

3 Standing Up for What Is Right

#narrative_writing

#unstoppable_development_drive

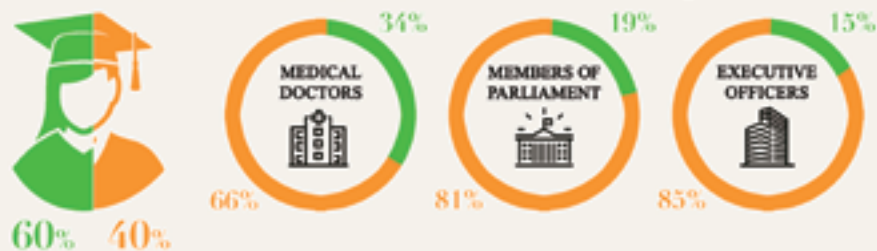
#overcome_challenges_and_change_the_world



WARM-UP

According to the United Nations' Sustainable Development Goals, gender equality is the key to a more peaceful and sustainable world. However, we still have a long way to go. Look at the infographic below and answer the questions.

Even though **WOMEN** earn more degrees than **MEN** ...
They are underrepresented in leadership roles.



Source: Center for American Progress

(<https://www.nbcnews.com/nightly-news/infographic-still-ways-go-close-women-s-leadership-gap-n62416>)



1. Compared to men, women occupy fewer leadership roles in medicine, politics, and business despite their higher percentage of degrees earned. Among these three areas, in which areas do women have the **LOWEST** percentage of leadership roles?
_____.

2. Check (✓) what you think the reasons may be.

- ☐ Fewer career options ☐ Lack of family leave or childcare
☐ Unequal opportunities at work ☐ Other(s) _____
☐ Limited access to promotion

3. Do you think increasing women's participation in leadership roles is important? Why or why not?

In my opinion, increasing women's participation in leadership roles is ... because ...

ABSTRACT

Hanna Sahlfeld-Singer has devoted her life to helping women and the disadvantaged. Her election to the Swiss parliament over 50 years ago was a key moment that challenged traditional views about women. Despite facing many difficulties, she kept speaking up for women, refugees, and other minority groups. Her determination and hard work have inspired others. Even after Hanna left parliament, her ongoing efforts showed that women can make a difference in the world.

READING



Reading Strategy: Retelling

Retelling is restating a story or the content of a passage in readers' own words. Readers need to understand a passage thoroughly so that they can retell it in a different way. When you read the passage, pay attention to the following information: the main idea, the key points, and the sequence of events. Then, use your own words to retell it.



Reading Strategy Check

Mark the key points about Hanna Sahlfeld-Singer in sequence (1–5) and use them to retell the passage.

- _____ Gave speeches but was criticized.
- _____ Elected as Member of Parliament.
- _____ Was reelected but resigned the job.
- _____ Relocated but stayed committed to politics.
- _____ Spoke for the disadvantaged, giving them chances to be heard.

Paragraph 1 briefly introduces the main character of the story—Hanna Sahlfeld-Singer.

1 **Hanna Sahlfeld-Singer**, a religious **activist** and former **parliament** member from **Switzerland**, has **devoted** her life to helping women and other ignored members of society. Actively **involved** in community activities, she **served** as a school **pastor** in her early career path, 5 encouraging young people to **overcome adversity** and reach their full **potential**. Her **firm** belief in equality and fairness for all led her to later enter politics to challenge the **limitations imposed** on women. In 1971, Hanna **made history** by becoming one of the first women **elected** to the Swiss parliament. That shook the convention and 10 reshaped women's roles in society.





2 However, Switzerland, as the last European country where women gained full **voting** rights, presented a challenging environment for Hanna's support of minority voices. Swiss society, before Hanna entered politics, did not **permit** women to hold power or have a political voice. This is why Hanna was often **criticized** for 15 her speeches **advocating** for the value of minority opinions rather than simply **praising** Switzerland. **In the face of** many difficulties, she brought people's attention to social and political matters and decided to fight for a place in the Swiss parliament.

3 Although Hanna faced unfair treatment from the moment she 20 entered politics, she never **gave in**. On her first day as a **Member of Parliament**, she was told to enter the **Federal Palace** through the visitors' **entrance**. Barriers like this blocked her way, but they only made her fight harder. She continued to stand up for women and others who were often unheard. During her political 25 career, she **spoke up for** the rights of the **homeless**, assisted **refugees** in becoming citizens, and criticized Swiss companies

Paragraph 2 shows Switzerland's refusal to give women power and the challenges Hanna faced at the time.

Paragraph 3 gives an example of how Hanna was unfairly treated in the parliament, and how she kept her hard work and never

“

Hanna's story became a powerful symbol, motivating women to pursue their rights and participate in politics.

”

Paragraph 4 discusses Hanna's efforts after her resignation and her influence on other women politicians in Switzerland.

Discourse Focus

What is the function of the “-ing” form in “increasing the number of women in parliament”?

Paragraph 5 explains how Hanna changed politics and became an _____ for many women.

