


Reading to Connect

讀中生智：英文批判閱讀

Reading Critically in a Diverse World: Battle against Poverty

 Academic Writing Education Center,
National Taiwan University



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Learning Goals / Outcomes

Upon completion of the lesson, students will be able to:

- understand the social issues in the reading and practice different reading strategies
- predict the content of the reading using the anticipation strategy
- identify the main ideas of the texts
- understand the details that support the main ideas
- infer the meanings of unfamiliar vocabulary from context
- synthesize information and ideas to express opinions



Learning Goals / Outcomes

- ④ Understand the social issues in the reading and practice different reading strategies.



“Battle against Poverty”

- What is poverty?
- Whose battle?

“One in ten people in developing regions still lives on less than **US\$ 1.90** a day—the internationally agreed **poverty line**.”
(UN, 2018)

“Taiwan contains **lowest percentage** of citizens living below poverty line in Asia.” (Taiwan News, 2019)

Learning Goals / Outcomes

- 🎯 Predict the content of the reading using the anticipation strategy.



(A) Reading Strategy

Anticipation on the pre-reading stage

1. When it comes to poverty, you would associate it with ... ?
2. For a student at your age, living in poverty means not being able to ...
3. If you look around your surroundings, where do you see poverty in Taiwan and other places in the world?
4. How do people get out of poverty? To get a job? To raise income or minimum wage? To receive education?

READING 1: "POVERTY, 1867-1945"



Flickr/ Top Ten Alternatives



“Poverty, 1867–1945”

When the Dominion of Canada was created in 1867, governments did not assume direct responsibility for the poor. Before 1867, only the Maritime colonies had adopted English Poor Laws; there were no workhouses, in which the poor were given accommodation and food in return for work. Responsibility for the poor usually fell to churches and charities, and very poor people often ended up in houses of refuge, mental institutions, or prisons. Official and elite attitudes toward the poor were often negative or condescending. It was assumed that poverty resulted from a moral failing on the part of the poor. Idealistic visions contributed to such attitudes: Canada was a place with abundant land and resources where anybody willing to work was bound to prosper. This utopian vision of Canada ignored the reality that farms were very difficult to establish, that resources were highly seasonal, and that winter was a time of shortage and hardship for a large number of people.

“Poverty, 1867–1945”

In the last half of the 19th century, urbanization and early industrialization increased the number of urban poor. A new type of poverty appeared: poverty that resulted from unemployment – not merely seasonal job shortages, but the shortage of wage-paid jobs due to economic cycles, the closing of businesses, short-term layoffs, and trade depressions. Historians have shown that in major Canadian cities in 1901, one of every seven families could not survive on the pooled wage earnings of family members. If the poor survived at all, they did so by participating in an informal economy – scrounging, bartering, growing vegetables, or keeping animals, or taking in lodgers, if they had space. Many did not survive. Montreal, for instance, was one of the most dangerous cities in the Western World for newborn babies. At the end of the 1890s, 26% of babies died before they reached their first birthday of illnesses associated with poverty and malnutrition.

“Poverty, 1867–1945”

Studies of average wages in Montreal, Toronto, and Vancouver show that there was modest growth in real wages (which means wages after adjusting for price inflation) in the early 1900s. During World War I, rapid inflation halted the rise in real wages, and gains did not appear again until the 1920s. Then the Depression of the 1930s caused an increase in poverty due to unemployment. It has been estimated that in the winter of 1933, at the depths of the Depression, over 32% of all wage-paid workers were unemployed. In these circumstances, government began, although very slowly and at first without success, to develop policies that would help to alleviate the problem of poverty.

“Poverty, 1867–1945”

The first universal social welfare program in Canada was the Family Allowance program, introduced by the federal government in 1944. The small unemployment insurance program, introduced during World War II, was expanded after the war. These were the foundations of Canada’s social security system or welfare state. The problem of poverty was not solved, however, and relative poverty (meaning wide gaps between low-income earners and others) persisted. Nevertheless, the social security system succeeded in reducing the impact of poverty for many families.



