarahumara will not survive another 100 years.
- _____ 2. In my opinion, if the Tarahumara can't adapt to change, they'll disappear forever.
- _____ 3. To save the Tarahumara, I think the Mexican government should stop the big companies from destroying the Tarahumara's land.

2 Read the paragraph. Write a concluding sentence. Share it with a partner.

I predict that the Tarahumara will survive the next 100 years. One reason is the Tarahumara work hard to hold onto their culture. They still dress and farm the same way they did 400 years ago. Also, they teach their children to love their customs and their language. Another reason is the Tarahumara have a fairly large population. There are about 70,000 Tarahumara living today.

EDIT: Writing the Final Draft

Go to MyEnglishLab and write the final draft of your paragraph. Edit it carefully 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 clearly predict if the Penan will or will not survive the next 100 years?
- ☐ Does it give clear reasons for your prediction?
- ☐ Does it use facts from the readings or from your general knowledge to support your prediction?
- ☐ Do you use the proper verb tenses when making your prediction?
- ☐ Do you use the tenses correctly?
- ☐ Do you use a concluding sentence?
- ☐ Do you use new vocabulary that you learned in this unit?

UNIT PROJECT

Work in pairs. Research an endangered culture or people and prepare a one-page status report. Follow these steps:

STEP 1: Choose an endangered culture or people from the map on page 188.

STEP 2: Go to the Internet or to the library to do research about this group of people.
Information to look for:

- name
- population
- location
- traditional customs
- reasons the culture is endangered
- predictions for these people

STEP 3: Prepare a one-page status report about this endangered culture or people. Use the following format. Feel free to add photos or other information that you find.

Status Report on _____

Population: _____

Location: _____

Traditional customs: _____

Reasons the culture is endangered: _____

My predictions for this culture: _____

STEP 4: Share your report with the class.

ALTERNATIVE WRITING TOPICS

Write about one of the topics. Use the vocabulary and grammar from the unit.

1. Is it a good idea to try to save indigenous cultures? In a letter to an editor, explain why or why not. Give examples.
2. Some indigenous cultures have become modern cultures. In a paragraph or two, write about one of these cultures, and tell how it adapted. How different is that culture today from the way it was before?
3. Find someone who is from an indigenous culture. Ask him or her about that culture and write a paragraph or two about it. Write about how that culture thinks and lives. Be sure to use examples in your writing.