R Discourse Focus

Which transitional phrase in Paragraph 5 summarizes the whole passage?

for **employing** low-paid workers in **South Africa**. What she did was to **give voice** to issues that were ignored in society.

30 **4** Hanna's efforts led to more women entering Swiss politics, even after she **resigned**. Despite **relocating** to **Germany** with her family, she remained **committed** to various political and religious projects. She got involved in development policy through church projects and continued to follow Swiss politics. As a member of Swiss parliament,

35 Hanna **inspired** other women to become politicians, increasing the number of women in parliament every year. Since Hanna's time, when there were only twelve **female** Members of Parliament, the **percentage** of female members has risen to 30%.

5 Although Hanna **ultimately** left her job in politics, her strong

40 commitment and **ongoing** efforts make her an inspiration for many women. In summary, Hanna's story became a powerful symbol, **motivating** women to **pursue** their rights and participate in politics.



GRAPHIC ORGANIZER

This passage is a story told in chronological order. The following timeline helps you see what events took place and when. Fill in each blank with one word or phrase to better understand the story. The first one has been done for you.

After Resignation

1975–

- She stayed ⁵ _____ in political and social projects.
- Her strong commitment and ongoing efforts have inspired women to ⁶ _____ for their rights.

During Term of Office

1971–1974

- She was asked to enter the parliament as a visitor on the first day.
- She never gave up and continued to ⁴ _____ the unheard.

Before Election

- Women's opinions on politics were not valued.
- She was ² _____ for giving speeches about minority opinions instead of ³ _____ her country.

Early life

As a school pastor, Hanna encouraged young people to ¹ overcome adversity.

READING COMPREHENSION

I. Choose the correct answer to each question.

() 1. What is the passage mainly about?

Main Idea

- (A) The economic situation Hanna Sahlfed-Singer faced.
- (B) The religious role Hanna Sahlfed-Singer played in politics.
- (C) The description of Hanna Sahlfed-Singer's work in parliament.
- (D) The story of one of the first women members of the Swiss Parliament.

() 2. Which of the following was the purpose of Hanna Sahlfed-Singer's entrance into politics?

Details

- (A) To oppose Members of Parliament.
- (B) To solve financial problems at home.
- (C) To gain personal fame and be popular.
- (D) To overcome challenges and fulfill potential.

() 3. Where is the passage **LEAST** likely to be taken from?

Inference

- (A) A civics textbook.
- (B) An inspiring blog post.
- (C) A physical health magazine.
- (D) A political campaign brochure.

II. Fill in the blank with words that reflect your understanding of the passage.

Who does the author refer to by saying "others who were often unheard" in Paragraph 3?

Details

It refers to _____.

ADVANCED

CRITICAL THINKING

1. How did Hanna Sahlfeld-Singer challenge traditional gender roles in Swiss politics? What impact do you think her actions have had on women's roles in society?
2. Given that Hanna Sahlfeld-Singer resigned from her political position, do you consider her a role model for women in politics today? Why or why not?
3. Do you think there is gender equality in Taiwan? Give some examples of the development of gender equality in Taiwanese society.



WRITING STYLE

Narrative Writing: Viewpoint Narrative



In narrative writing, two common perspectives are _____ and third-person point of view. The third-person point of view can be further divided into third-person limited and third-person omniscient. Third-person limited gives only the narrator's perspective, whereas third-person omniscient provides complete knowledge of all characters.



The unit's passage uses the third-person limited point of view. The narrator tells the story from an outside view, focusing mainly on Hanna Sahlfeld-Singer's actions, experiences, and decisions. It provides detailed insights into Hanna's life, beliefs, challenges, and responses without going into other people's thoughts.

Use the third-person limited point of view and follow the instructions below to write sentences describing a challenge Hanna faced.

1. Choose one challenge mentioned in the passage and describe the event.

2. Describe how Hanna dealt with this challenge.

3. Describe how this challenge affected Hanna.



omniscient 全知的 narrator 敘事者

DISCOURSE FOCUS

Participle clauses to indicate results



To demonstrate the characters' actions, emotions, and reactions after an event, writers can use transitions such as "therefore" or verbs like "cause."

In addition, writers can also use participle clauses to indicate the results. This kind of participle clause typically takes the form of V-ing and follows the main clause which illustrates an event.



In summary, Hanna's story became a powerful symbol, **motivating** women to pursue their rights and participate in politics.

→ The participle clause "motivating . . ." indicates Hanna's impact on other women, which was to encourage them to engage in politics.