“Poverty, 1867–1945”

When the Dominion of Canada was created in 1867, governments did not assume direct responsibility for the poor. Before 1867, only the Maritime colonies had adopted English Poor Laws; there were no workhouses, in which the poor were given accommodation and food in return for work. Responsibility for the poor usually fell to churches and charities, and very poor people often ended up in houses of refuge, mental institutions, or prisons. Official and elite attitudes toward the poor were often negative or condescending. It was assumed that poverty resulted from a moral failing on the part of the poor. Idealistic visions contributed to such attitudes: Canada was a place with abundant land and resources where anybody willing to work was bound to prosper. This utopian vision of Canada ignored the reality that farms were very difficult to establish, that resources were highly seasonal, and that winter was a time of shortage and hardship for a large number of people.

(B) Reading Strategy

Identifying key points from the title and the first paragraph

Which idea do you think is more likely to appear in this reading selection?

1. Poor Laws before 1945
2. The solutions to global poverty
3. Different understandings of poverty before 1945
4. The gap between the rich and the poor

Learning Goals / Outcomes

- ④ Understand the details that support the main ideas.



“Poverty, 1867–1945”

When the Dominion of Canada was created in 1867, **governments did not assume direct responsibility for the poor**. Before 1867, only the Maritime colonies had adopted English Poor Laws; there were no workhouses, in which the poor were given accommodation and food in return for work. **Responsibility for the poor usually fell to churches and charities**, and very poor people often ended up in houses of refuge, mental institutions, or prisons. **Official and elite attitudes** toward the poor were often negative or condescending. It was assumed that poverty resulted from a moral failing on the part of the poor. **Idealistic visions** contributed to such attitudes: Canada was a place with abundant land and resources where anybody willing to work was bound to prosper. **This utopian vision** of Canada ignored the reality that farms were very difficult to establish, that resources were highly seasonal, and that winter was a time of shortage and hardship for a large number of people.

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Which idea do you think is more likely to appear in this reading selection?

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In the last half of the 19th century, urbanization and early industrialization increased the number of urban poor. A new type of poverty appeared: poverty that resulted from unemployment – not merely seasonal job shortages, but the shortage of wage-paid jobs due to economic cycles, the closing of businesses, short-term layoffs, and trade depressions. Historians have shown that in major Canadian cities in 1901, one of every seven families could not survive on the pooled wage earnings of family members. If the poor survived at all, they did so by participating in an informal economy – scrounging, bartering, growing vegetables, or keeping animals, or taking in lodgers, if they had space. Many did not survive. Montreal, for instance, was one of the most dangerous cities in the Western World for newborn babies. At the end of the 1890s, 26% of babies died before they reached their first birthday of illnesses associated with poverty and malnutrition.

Learning Goals / Outcomes

 Infer the meanings of unfamiliar vocabulary from context.



“Poverty, 1867–1945”

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(C) Reading Strategy

Inferring the real intention from the sentence structure

Past Real Conditional

“If the poor **survived** at all, they did so by participating in an informal economy – scrounging, bartering, growing vegetables, or keeping animals, or taking in lodgers, **if** they **had** space. Many did not survive. Montreal, for instance, was one of the most dangerous cities in the Western World for newborn babies.”

⇒ a doomy picture of their survival

“Poverty, 1867–1945”

Studies of average wages in Montreal, Toronto, and Vancouver show that there was modest growth in real wages (which means wages after adjusting for price inflation) in the early 1900s. During World War I, rapid inflation halted the rise in real wages, and gains did not appear again until the 1920s. Then the Depression of the 1930s caused an increase in poverty due to unemployment. It has been estimated that in the winter of 1933, at the depths of the Depression, over 32% of all wage-paid workers were unemployed. In these circumstances, **government began, although very slowly and at first without success, to develop policies that would help to alleviate the problem of poverty.**

(D) Reading Strategy

Predicting the upcoming content in the next paragraph

Functions of the concluding sentence

- 1. to restate the main idea of the paragraph**
- 2. to summarize the details of the paragraph**
- 3. to foreshadow the content in the new paragraph**


“Poverty, 1867–1945”

Studies of average wages in Montreal, Toronto, and Vancouver show that there was modest growth in real wages (which means wages after adjusting for price inflation) in the early 1900s. During World War I, rapid inflation halted the rise in real wages, and gains did not appear again until the 1920s. Then the Depression of the 1930s caused an increase in poverty due to unemployment. It has been estimated that in the winter of 1933, at the depths of the Depression, over 32% of all wage-paid workers were unemployed. In these circumstances, **government began, although very slowly and at first without success, to develop policies that would help to alleviate the problem of poverty.**

“Poverty, 1867–1945”

The first universal social welfare program in Canada was the Family Allowance program, introduced by the federal government in 1944. The small unemployment insurance program, introduced during World War II, was expanded after the war. These were the foundations of Canada’s social security system or welfare state. The problem of poverty was not solved, however, and relative poverty (meaning wide gaps between low-income earners and others) persisted. **Nevertheless, the social security system succeeded** in reducing the impact of poverty for many families.

