



# Reading Can Be a Daring Act



## A Survey of Literacy Rates

Although literacy is generally recognized as a basic human right today, there are still nearly 800 million adults who are unable to read or write in the world, and two-thirds of them are women. Below is a list of the ten countries with the lowest literacy rates. Look at the list and answer the following questions.

### Countries with the Lowest Literacy Rates in the World

| Rank | Country                  | Literacy (All) | Male Literacy | Female Literacy |
|------|--------------------------|----------------|---------------|-----------------|
| 1    | Niger                    | 19.1 %         | 27.3%         | 11.0%           |
| 2    | South Sudan              | 26.8 %         | 34.8%         | 19.2%           |
| 3    | Guinea                   | 30.4 %         | 38.1%         | 22.8%           |
| 4    | Burkina Faso             | 36.0 %         | 43.0%         | 29.3%           |
| 5    | Central African Republic | 36.8 %         | 50.7%         | 24.4%           |
| 6    | Afghanistan              | 38.2%          | 52.0%         | 24.2%           |
| 7    | Benin                    | 38.4%          | 49.9%         | 27.3%           |
| 8    | Mali                     | 38.7%          | 48.2%         | 29.2%           |
| 9    | Chad                     | 40.2%          | 48.5%         | 31.9%           |
| 10   | Liberia                  | 47.6%          | 62.4%         | 32.8%           |
|      | World                    | 86.3%          | 90.0%         | 82.7%           |
|      | Taiwan                   | 98.7%          | 99.7%         | 97.7%           |

Source: UNESCO Institute for Statistics 2015 estimates

1. Which country has the lowest literacy rate?
2. In which of these countries can you find more than half of their male population able to read and write?
3. Which country has the widest gap between male and female literacy rates?





## Paragraph 1:

### Story:

The writer starts their passages with a simple example to attract readers' interest and to express the main idea of the passage.

- ★ What is the main idea?

## Paragraphs 2-3:

### Background:

The writer introduces the event and its background.

- ★ What is the event?
- ★ What causes the event?

1 For thirty years, Umm Ahmad had walked along the same block in her neighborhood in Jordan every day. She was unable to read any of the café signs, billboards, or road signs. However, her life began to take on new meaning after she went to an adult literacy class and

5 learned how to read and write.

2 The change in Umm Ahmad is documented in a continuing project called “I Read I Write” by Laura Boushnak, a Kuwaiti-born Palestinian

10 photographer and artist. Boushnak began the documentary project in 2009 in Egypt. In this country, there are about fifty percent of women who cannot read or write. Since then, she

15 has also been taking pictures of girls and women who are changing their



lives after receiving an **education** in **Yemen**, Kuwait, Jordan, and **Tunisia**. In these **Arab** countries, educating women is often neither valued nor **accepted** by the natives.

**3** According to Boushnak, she also faced many **20** difficulties in becoming an educated woman with a professional **career** as she was **growing up** in Kuwait. Nevertheless, her desire for knowledge drove her to remove the many **obstacles** in her way.

**4** Women in these countries had been **involved** in **25** taking literacy classes. To **carry out** her project, Boushnak tried to **convince** those who were reluctant to **participate** at first that their learning experiences could change their lives and, more importantly, **motivate** other women to

**Paragraph 4:**  
**Event:**

The writer states the process of the event, including the difficulties that the people had run into.

- ★ What is the process of the event?
- ★ What are the difficulties?



30 learn. So, the women wrote why they wanted to read and how literacy had changed their lives on their photos. Now, these photos are **displayed** in the classrooms as a symbol of their **accomplishments**.

**Paragraph 5:**

**Example:**

The writer gives a concrete example as proof of the event.

- ★ What is the example in the paragraph?
- ★ What does it prove?

5 Many women in “I Read I Write” are the first in their families to be educated. One example is **Fayza**, a woman from Yemen, who was forced to **drop out of** school to get married when she was only eight years old. Moreover, she had to raise her three children on her own after she became a **twice-divorced** mother at the age of eighteen. In spite of her **poverty** and the **disadvantage** of being a divorced mother, Fayza is **working toward** a **bachelor’s degree** in business. Her **goal** is to become



 process 過程 concrete 具體的

**independent** and to be able to support her family.

**6** These **courageous** women in “I Read I Write” are proving that it is possible to **overcome financial** difficulties and the problems of cultural differences that 50 place limits on the things which women can say and do. As the world continues to change and women **gain** more education and **equality**, they will have brighter futures in their lives and will bring great hope to their 55 countries.

**Paragraph 6:**

**Conclusion:**

The writer restates the purpose of the event and the main idea to sum up the passage.

★ What is the purpose of the event?



—*Susanne E. Carter*



## Understand the Text Structure

Fill in each of the following blanks with one of the items (A–H) in the box below. The first one has been done for you.