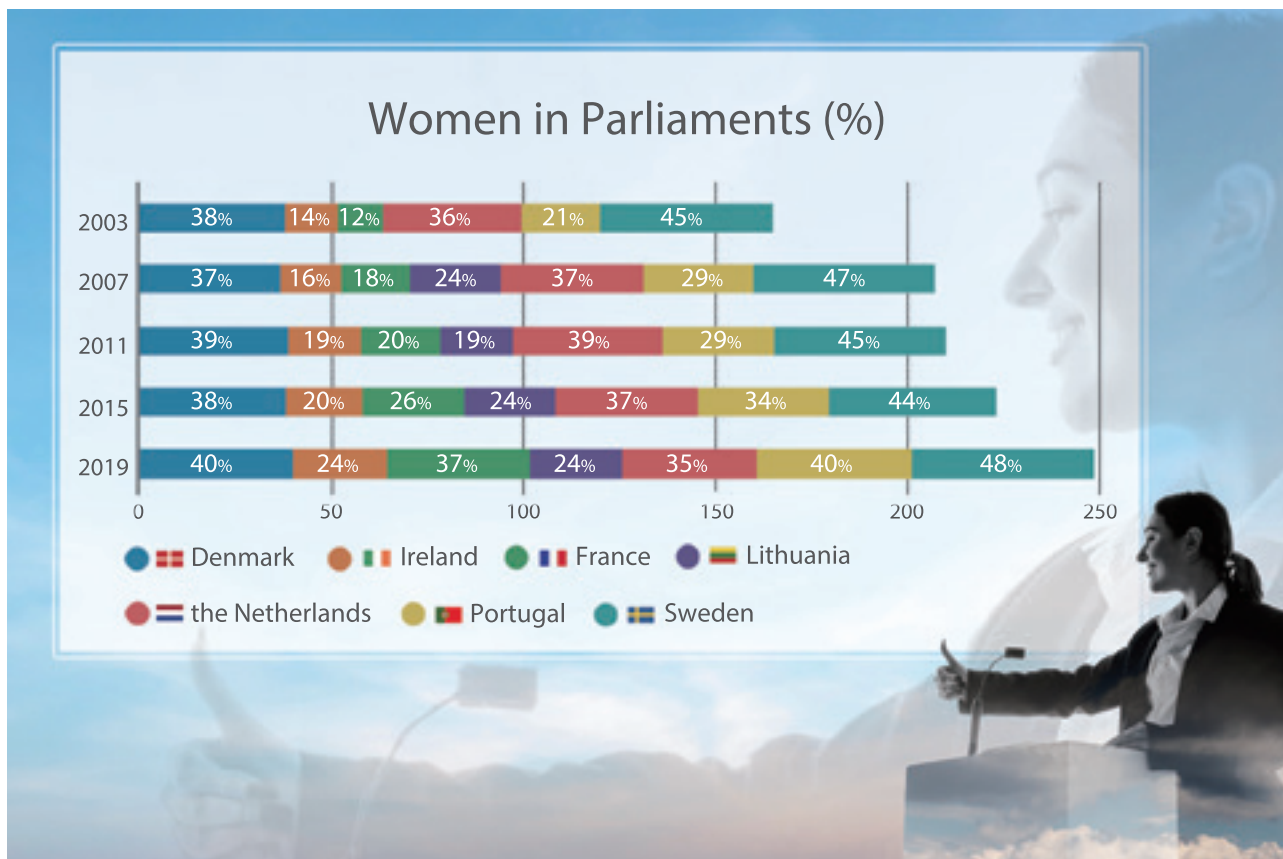
NOTES



participle clauses 分詞構句

INFORMATION VISUALIZATION

The following infographic shows the increase in the number of women Members of Parliament in some European countries. Although progress has been made in encouraging women to participate in politics, gender equality is still not fully achieved. Read the infographic and answer the questions on the next page.



Source: Gender Statistics Database

Women used to be labeled as weak and were thus restricted from many activities outside their domestic roles. While they have gained political power over the years, they continue to be a minority in politics. As shown in the infographic, women have taken more and more seats in many parliaments year by year. For example, in Lithuania, there were no women Members of Parliament in 2003, but by 2019, women occupied 24% of the seats. However, even in 2019, no European country had gained an equal gender share of seats in their parliaments. To achieve this, many governments have introduced various measures, such as gender quotas. It is important that women be recognized in every aspect to have complete gender equality.



quota 定額・配額

- () 1. Which of the following is mentioned in the passage?
- (A) Economic recession.
 - (B) Political achievements.
 - (C) Cultural transformation.
 - (D) Technological advancements.
- () 2. Which of the following statements is true about women in politics?
- (A) There have been no measures taken to achieve gender equality in politics.
 - (B) Lithuania started having women Members of Parliament in or before 2007.
 - (C) Every European country now has more women Members of Parliament than men.
 - (D) From 2003 to 2019, Denmark showed the greatest increase in the number of women Members of Parliament.

3. Complete the following sentences by using the words in the passage. Alterations to the words may be needed to make the sentences grammatical.

Even though there has been a significant advancement in the participation of women in government positions, women are still under-represented. Actions like the implementation of ❶ _____ have been taken to increase the representation of women in parliaments. However, there is still much room for improvement in ❷ _____ in European society.

NOTES





Words for Production

1 **involved**
[ɪnˈvɒlvd]

involve
[ɪnˈvɒlv]

involvement
[ɪnˈvɒlvmənt]

► adj. *taking part in or being part of something* 涉及的，有關的

be involved in something

- After Angela became **involved** in the family business, she didn't have much time to spend with her children.