(E) Comprehension: Finding the focus

1. Poverty has been linked to seasonal, regional and catastrophic unemployment problems in the pre-World War II era, yet the state response was not timely.
2. Canada was the first country to establish a universal social welfare program and, therefore, the problem of poverty was quickly resolved. 
3. Canada was falsely assumed to be a place with abundant land and resources and, consequently, poverty was nowhere to be seen.
4. There are many ways of reducing the impact of poverty, and the social security system is generally considered the most effective one.



Learning Goals / Outcomes

 Identify the main ideas of the texts.



(E) Reading Strategy

Identifying the main idea of the texts

Three steps to take:

- 1.** to develop an overview of the article (by recalling)
- 2.** to take a review of specific paragraphs (by double-checking)
- 3.** to understand the author's view (faithfully)

(E) Comprehension: Finding the focus


1. Poverty has been linked to seasonal, regional and catastrophic unemployment problems in the pre-World War II era, yet the state response was not timely.
2. Canada was the first country to establish a universal social welfare program and, therefore, the problem of poverty was quickly resolved.
3. Canada was falsely assumed to be a place with abundant land and resources and, consequently, poverty was nowhere to be seen.
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The last step of picking up vocabulary

- Do not look up every new word to disrupt the flow of reading.
- Do not give up the opportunity of guessing the meaning of words.



Learning Goals / Outcomes

 Infer the meanings of unfamiliar vocabulary from context.



(F) Vocabulary in Context

Read specific sentences from the text and then write or choose the correct meaning of the word.

1. “Before 1867, only the Maritime colonies had adopted English Poor Laws; there were no **workhouses**, in which the poor were given accommodation and food in return for work.”

(F) Vocabulary in Context

Read specific sentences from the text and then write or choose the correct meaning of the word.

1. “Before 1867, only the Maritime colonies had adopted English Poor Laws; there were no **workhouses**, in which the poor were given accommodation and food in return for work.”

 A workhouse is a public shelter or institution that offers the poor people a place to stay and food in return for work.



(F) Vocabulary in Context

Read specific sentences from the text and then write or choose the correct meaning of the word.

2. “Official and elite attitudes toward the poor were often negative or **condescending**”. If someone is **condescending**, he or she is ...

- (A) feeling sympathetic
- (B) showing respect
- (C) showing disdain or lack of respect
- (D) intimidating



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(F) Vocabulary in Context

Read specific sentences from the text and then write or choose the correct meaning of the word.

3. “Idealistic visions contributed to such attitudes: Canada was a place with abundant land and resources where anybody willing to work was bound to **prosper**. This utopian vision of Canada ignored the reality that farms were very difficult to establish, that resources were highly seasonal, and that winter was a time of shortage and hardship for a large number of people.” To **prosper** means ...

(A) to become successful

(B) to earn very little money

(C) to gain abundant land and resources

(D) to work harder

(F) Vocabulary in Context

Read specific sentences from the text and then write or choose the correct meaning of the word.

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Read specific sentences from the text and then write or choose the correct meaning of the word.

4. “Studies of average wages in Montreal, Toronto, and Vancouver show that there was modest growth in real wages (which means wages after adjusting for price inflation) in the early 1900s. During World War I, rapid inflation **halted** the rise in real wages, and gains did not appear again until the 1920s.” The verb **halted** means to ...

- (A) stabilize (B) stop
(C) slow down (D) speed up

(F) Vocabulary in Context

Read specific sentences from the text and then write or choose the correct meaning of the word.

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Read specific sentences from the text and then write or choose the correct meaning of the word.


5. “In these circumstances, government began, although very slowly and at first without success, to develop policies that would help to **alleviate** the problem of poverty. The first universal social welfare program in Canada was the Family Allowance program, introduced by the federal government in 1944. The small unemployment insurance program, introduced during World War II, was expanded after the war. These were the foundations of Canada’s social security system or welfare state.”



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Read specific sentences from the text and then write or choose the correct meaning of the word.