- (A) literacy                      (B) Arab                      (C) Jordan                      (D) Palestinian  
(E) documentary                      (F) education                      (G) Yemen                      (H) difficulties

### Background

#### Background of “I Read I Write”:

“I Read I Write” is a <sup>1</sup> (E) project launched by Laura Boushnak, a(n) <sup>2</sup> \_\_\_\_\_ photographer who has been photographing how education has changed the lives of women in <sup>3</sup> \_\_\_\_\_ countries.

### Experience

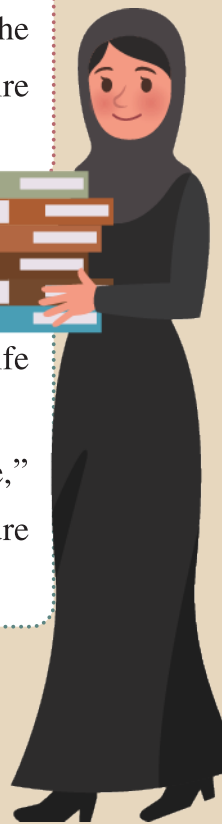
#### Laura Boushnak’s experience in her childhood:

Boushnak also faced <sup>4</sup> \_\_\_\_\_ in becoming an educated woman, and thus she wanted to involve women in taking <sup>5</sup> \_\_\_\_\_ classes. Without a doubt, her desire for knowledge changed her life, and her experience motivated other women.

### Examples

#### Examples of women in “I Read I Write”:

- ① Umm Ahmad, originally an illiterate mother from <sup>6</sup> \_\_\_\_\_, changed her life after taking part in “I Read I Write.”
- ② Fayza from <sup>7</sup> \_\_\_\_\_, like many courageous women in “I Read I Write,” proves that it is possible to overcome obstacles and have a better future through <sup>8</sup> \_\_\_\_\_.



 background 背景 launch 發起 childhood 童年時期 illiterate 不識字的

I. Choose the correct answer to each question.

- ( ) 1. What is the main idea of the passage?
- (A) Umm Ahmad can read and write with the help of “I Read I Write.”
- (B) Laura Boushnak’s project has helped many illiterate women.
- (C) Many Yemeni women are working hard to become independent.
- (D) Around half of female Arabs are unable to receive an education.
- ( ) 2. According to the passage, which of the following might be the participant in “I Read I Write”?
- (A) Taha, an Arab teenage boy, cannot read and write.
- (B) Safia, a female journalist in Kuwait, got married two years ago.
- (C) Gamila, born in Yemen, is the oldest daughter of five children in a very poor family.
- (D) Dana, an Egyptian girl, had lived in Turkey before moving back to Egypt at the age of fifteen.

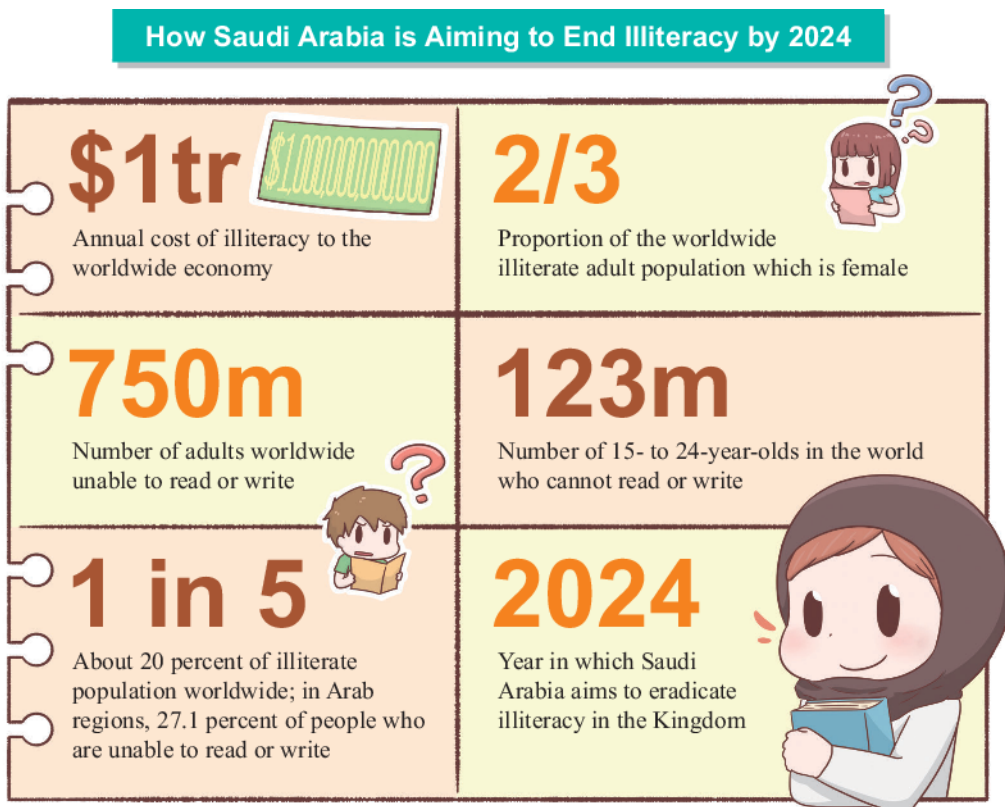
II. Fill in the blanks below based on the passage. The first one has been done for you.