► vt. 包含，需要

- Learning a new language **involves** practicing speaking, listening, reading, and writing.

► n. [U] 參與，涉入

involvement in/with/of something

- The police are looking into the suspect's possible **involvement** in other murder cases.

2 **serve**
[sɜːv]

► vi. *to do a job or perform duties for an organization or a country*
任職，擔任

serve as something

- Edward **served** as a cook when he was in the army.

► vt. *to provide food or drinks at a restaurant* 提供，供應（飲料、食物）

serve someone with something

- The restaurant takes pride in **serving** its customers with the best steak in town.

3 **overcome**
[,ovəˈkʌm]

► vt. (overcame | overcome | overcoming) *to succeed in handling a problem that keeps someone from achieving something* 克服

overcome a fear/problem/difficulty

- Derek practiced giving his speech in front of his family over and over in order to **overcome** his fear of public speaking.

4 **potential**
[pəˈtenʃəl]

► n. [U] *the possibility that something can be developed in a particular way* 潛力，潛能

have potential

- With her talent for painting, Laura has great **potential** to become a professional artist if she receives formal training.

potential
[pəˈtɛnʃəl]

► adj. 可能的，潛在的

a potential buyer/client/customer

- A successful commercial can help a product stand out and attract as many **potential** buyers as possible.

5 **firm**
[fɜːm]

► adj. *not likely to change* 堅決的，堅定的

- Growing up in a religious family, Melissa developed a **firm** belief in God.

► adj. *hard and not easy to bend* 堅固的

- Jack prefers sleeping on a **firm** bed because soft beds give him back pain.

firm
[fɜːm]

► n. [C] 公司，商號

- With years of hard work, the small marketing **firm** expanded and has gained reputation within the industry.

6 **limitation**
[ˌlɪməˈteɪʃən]

► n. [C] *a rule, fact, or condition that limits something* 限制

a limitation on

- To enhance productivity, the company established **limitations** on the use of social media during working hours.
- n. [U] *the act of controlling or reducing something* 限制，限定
- Nuclear **limitation** agreements have been signed to restrict the development and use of nuclear weapons.

7 **impose**
[ɪmˈpɒz]

► vt. *to force someone or something to deal with something difficult or unpleasant* 強加於

impose something on/upon . . .

- The new tax policy requires people to pay higher taxes, **imposing** a heavy burden on middle-class families.

► vt. *to introduce a new rule, system, fine, etc., and order that it be followed* 強制執行

impose a ban/fine/sentence

- To prevent the disease from spreading, several governments have decided to **impose** travel bans.

8 **elect**
[ɪˈlekt]

► vt. *to select a person for a particular position by voting* 推選，選舉

elect someone to something

- In the United States, a person can be **elected** to the Office of the President twice, and each term lasts four years.

election
[ɪˈlekʃən]

► n. [C] 選舉

a presidential/parliamentary/local election

- In some countries, the party that wins the presidential **election** will form the new government.

9 **voting**
[ˈvɒtɪŋ]

► n. [U] *the action of choosing someone or something in an election*
投票

- The debate over lowering the **voting** age to 18 has sparked discussions across the country.

vote
[vot]

► vi. 投票，進行表決

vote for/against . . .

- Amy decided to **vote** for the new environmental regulations, believing they can help protect our planet.

vote
[vot]

► n. [C] 選票，表決意見

cast one's vote

- The polling station will be open until 4 o'clock in the afternoon for citizens to cast their **votes**.

10 **permit**
[pəˈmɪt]

► vt. (permitted | permitted | permitting) *to allow someone to do something* 允許，許可

permit someone to do something

- The school swim team is **permitted** to use the pool after school to practice for the National High School Games.

permission
[pəˈmɪʃən]

► n. [U] 允許，許可

ask (for)/give/get permission to do something

- The kindergarten teacher reminded the girl that she needed to raise her hand and ask **permission** to speak in class.

11 **criticize**
[ˈkrɪtəˌsaɪz]

► vt. *to express opinions about the negative qualities of someone or something* 批判，批評

criticize . . . for (doing) something

- The photographer was **criticized** for taking pictures of the people who had been badly injured in the fire instead of first helping them.

criticism
[ˈkrɪtəˌsɪzəm]

► n. [U] 批評，批判

- The company has received a great deal of **criticism** from animal protection organizations because it carried out experiments on animals.

12 **praise**
[prez]

praise
[prez]

► vt. *to show admiration or appreciation of the achievements or qualities of someone or something* 讚揚，表揚

praise . . . for (doing) something

- The teacher **praised** the students for their excellent presentations during the science fair.

► n. [U] 讚頌，表揚

praise for something (from someone)

- When COVID-19 broke out in 2022, Taiwan received **praise** for the government's prompt responses.

13 **entrance**
[ˈentrəns]

► n. [C] *a door, gate, passage used for entering a room, building, place* 入口，大門

an entrance to something

- In the story of *The Lion, the Witch, and the Wardrobe*, the wardrobe is the **entrance** to a magical world.