5. “In these circumstances, government began, although very slowly and at first without success, to develop policies that would help to **alleviate** the problem of poverty. The first universal social welfare program in Canada was the Family Allowance program, introduced by the federal government in 1944. The small unemployment insurance program, introduced during World War II, was expanded after the war. These were the foundations of Canada’s social security system or welfare state.”

 To alleviate a problem is **to reduce a problem or make a problem less severe.**



(F) Vocabulary via Prefix, Root, Suffix

Infer the meaning of a word through its lexical composition

alleviate

al·leviate (**to**)

al·levi·ate (**lift, light**)

allevi·ate (**state of verb**)

e.g.

levitation / elevator ...

READING 2: "WOMEN AND POVERTY"



“Women and Poverty”

Women constitute a majority of the poor and are often the poorest of the poor. The societal disadvantage and inequality they face because they are women shapes their experience of poverty differently from that of men, increases their vulnerability, and makes it more challenging for them to climb out of poverty. In other words, poverty is a gendered experience – addressing it requires a gender analysis of norms and values, the division of assets, work and responsibility, and the dynamics of power and control between women and men in poor households.

“Women and Poverty”

In most societies, gender norms define women’s role as largely relegated to the home, as mother and caretaker, and men’s role as responsible for productive activities outside the home. These norms influence institutional policies and laws that define women’s and men’s access to productive resources such as education, employment, land and credit. There is overwhelming evidence from around the world to show that girls and women are more disadvantaged than boys and men in their access to these valued productive resources. [next slide]



“Women and Poverty”

There is also ample evidence to show that the responsibilities of women and the challenges they face within poor households and communities are different from those of men. Persistent gender inequality and differences in women’s and men’s roles greatly influence the causes, experiences and consequences of women’s poverty. Policies and programs to alleviate poverty must, therefore, take account of gender inequality and gender differences to effectively address the needs and constraints of both poor women and men.

“Women and Poverty”

Women’s Experience of Poverty

Girls and women in poor households bear a disproportionate share of the work and responsibility of feeding and caring for family members through unpaid household work. In poor rural households, for example, women’s work is dominated by activities such as firewood, water and fodder collection, care of livestock and subsistence agriculture. The drudgery of women’s work and its time-intensive demands contribute to women’s “time poverty” and greatly limit poor women’s choice of other, more productive income-earning opportunities.



“Women and Poverty”

Women’s Experience of Poverty

Faced with difficult time-allocation choices, women in poor households will often sacrifice their own health and nutrition, or the education of their daughters, by recruiting them to take care of siblings or share in other household tasks. This is just one piece of a pattern of gendered discrimination in the allocation of resources in poor households. Evidence shows that the gender gaps in nutrition, education and health are greater in poorer households. This lack of investment in the human capital of girls perpetuates a vicious, intergenerational cycle of poverty and disadvantage that is partly responsible for the intractable nature of poverty.



“Women and Poverty”

Women’s Experience of Poverty

A focus on poor women as distinct from men in efforts to reduce poverty is justified because women’s paid and unpaid work is crucial for the survival of poor households.



“Women and Poverty”

Women’s Experience of Poverty

Women are economic actors: They produce and process food for the family; they are the primary caretakers of children, the elderly and the sick; and their income and labor are directed toward children’s education, health and well-being. In fact, there is incontrovertible evidence from a number of studies conducted during the 1980s that mothers typically spend their income on food and health care for children, which is in sharp contrast to men, who spend a higher proportion of their income for personal needs. A study conducted in Brazil, for example, found that the positive effect on the probability that a child will survive in urban Brazil is almost 20 times greater when the household income is controlled by a woman rather than by a man (Quisumbing et al., 1995).

“Women and Poverty”

Women’s Experience of Poverty

Yet women face significant constraints in maximizing their productivity. They often do not have equal access to productive inputs or to markets for their goods. They own only 15 percent of the land worldwide, work longer hours than men and earn lower wages. They are overrepresented among workers in the informal labor market, in jobs that are seasonal, more precarious and not protected by labor standards.



“Women and Poverty”

Women’s Experience of Poverty

Despite this, policies and programs that are based on notions of a typical household as consisting of a male bread-winner and dependent women and children often target men for the provision of productive resources and services. Such an approach widens the gender-based productivity gap, negatively affects women’s economic status, and does little to reduce poverty. Addressing these gender biases and inequalities by intentionally investing in women as economic agents, and doing so within a framework of rights that ensures that women’s access to and control over productive resources is a part of their entitlement as citizens, is an effective and efficient poverty reduction strategy.



