

# UNIT 8

## ENDANGERED CULTURES



## LEARNING OUTCOMES:

- Infer the author's attitude
- Take notes with a mind map
- Identify the purpose of quoted speech
- Use will and be going to to express predictions and future plans
- Write a concluding sentence
- Write a prediction paragraph

# Vocabulary

endangered	ancestors
survive	destroy
roots	unique
adapt	mining
nomadic	indigenous

# INFERENCE

Inferring the author's attitude (p. 185)

- An *inference* is an educated guess about something that is not directly stated in the text.
- Sometimes a text suggests *the author's attitude* about the subject they are writing about.

## Inferring the author's attitude (p. 185)

- Readers can infer the author's attitude from certain words and phrases the author uses. These words and phrases make you think of *particular feelings*.

## Inferring the author's attitude (p. 185)

The example: “They have to learn a new way of living and thinking. Their children will know little of the language and culture they came from.”  
(paragraph 4)

Which words/phrases suggest the author's attitude?

- a. have to
- b. their children will know little

## Inferring the author's attitude (p. 185)

- After reading the text closely, especially certain words and phrases, we can *infer the author's attitude* about the situation indigenous people find themselves in: He feels bad about it; he isn't hopeful that it will get better.

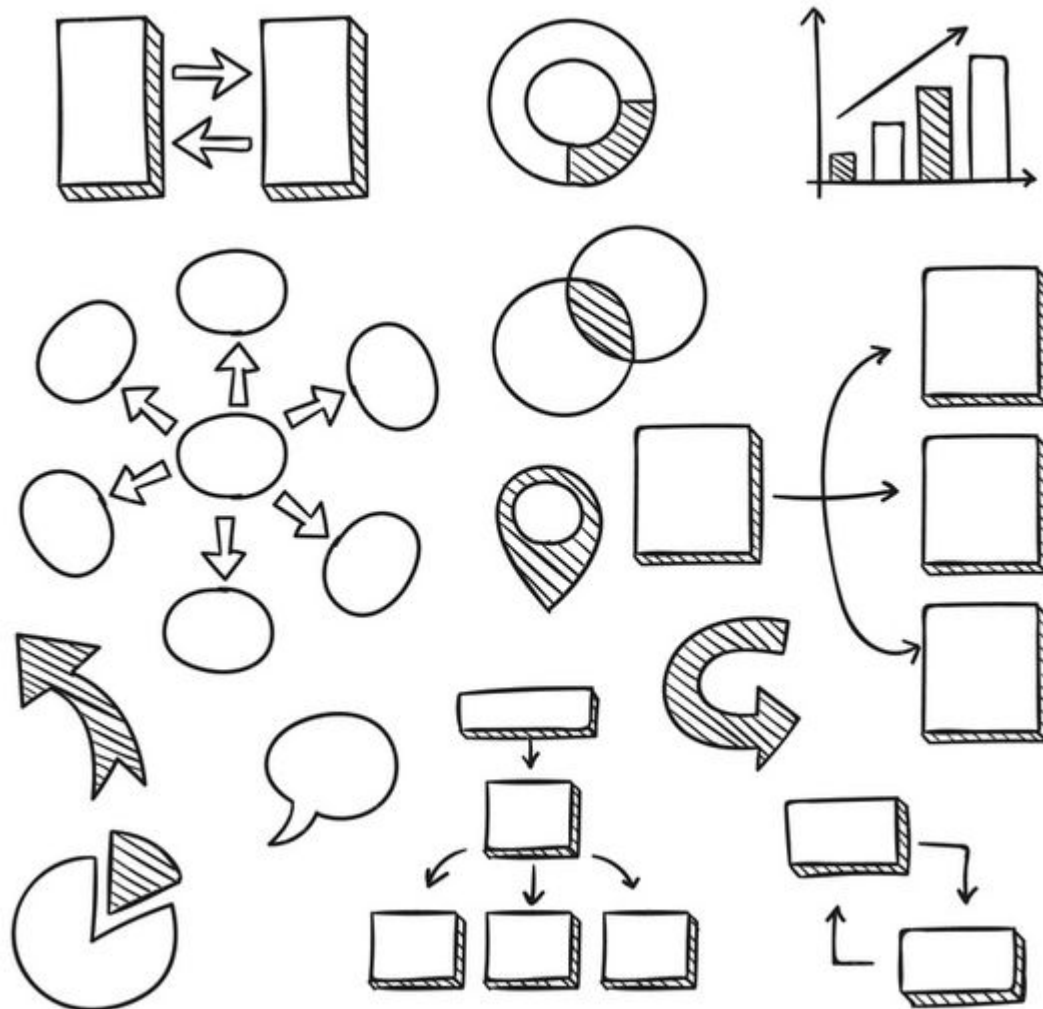
# NOTE TAKING

## Taking notes with a mind map (p. 189)

- Mind mapping is a *nonlinear way of taking notes*. It can be helpful when a *story has a lot of information* in it that you want to remember. It can help organize the information and show the relationship between ideas.



# Taking notes with a mind map (p. 189)



Mind Map

## Taking notes with a mind map (p. 189)

- To prepare for mind mapping, *highlight/underline* the important information in the text.
- To create a mind map, write the *main topic* of the content in a *large bubble* in the *middle of the page*. Then return to your highlighted text.
- Then you can *add details* to the main idea bubbles by *drawing lines* from each main idea bubble to a detail bubble.

## Taking notes with a mind map (p. 189)

- Use *short phrases*, *symbols*, and *single keywords* in the topic of your mind map.
- *Shortening and rephrasing* sentences is difficult, but it will help you *remember* the information. It also helps to keep the mind map *simple* and *easy* to read later.

## READING

Identifying the purpose of quoted speech (p. 193)

When telling a story, writers use *direct quotes* to *help the reader “hear” the people in the story* and understand them better.

# GRAMMAR

Will and be going to to express predictions and future plans (p. 200)

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 and be going to to express predictions and future plans (p. 200)

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)

# Will and be going to to express predictions and future plans (p. 200)

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.

# REVISE

## Writing a concluding sentence (p. 205)

- *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*.



# FINAL WRITING TASK

A narrative paragraph (pp. 202-207)

1. *Prepare to write:*  
Taking notes from  
a reading

2. *Write:*  
A paragraph  
based on an outline

## A narrative paragraph (pp. 202-207)

3. *Revise*: Writing  
a concluding  
sentence

4. *Edit*: Writing the  
final draft

## REFERENCE

Haugnes, N. & Maher, B. (2019). *NorthStar 2*. USA: Pearson Education, Inc.

## IMAGE SOURCES

- <https://www.pinterest.com/pin/39265827985663454/>
- <https://www.pinterest.com/pin/804525920923741502/>