14 **refugee**
[ˌrefjuˈdʒi]

► n. [C] *someone who has been forced to leave his or her own country because of political, economic, or religious reasons* 難民

- After the war broke out, Khowla's family became **refugees**, and they were forced to flee from their home country.

15 **employ**
[ɪmˈplɔɪ]

employment
[ɪmˈplɔɪmənt]

employee
[ɪmˈplɔɪˈi]

employer
[ɪmˈplɔɪə]

► vt. *to pay someone to do a job* 雇用

- To meet the growing need for the products, the factory decided to **employ** additional staff.

► n. [U] 就業，受雇

find/seek/secure employment

- After graduating from the information technology department, Sally hoped to find **employment** in a related field.

► n. [C] 雇員，員工

a part-time/full-time employee

- Jack works as a part-time **employee** at the local bookstore while attending college.

► n. [C] 雇主

- **Employers** must pay labor insurance and health insurance, or they will face a heavy fine.

16 **resign**

[rɪˈzaɪn]

► vi. *to give up one's job or position* 辭職

resign from something

- Eric's sudden decision to **resign** from his position came as a shock to his co-workers because he had always shown great enthusiasm for his job.

resignation

[ˌrɛzɪɡˈneɪʃən]

► n. [C] 辭職

- The senior staff member announced her **resignation**, saying that she needed to take a long rest.

17 **relocate**

[rɪˈloʊkət]

► vi. *to move to a different place* 搬遷，遷移

relocate to somewhere

- There is a growing trend for people living in the city to **relocate** to the suburbs in order to reduce their housing costs.

locate

[ləˈkeɪt]

► vt. 定位

- The firefighter made a great effort to **locate** the little child who was trapped inside the burning house.

18 **inspire**

[ɪnˈspaɪr]

► vt. *to give someone the desire or confidence to do something well*

激勵，鼓勵

inspire someone to (do) something

- Helen Keller's story has **inspired** many of us to work harder and to face life's challenges with determination.

inspiration

[ˌɪnspəˈreɪʃən]

► n. [C] (usu. sing.) 鼓舞人心的人、事物

an inspiration to/for someone

- Bill Gates's charity work is an **inspiration** to me. It is the reason I regularly make donations to those in need.

► n. [U] 靈感

draw/take inspiration from something

- Vincent van Gogh was a great artist who liked to draw **inspiration** from nature. His famous painting, *The Starry Night*, is one such example.

19 **female**

[ˈfiːmə]

► adj. *of, relating to, or being a woman or girl* 女性的，雌性的

- The club only accepts **female** members, so men are not allowed to join it.

female

[ˈfiːmə]

► n. [C] 女人，女性

- According to the research, **females** seem to live longer than males do.

20 **percentage**
[pəˈsentɪdʒ]

► n. [C] *the number, amount, or rate of something, expressed as a number out of one hundred* 百分比，比例

a percentage of . . .

- A high **percentage** of the people who live in this city take the MRT to work, so the subway is always crowded during rush hour.

percent
[pəˈsent]

► n. [C] (pl. percent) 百分之一

- Ninety **percent** of the five hundred students in the grade level passed the exam. In other words, fifty students failed.

21 **ultimately**
[ˈʌltəmətli]

► adv. *finally, after everything has happened or been considered* 最後，最終

- All of Robert's hard work **ultimately** paid off when he achieved his goal of becoming a pilot.

ultimate
[ˈʌltəmət]

► adj. 最後的，最終的

an ultimate aim/goal/objective

- Currently, Lillian has to share an apartment with two roommates, but her **ultimate** aim is to buy a house of her own.

22 **ongoing**
[ˈan,ɡoɪŋ]

► adj. *continuing to exist and develop* 持續的，不斷的

an ongoing discussion/debate/process

- There is an **ongoing** discussion among experts about the benefits and risks of AI technology in classrooms.

23 **motivate**
[ˈmotə,veɪt]

► vt. *to cause someone to try to achieve something* 激勵，激發

motivate someone (to do something)

- The possibility that he may fail math has **motivated** Luke to study harder.

motivation
[ˌmotəˈveɪʃən]

► n. [U] 積極性，動機

strengthen/improve/increase one's motivation

- Losing the match did not frustrate the tennis player. Instead, it strengthened her **motivation** to improve.

24 **pursue**
[pəˈsu]

► vt. *to try very hard over a period of time to do something, such as reaching a goal* 追求，從事

pursue a(n) career/goal/aim/objective

- Thanks to the support of his wife, Ang Lee could leave behind the economic burdens of his family and **pursue** a career as a movie director.

pursuit

[pəˈsut]

► n. [U] 追求，尋求

in (the) pursuit of something

- The body builder follows a strict diet and spends hours every day working out in **pursuit** of physical perfection.