(A) Anticipation

1. From the Reading 2 **title**, “Women and Poverty,” and its **sub-headings**, what kind of information do you think this reading will provide?

- How gender is related to poverty
- Why women are poor
- The consequences of women’s poverty
- How women fight against poverty
- Ways to empower women
- Examples of women in poverty

“Women and Poverty”

Women constitute a majority of the poor and are often the poorest of the poor.

Women’s Experience of Poverty

Girls and women in poor households bear a disproportionate share of the work and responsibility of feeding and caring for family

Why Focus on Women in Poverty?

A focus on poor women as distinct from men in efforts to reduce poverty is justified because women’s paid and unpaid work is crucial for the survival of poor households.

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“Women and Poverty”

Women constitute a majority of the poor and are often the poorest of the poor. The societal disadvantage and inequality they face because they are women shapes their experience of poverty differently from that of men, increases their vulnerability, and makes it more challenging for them to climb out of poverty. **In other words, poverty is a gendered experience – addressing it requires a gender analysis of norms and values, the division of assets, work and responsibility, and the dynamics of power and control between women and men in poor households.**

thesis statement

“Women and Poverty”

In most societies, gender **norms** define women’s role as largely relegated to the home, as mother and caretaker, and men’s role as responsible for productive activities outside the home. These **norms** influence institutional policies and laws that define women’s and men’s access to productive resources such as education, employment, land and credit. There is overwhelming evidence from around the world to show that girls and women are more disadvantaged than boys and men in their access to these valued productive resources. [next slide]

norm ⇒ **normal**

“Women and Poverty”

In most societies, gender norms define women’s role as largely relegated to the home, as mother and caretaker, and men’s role as responsible for productive activities outside the home. These norms influence institutional policies and laws that define women’s and men’s access to productive resources such as education, employment, land and credit. **There is overwhelming evidence** from around the world to show that girls and women are more disadvantaged than boys and men in their access to these valued productive resources. [next slide]



“Women and Poverty”

There is also ample evidence to show that the responsibilities of women and the challenges they face within poor households and communities are different from those of men. Persistent gender inequality and differences in women’s and men’s roles greatly influence the causes, experiences and consequences of women’s poverty. Policies and programs to alleviate poverty must, therefore, take account of gender inequality and gender differences to effectively address the needs and constraints of both poor women and men.

parallelism to display evidence

“Women and Poverty”

Women’s Experience of Poverty

Girls and women in poor households bear a disproportionate share of the work and responsibility of feeding and caring for family members through unpaid household work. In poor rural households, for example, women’s work is dominated by activities such as firewood, water and fodder collection, care of livestock and subsistence agriculture. The drudgery of women’s work and its time-intensive demands contribute to women’s **“time poverty”** and greatly limit poor women’s choice of other, more productive income-earning opportunities.

**Quotation marks “...” to cite outside sources
to emphasize a point**

“Women and Poverty”

Women’s **Experience** of Poverty

Faced with difficult time-allocation choices, women in poor households will often sacrifice their own health and nutrition, or the education of their daughters, by recruiting them to take care of siblings or share in other household tasks. This is just one piece of a pattern of gendered discrimination in the allocation of resources in poor households. Evidence shows that the gender gaps in nutrition, education and health are greater in poorer households. **This lack of investment in the human capital of girls perpetuates a vicious, intergenerational cycle of poverty and disadvantage that is partly responsible for the intractable nature of poverty.**



“Women and Poverty”

Women’s Experience of Poverty

A focus on poor women as distinct from men in efforts to reduce poverty is justified because women’s paid and unpaid work is crucial for the survival of poor households.



“Women and Poverty”

Women’s Experience of Poverty

Women are economic actors: They produce and process food for the family; they are the primary caretakers of children, the elderly and the sick; and their income and labor are directed toward children’s education, health and well-being. In fact, there is incontrovertible evidence from a number of studies conducted during the 1980s that mothers typically spend their income on food and health care for children, which is in sharp contrast to men, who spend a higher proportion of their income for personal needs. A study conducted in Brazil, for example, found that the positive effect on the probability that a child will survive in urban Brazil is almost 20 times greater when the household income is controlled by a woman rather than by a man (Quisumbing et al., 1995).