| Information About “I Read I Write”                            |   |
|---|---|
| • When and where did it start?                                | <sup>1</sup> 2009, in <sup>2</sup> _____  |
| • What was the purpose of the project?                        | To motivate Arab women to <sup>3</sup> _____<br>_____.  |
| • How did it convince and motivate more women to participate? | Participants’ <sup>4</sup> _____ are displayed in classrooms with their words about how <sup>5</sup> _____ had changed their lives. |
| • What has been proven from women in the project?             | Arab women can also become <sup>6</sup> _____ from men, overcome <sup>7</sup> _____, and gain <sup>8</sup> _____ of the sexes.      |


1. In modern society, some stereotypes are still forced upon both men and women. In your experience, have you ever been treated differently simply because of your gender? Share your story with the class.
2. Have you noticed any gender inequality at home, at school, or in the law? Share what you've found with the class.

## Figure out Information Graphics

The following picture shows some information about illiteracy. Discuss the information graphics with your partner and answer the questions on the next page.



Source: <http://www.arabnews.com>

 stereotype 刻板印象 gender 性別 inequality 不平等 graphics 圖像  
annual 年度的 economy 經濟 proportion 比例 eradicate 杜絕



- ( ) 1. According to the graphics, which of the following is true?
- (A) Female accounts for half of the world illiterate adults.
  - (B) Less than 700 million of adults are unable to read or write.
  - (C) The target year that Saudi Arabia aims to end illiteracy is 2024.
  - (D) More than 30% of people in Arab region are unable to read or write.
2. As you can see in the data above, there are about 750 million of adults who are illiterate all over the world. What are the possible causes and effects of illiteracy? Do research and share what you've found with the class.

## Learn About Discourse

### Introduction

The first paragraph of an article is called the introduction. A good introduction not only catches the readers' interest but also introduces the general concept of the topic. Sometimes, the introduction is organized by giving the most general ideas first and then forming the main idea, which is the thesis statement. In this case, it usually comes at or near the end of the first paragraph. On the contrary, the main idea is sometimes formed first, and further information is given to support the main idea. To make an introduction interesting, writers can use the following strategies:

- ① facts or statistics
- ② a personal story or an example
- ③ a quotation



### Example:

For thirty years, Umm Ahmad had walked along the same block in her neighborhood in Jordan every day . . . However, her life began to take on new meaning after she went to an adult literacy class and learned how to read and write.

→ Umm Ahmad's story is used as the introduction

in the first paragraph, followed by its thesis statement “Her life began to take on new meaning after she went to an adult literacy class and learned how to read and write.”

**Exercise A:**

The paragraph below is the introductory paragraph in Unit 1. Analyze the strategies used by the writer when writing the introduction.



In many cultures, people associate certain animals with specific characteristics and use animal imagery to add color to their languages. For example, in Chinese, pigs are traditionally seen as clumsy animals, and dogs represent loyalty. Wolves are often associated with violence as well as cruelty, and tigers are a symbol of authority.

What strategies does the writer use? \_\_\_\_\_

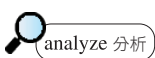
**Exercise B:**

The following is an introductory paragraph from the passage in Unit 5 of Book 1. First, read through the paragraph. Then, analyze the strategies used by the writer when writing the introduction and underline the main idea in the paragraph.



When it comes to the basic necessities of life, the first things that come to mind for most people are food and water. People often forget that sleep is just as important for life as food and water are. As people need to drink plenty of water and eat nutritious food to be healthy, they also need a sufficient amount of sleep. Experts say that adults need between seven and nine hours of sleep every night. In spite of the importance of sleep, Taiwanese adults only sleep for 6 hours and 20 minutes each night on average, according to a study.

What strategies does the writer use? \_\_\_\_\_



## Non-restrictive Relative Clauses

### Examples:

- ① One example is Fayza, a woman from Yemen, **who** was forced to drop out of school to get married when she was eight years old.
- ② Charlie played cards with his uncle, **who** had just returned from the United States.
- ③ My computer, **which** I bought just last month, doesn't work today.
- ④ The Sun, **which** is the center of the Solar System, gives the Earth light and heat.
- ⑤ Our principal, **whom** the store manager is talking to, is a regular customer of this coffee shop.
- ⑥ My aunt, **whom** I always ask for help when I have problems, is an important person to me.
- ⑦ Tainan, **whose** name means "the south of Taiwan," is Taiwan's oldest city.
- ⑧ The photo album, **whose** cover is old and tattered, is from my grandparents.