Words for Recognition

- 1 **Hanna Sahlfeld-Singer** ['hæənə 'salfeld 'sɪŋər] n. *a Swiss former politician who served from 1971 to 1975* 漢娜·薩爾費爾德-辛格
- 2 **activist** ['æktəvɪst] n. [C] *someone who works hard to achieve social or political changes* 行動主義者
- 3 **parliament** ['pɑrləmənt] n. [C] *a group of politicians responsible for making laws* 議會，國會
- 4 **Switzerland** ['swɪtsəˌlænd] n. *a European country, known for being neutral in WWI and WWII and famous for its watches and chocolate* 瑞士
Swiss [swɪs] adj. 瑞士(人)的
Swiss [swɪs] n. [C] (the ~) 瑞士人
- 5 **pastor** ['pæstər] n. [C] *a person who has been trained to be a religious leader and to perform religious duties in a Christian church* 牧師
- 6 **adversity** [ədˈvɜːsəti] n. [U] *an unlucky or difficult situation* 逆境，不幸
- 7 **advocate** ['ædvəˌket] vi. *to support something in public* 擁護，提倡
- 8 **Member of Parliament** ['membər əv 'pɑrləmənt] n. [C] (abbr. MP) *a person who has been elected to make the laws of a country* 議員
- 9 **Federal Palace of Switzerland** ['fedrəl 'pælis əv 'swɪtsəˌlænd] n. *a building in Bern that serves as the seat of the government of Switzerland and the Swiss parliament* 聯邦議會大廈
- 10 **homeless** ['həmlɪs] adj. *having no physical home* 無家的
- 11 **South Africa** [ˌsaʊθ 'æfrɪkə] n. *a country in Africa, located at the southern end of the continent, whose capital city is Cape Town* 南非
- 12 **Germany** ['dʒɜːməni] n. *a country located in central Europe, famous for its car industry* 德國
- 13 **committed** [kəˈmɪtɪd] adj. *strongly believing in something and willing to spend time and energy on it* 堅定地，忠誠的

Idioms and Phrases

- 1 **stand up for . . .** *to support or defend a person or thing when the person or thing is criticized or attacked* 支持…，維護…
 - Tom **stood up for** his little sister and argued with several kids when she was being teased at the playground.
- 2 **devote . . . to . . .** *to use or give one's time, effort, attention, energy, love, etc. to someone or something* 將(時間、精力等)致力、奉獻於…
 - Antoine Pierrot was a Catholic priest from the Netherlands. He **devoted himself to** helping the old and the poor in remote areas of Taiwan.
- 3 **make history** *to do something so important that will be remembered for a long time* 創造歷史
 - The first email was sent in 1971 by Ray Tomlinson, but he had no idea he was **making history**.
- 4 **in the face of something** *in a situation where one needs to deal with difficulties or challenges* 面臨(危險、困難等)
 - The thick fur of polar bears enables them to survive **in the face of** cold weather.
- 5 **give in (to . . .)** *to admit to being defeated and agree to stop fighting* (向…)屈服，(向…)認輸
 - After hours of discussion, the company finally **gave in to** the demands of the striking workers.
- 6 **speak up (for . . .)** *to express one's feelings, opinions, or beliefs in order to support or defend someone or something* (為…)發聲
 - Cathy decided to become a lawyer for people accused of crimes because she believes they have rights and need someone to **speak up for** them.
- 7 **give voice to something** *to express someone's feelings or thoughts* 表達(觀點、想法)
 - The movie aims to **give voice to** the untold stories of survivors of war.

SENTENCE STRUCTURE

On International Women's Day



$\left\{ \begin{array}{l} \text{What} \\ \text{All (that)} \\ \text{The only thing (that)} \end{array} \right\} + S (+ \text{aux.}/V_1 + \text{to}) + \text{do} + \left\{ \begin{array}{l} \text{is} \\ \text{was} \end{array} \right\} + (\text{to}) V_2$

What is it?

本課句型為「準分裂句」的用法，用於強調某人所需要做的某動作。常用於宣傳口號、標語、強調特定資訊，以激起人們的情緒、呼籲眾人採取行動或加強說明某事。

Examples

	What/All (that)/ The only thing (that)	S	(+ aux./V ₁ + to) + do	be	(to) V ₂	
1	What	Hanna	did	was	to give	voice to issues that were ignored.
2	All (that)	Hanna	wanted to do	was	to inspire	young people to overcome adversity.

How to use it

- 「不定詞」(to V) 為被強調的動作，to 可省略。

→ What these naughty children need to do is (to) **keep** silent.

- 2 what、all (that)、the only thing (that) 所引導的「名詞子句」放在句首作「主詞」時被視為單數，須使用第三人稱單數的「be 動詞」(is/was)。

→ When the pandemic broke out, all (that) people could do **was** (to) wear masks and stay home to stop the spread of the deadly virus.

- 3 「名詞子句」中的「動詞」也可使用其他動詞來表示想要、需要達成的目標。例如：need/want/wish to V 等。

→ The only thing (that) students **need to do** now is (to) prepare for their finals.