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In-text citation

“Women and Poverty”

Women’s Experience of Poverty

Yet women face significant constraints in maximizing their productivity. They often do not have equal access to productive inputs or to markets for their goods. They own **only 15 percent of the land** worldwide, work longer hours than men and earn lower wages. They are **overrepresented among workers in the informal labor market**, in jobs that are seasonal, more precarious and not protected by labor standards.

Contrastive figures to highlight women’s situation

“Women and Poverty”

Women’s Experience of Poverty

Despite this, policies and programs that are based on notions of a typical household as consisting of a male bread-winner and dependent women and children often target men for the provision of productive resources and services. Such an approach widens the gender-based productivity gap, negatively affects women’s economic status, and does little to reduce poverty. **Addressing these gender biases and inequalities by intentionally investing in women as economic agents**, and doing so within a framework of rights that ensures that women’s access to and control over productive resources is a part of their entitlement as citizens, is an effective and efficient poverty reduction strategy.

(B) Comprehension: Main ideas

- 1. Women are the majority of the poor because they experience societal disadvantage and bias toward their work and responsibility.
- 2. According to the author, poverty is the root cause of gender inequality.
- 3. A common gender norm is that girls and women are responsible for productive activities outside the home.
- 4. Men and women have equal access to education, employment and other productive resources.

(B) Comprehension: Main ideas

- T** 1. Women are the majority of the poor because they experience societal disadvantage and bias toward their work and responsibility.
- T** 2. According to the author, poverty is the root cause of gender inequality.
- F** 3. A common gender norm is that girls and women are responsible for productive activities outside the home.
- F** 4. Men and women have equal access to education, employment and other productive resources.

(B) Comprehension: Main ideas

- 5. Girls and women are overrepresented in informal labor market and precarious jobs.
- 6. Evidence has shown that women's income and labor are primarily directed toward children's education, health and well-being.
- 7. Policies and programs continue to reinforce the idea that men are breadwinners and women are dependents.
- 8. Policy-makers are implementing poverty reduction plans that will ensure women's access to productive resources and gain economic independence.

(B) Comprehension: Main ideas

- T** 5. Girls and women are overrepresented in informal labor market and precarious jobs.
- T** 6. Evidence has shown that women's income and labor are primarily directed toward children's education, health and well-being.
- T** 7. Policies and programs continue to reinforce the idea that men are breadwinners and women are dependents.
- F** 8. Policy-makers are implementing poverty reduction plans that will ensure women's access to productive resources and gain economic independence.

(B) Comprehension: Close reading

1. “In other words, poverty is a gendered experience – addressing it requires a gender analysis of norms and values, the division of assets, work and responsibility, and the dynamics of power and control between women and men in poor households.” (Paragraph 1)
 - (A) Women are more vulnerable to poverty as compared to men because women are subject to cultural norms and social constraints.
 - (B) The relationship between gender and poverty needs to be better understood through factors that define women and men differently in poor households.
 - (C) Understanding poverty from women’s perspectives is more important than that from men’s.



(B) Comprehension: Close reading

1. “In other words, poverty is a gendered experience – addressing it **requires a gender analysis** of norms and values, the division of assets, work and responsibility, and the dynamics of power and control between women and men in poor households.” (Paragraph 1)
 - (A) Women are more vulnerable to poverty as compared to men because women are subject to cultural norms and social constraints.
 - (B) The relationship between gender and poverty needs to be better understood through factors that define women and men differently in poor households.
 - (C) Understanding poverty from women’s perspectives is more important than that from men’s.

(B) Comprehension: Close reading

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(B) Comprehension: Close reading

2. “The drudgery of women’s work and its time-intensive demands contribute to women’s ‘time poverty’ and greatly limit poor women’s choice of other, more productive income-earning opportunities.”

(Paragraph 3)

- (A) It is difficult for women who spend most time on time-consuming dull domestic work to undertake higher paid employment opportunities.
- (B) Women are relatively time poor and receive a lower average income from labor than men.
- (C) Women are constrained to unpaid reproductive or caring labor; therefore, they are becoming poorer.

(B) Comprehension: Close reading

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(B) Comprehension: Close reading

3. “Faced with difficult time-allocation choices, women in poor households will often sacrifice their own health and nutrition, or the education of their daughters, by recruiting them to take care of siblings or share in other household tasks.” (Paragraph 4)
- (A) Girls’ education has been ignored in the poor families because they have to take care of their siblings or share household tasks.
 - (B) Women have limited access to social resources and education, all of which place them at greater risk of being poor.
 - (C) The lack of investment in female health, nutrition and education is greater in poorer households.