### What does the structure look like?

N, { **who**  
**which**  
**whom**  
**whose** }

### Exercise A:

Complete the following sentences by using the given words and the structure above. The first one has been done for you.

1. My favorite novel     *The Giver, whose*     (*The Giver*) writer is Lois Lowry, talks about a boy living in a controlled and well-designed community. The boy wants to get away after knowing the cruel truth behind it. To me, it is indeed a must-read.



2. Richard went to Taroko National Park with his \_\_\_\_\_  
(*Japanese girlfriend*) has just visited Taiwan. In order to show her Taiwanese culture and food, he took her to the night market and popular restaurants. He hopes that she will like Taiwan!
3. Nancy lost her \_\_\_\_\_ (*diamond ring*) has a special meaning to her. Her boyfriend Luke just presented this big ring to her and popped the question on her birthday. Now, she is hoping to find it out before Luke discovered!
4. We just elected \_\_\_\_\_ (*a club leader*) many dance club members respect. For one thing, he knows a lot and studies well. For another, he dances so well and has even won a nationwide prize!

### Exercise B:

Translate the following Chinese sentences into English by using the structure on page 23.

1. 我為你煮了這頓大餐來慶祝你的勝利。  
\_\_\_\_\_, is a celebration for your victory.
2. 總是和我一起出去的 Stacy 是我最好的朋友。  
\_\_\_\_\_, is my best friend.
3. 這家公司的總裁 (chairperson) 喜歡健行，他已經決定要研發新的登山鞋。  
\_\_\_\_\_, has decided to develop new hiking shoes.
4. 這家當地餐廳的菜色很有創意，吸引許多遊客前去用餐。  
\_\_\_\_\_, draws a lot of visitors to dining there.


**Listening Strategy: Predicting Vocabulary**
**Malala's Speech at the United Nations**

Malala Yousafzai is a young woman from Pakistan who has been a long-term activist for female education. Despite being shot by the Taliban, she continues to fight for the rights of all children. Listen to the words in Vocabulary Bank first.

**Vocabulary Bank**

- |                                 |                                  |
|---------------------------------|----------------------------------|
| 1. forehead <i>n.</i> [C] 前額    | 7. journey <i>n.</i> [C] 旅程      |
| 2. bullet <i>n.</i> [C] 子彈      | 8. destination <i>n.</i> [C] 目的地 |
| 3. terrorist <i>n.</i> [C] 恐怖分子 | 9. unite <i>vt.</i> 聯合           |
| 4. ambition <i>n.</i> [C] 抱負    | 10. achieve <i>vt.</i> 達到        |
| 5. strength <i>n.</i> [U] 堅強意志  | 11. empower <i>vt.</i> 授權給...    |
| 6. suffer <i>vi.</i> 受苦         | 12. shield <i>vt.</i> 保衛         |

1. Candice is an active supporter of female rights. She has taken part in several campaigns promoting female rights at UN. The following are her notes about Malala's speech at the United Nations. Take a look at her notes. Then, circle the possible words in each of the blanks on the next page to make a prediction about the missing ones. Note that the missing word(s) in each of the blanks can be either a word or a phrase.

## Malala's speech at the United Nations

- The date when Taliban <sup>1</sup> \_\_\_\_\_ Malala: October 9, 2012
- Beliefs that had changed in Malala's life since the terrorist attack:  
Weakness, <sup>2</sup> \_\_\_\_\_, and hopelessness died. Strength, power, and <sup>3</sup> \_\_\_\_\_ was born.
- The reason why Malala <sup>4</sup> \_\_\_\_\_ women' and girl's rights:  
Women and girls are suffering the most.
- Malala insists that <sup>5</sup> \_\_\_\_\_ of women's and children's rights should be



included in the peace deals.

- Malala believes that unity helps them achieve their goal: females' rights to \_\_\_\_\_.

| Blank 1  | Blank 2   | Blank 3   | Blank 4     | Blank 5    | Blank 6   |
|----------|-----------|-----------|-------------|------------|-----------|
| attack   | sadness   | hope      | works out   | protection | education |
| blame    | guilt     | happiness | fights for  | importance | decisions |
| threaten | ignorance | courage   | believes in | rules      | belief    |
| shot     | fear      | glory     | relies on   | limits     | votes     |

II. Listen carefully to the following passage that is extracted from Malala's speech and fill in each of the blanks in Candice's notes with the missing words. Then, check if your prediction is accurate.

**ONE CHILD,  
ONE TEACHER  
ONE BOOK & ONE PEN  
CAN CHANGE  
THE WORLD.**

MALALA YOUSAFZAI