Exercise

Irena, Susie, and Tommy are discussing their poster presentation on equal pay in Happy Land. Rewrite the underlined sentences in their LINE chat below using the sentence structure of this unit. The first one has been done for you.

< **Poster Presentation** 🔍 📞 ☰

Irena: Hey, guys! Our group project is due next Monday. ¹We should draw a poster that includes our research title and the goal of our presentation.

Irena: I remember that our research title is “Equal Pay for Equal Work in Happy Land,” and our research is aimed at raising people’s awareness of gender equality.

Susie: That’s right. ²We also need to review previous studies for their research findings.

Susie: Oh, right! Did the teacher suggest where we should look for these studies?

Irena: ³Ms. Jones only told us to visit digital libraries.

Irena: Now that rings a bell. Hm . . . Can we include pictures we find online? Will that break any copyright laws?

As long as ⁴we cite the sources properly, it should be fine.



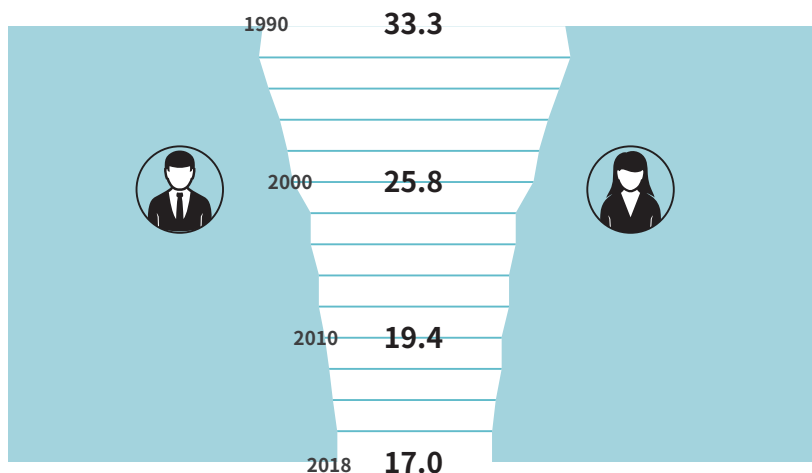
1. What Irena, Susie, and Tommy should do is (to) draw (what) a poster that includes their research title and the goal of their presentation.
2. _____ (what) previous studies for their research findings.
3. _____ (the only thing that) digital libraries.
4. _____ (all) the sources properly to avoid violating any copyright laws.

Extended Exercise

ADVANCED

The Prime Minister of Happy Land, Tammy Huang (“T”), attended a podcast interview held by Brian (“B”) on the topic of the country’s gender pay gap. Below are some questions raised by Brian and answered by the prime minister. To complete the answers, pair each of the items on the left in the box below with one of those on the right by using the sentence structure of this unit. The first one has been done for you. In addition, fill in the yellow blank in the script according to the information in the graph.

Gender Wage Gap Narrows from 33% to 17%



• I wish to do	• educate the general public
→ these companies have done	• provide everyone, regardless of his or her gender, with
• we can do	→ show that we are getting closer to
• we propose to do	• achieve full gender equality



1. B: Could you first talk about your achievements over the first year as the youngest-ever female Prime Minister of Happy Land?

T: I am proud to say that in the past year, Happy Land's gender pay gap hit a historic low of _____%. In addition, women have started taking up important managerial positions. Global corporations have also begun to hire more female employees. What these companies have done is (to) show that we are getting closer to gender equality.

2. B: I wonder what else we can do to achieve full gender equality in Happy Land.

T: There are still a lot of things we can do. For example, conscious and unconscious discrimination in hiring decisions still exists. _____
_____ to raise their awareness of gender equality.

3. B: Are there any practical measures planned?

T: Sure! Some male-dominated industries and jobs, like manufacturing and electronics, are planning to offer female employees equal opportunities for higher positions. We are also working on implementing a female-friendly policy. _____
_____ a comfortable environment.

4. B: Lastly, let's hear about your vision. What are your goals for your term of office?

T: Over the next three years as Prime Minister of Happy Land, I will continue devoting myself to listening to the public's opinions on policies and taking practical measures to improve our society. The gender pay gap has narrowed, but _____
_____. I'll keep working on that.

NOTES





INTEGRATED ACTIVITY



Women's rights are hard-earned. It is only through a century-long fights that progress has been made.

Listening Strategy: Understanding Sequence

When listening to a passage with lots of events, you can pay attention to the use of time transition words, such as “before,” “then,” “soon after,” “later,” and “(at) first,” to better understand the development of an event. Additionally, you should listen carefully to specific times mentioned, including years, months, and dates. Listening to these keywords can help you follow the order of events and understand the development of a listening passage.

- I. First, listen to and repeat the words in the Vocabulary Bank. Then, read the questions below before listening to the podcast. After you listen, answer the questions.