(B) Comprehension: Close reading

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(B) Comprehension: Close reading

4. Addressing these gender biases and inequalities by intentionally investing in women as economic agents, and doing so within a framework of rights that ensures that women's access to and control over productive resources is a part of their entitlement as citizens, is an effective and efficient poverty reduction strategy." (Paragraph 8)
- (A) Ensuring women's economic and social empowerment can effectively help them combat poverty.
 - (B) Gender biases and inequalities will be reduced if women are ensured to control over their income and paid work.
 - (C) To reduce the impact of poverty on women needs a better understanding of gender biases and inequalities.

(B) Comprehension: Close reading

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(C) Vocabulary

1. Guessing from context

vulnerability



“The societal disadvantage and inequality they face because they are women”, “increases their vulnerability, and makes it more challenging for them to climb out of poverty”



(C) Vocabulary

1. Guessing from context

vulnerability



clues

“The societal disadvantage and inequality they face because they are women”, “increases their vulnerability, and makes it more challenging for them to climb out of poverty”



guess

an inability to deal with the challenges faced by women



dictionary

state of being exposed to the effects of a hostile environment or the possibility of being harmed, emotionally or physically



(C) Vocabulary

1. Guessing from context

drudgery



“activities such as firewood, water and fodder collection, care of livestock and subsistence agriculture”, “The drudgery of women’s work and its time-intensive demands”, “limit poor women’s choice of other, more productive income-earning opportunities”



(C) Vocabulary

1. Guessing from context

drudgery



clues

“activities such as firewood, water and fodder collection, care of livestock and subsistence agriculture”, “The drudgery of women’s work and its time-intensive demands”, “limit poor women’s choice of other, more productive income-earning opportunities”



guess

hard work, mainly domestic and demanding of physical efforts and long time



dictionary

hard, dull work or uninspiring labor

(C) Vocabulary

1. Guessing from context

entitlement



“a framework of rights that ensures that women’s access to and control over productive resources is a part of their entitlement as citizens”



(C) Vocabulary

1. Guessing from context

entitlement



clues

“a framework of rights that ensures that women’s access to and control over productive resources is a part of their entitlement as citizens”



guess

citizen’s right to something



dictionary

a right to benefits specified especially by law or contract



(C) Vocabulary

2. Collocations

 Collocations are “word partners” that are normally paired together.
definition

e.g.

Women **constitute a majority** of the poor.

Women face **significant constraints** in maximizing their productivity.

There is incontrovertible evidence **from** a number of studies conducted **during** the 1980s.

(C) Vocabulary

2. Collocations

Complete each phrase by choosing an appropriate verb, noun, or adjective.

sharp **widen** **access** **address** **bear**

- (A) to effectively _____ the needs of poor women and men
- (B) to _____ a disproportionate share of the work and responsibility
- (C) in _____ contrast
- (D) to have equal _____ to productive resources
- (E) to _____ the gender-based productivity gap

(C) Vocabulary

2. Collocations

Complete each phrase by choosing an appropriate verb, noun, or adjective.

sharp widen access address bear


- (A) to effectively address the needs of poor women and men
- (B) to bear a disproportionate share of the work and responsibility
- (C) in sharp contrast
- (D) to have equal access to productive resources
- (E) to widen the gender-based productivity gap

(D) Reading Extension

Outreach for thoughts

1. Is there a possible connection between Reading 1 and 2?
2. Why is that connection important to the reader?
3. What new thoughts does the reader have after a close reading of these articles on the topic of poverty?
4. Do these two articles have something in common that may point to a bigger picture?

Learning Goals / Outcomes

 Synthesize information and ideas to express opinions.



(D) Reading Extension

Outreach for thoughts

1. Is there a possible connection between Reading 1 and 2?
2. Why is that connection **important to the reader**?
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4. Do these two articles have something in common that may point to a **bigger picture**?






Learning Goals / Outcomes

Upon completion of the lesson, students will be able to:


- understand the social issues in the reading and practice different reading strategies
- predict the content of the reading using the anticipation strategy
- identify the main ideas of the texts
- understand the details that support the main ideas
- infer the meanings of unfamiliar vocabulary from context
- synthesize information and ideas to express opinions



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