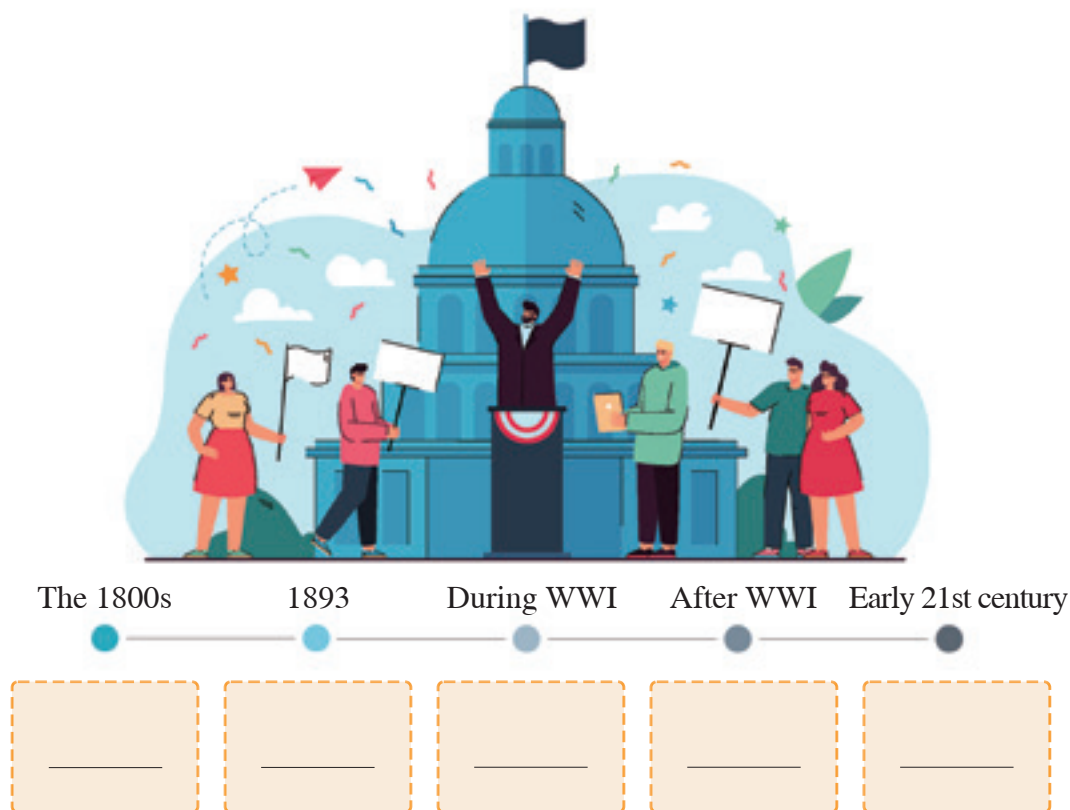
Vocabulary Bank

- | | |
|---------------------------------|---------------------------------|
| 1. fascinating <i>adj.</i> 吸引人的 | 4. rally <i>n.</i> [C] 集會 |
| 2. remarkable <i>adj.</i> 非凡的 | 5. conservative <i>adj.</i> 保守的 |
| 3. petition <i>n.</i> [C] 請願 | |

- () 1. What is the podcast mainly about?
- (A) The possible methods to change a law.
- (B) The roles of women in the 21st century.
- (C) The history of the fight for women's voting rights.
- (D) The countries that lead the world to make changes.
- () 2. According to the podcast, which of the following is true?
- (A) The United States was the first country that gave women the right to vote.
- (B) Middle Eastern countries started women's voting rights because of WWII.
- (C) Most African countries began granting women the right to vote right after WWI.
- (D) American women helped their country during WWI and achieved their goals later.



II. Read the timeline below and listen to the podcast again. Complete the timeline by filling in each of the blanks with the corresponding event (A–E).



- | |
|---|
| (A) Women began to fight for the right to vote. |
| (B) Women in the United States started to support the war effort. |
| (C) New Zealand became the first country to allow women to vote. |
| (D) Women in several countries gradually gained their right to vote. |
| (E) Women's voting rights movements began in conservative Middle Eastern countries. |

Speaking Strategy: Asking About Troubles and Problems

► To ask about troubles or problems with people or events:

1. What is the problem/matter with ...?
2. What happened to ...?

► To ask for solutions to troubles or problems:

How can we solve/deal with/handle such problems?

► To provide solutions to troubles or problems:

I suggest/recommend/advise that we (should) ... to solve/deal with/handle ...



III. Work in pairs and practice using the sentence frames above to discuss the questions below.

1. According to the podcast, what were the problems with elections before the 1800s? What were some of the methods used by women in the past to fight for their right to vote?
2. What are some problems that still exist today in terms of gender inequality? How can we solve them?

SELF-CHECK

In this unit, I learned that . . .



Hanna Sahlfeld-Singer broke barriers as one of the first women in the Swiss parliament, remaining committed despite challenges.

Hanna's story emphasizes the importance of overcoming challenges and pursuing one's goals.

Hanna entered politics because she believed that people can overcome adversity and reach their full potential.

Hanna's story reminds us that true change and progress often require a firm commitment.

women gradually gaining positions in politics shows how society has developed over time.