Reading Booklet

Level 102

Name:

Section:
English Language Institute
King Abdul Aziz University
Jeddah, Saudi Arabia

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Note to the Teacher

Following are some suggestions for using the reading texts. Please remember that these are only suggestions. Teachers should, of course, feel free to adapt these strategies to best suit their teaching styles and their students’ learning styles.

PRE-READING
Beneath the photo that introduces each unit are two sets of questions. The first set guides students as they describe the photo. The second set asks students to speculate on the content of the reading. If the pre-reading activity is done orally in class, you might prompt students to describe the photo by saying, "Look at the picture. What do you see?" Sometimes students respond more readily to the question "What do you see?" than to a more specific question (i.e., "Who are these people?"). When asked a specific question, some students are reluctant to speak; they assume there is a specific correct answer. When asked “What do you see?”, they are more inclined to respond because it is clearer that any reasonable answer is acceptable. If your students are comfortable speaking English, you may wish to guide them into posing their own pre-reading questions. After the class describes the photo and reads the title of the story, ask, "What do you want to know?" Write the students' questions on the board. Return to the questions after reading the story to see which were answered.

READING THE STORY
If your students understand spoken English well but have little experience reading, you may wish to begin by reading the story aloud, perhaps stopping short of the last few paragraphs if the story has a surprise ending. Students who have a tendency to stop at every unknown word should be encouraged to read the story twice, once without stopping to get the gist of the story, and then a second time, stopping to underline new vocabulary.

THE EXERCISES
Each unit has four types of exercises: vocabulary, comprehension, discussion, and writing. Students can complete the exercises individually, in pairs, in small groups, or with the whole class.

Vocabulary
The vocabulary exercises highlight words that ESL students identified as new and that could be clearly drawn, described, or defined. The exercises clarify meaning while giving students practice in establishing meaning through contextual clues.

Comprehension
The comprehension exercises test students’ understanding of the story; more important, the exercises help students develop reading skills they will use throughout their reading careers—skills such as scanning, summarizing, identifying the main idea, and recognizing connectors and other rhetorical devices.

Discussion
Most of the discussion exercises require students to complete a task so that there is a concrete focus to the discussion. The task-centered exercises make it possible for students to talk without the direct supervision of the teacher, a necessity in large classes.

Writing
Most of the writing exercises are structured: Students complete sentences, answer questions, and create lists. Students who are fairly accomplished writers may need more challenging assignments, such as writing short paragraphs. Students who are less experienced writers may need to see some sample responses before they write.

The vocabulary, comprehension, discussion, and writing exercises are at approximately parallel levels; that is, they assume that students speak and write about as well as they read. Of course, that is not always the case. Please feel free to tamper with the exercises—to adjust them up or down to suit students’ proficiency levels, to skip some, or to add some of your own. Both the exercises and reading selections are intended to build students’ confidence along with their reading skills. Above all, it is hoped that reading the texts will be a pleasure, for both you and your students.
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Marriage Customs in Islam
Marriage Customs in Islam

Islam, of course, is the same everywhere in the world. Different Islamic countries, however, have different traditions. This is very true if we look at Muslim weddings in different countries. Some parts of an Islamic wedding are the same. There is always a gift to the bride (*mahra*) signing a marriage contract (*nikkah*), and separate receptions for women and men.

Here’s a look at some other Muslim wedding customs around the world.

**Indonesia**

Indonesians might have engagements that last for many years. During the engagement, the bride and groom’s families exchange gifts and get to know each other. When the bride and groom finally get married, there could be a thousand or more guests at the reception.

**Arabian and Sahara Deserts**

Bedouin marriages are usually colorful, and in some places, the celebration lasts a full week. Brides proudly display their new clothes, jewelry and gifts. Men perform the traditional *Al-Ardha*, or “war dance.”
**Turkey**

In Turkey, wedding guests and people with drums and pipes go to the home of the bride’s parents. They take the bride to the groom’s house. At the groom’s house, her new mother-in-law greets her with a gift.

**Libya**

A traditional Libyan wedding last five days. On the last day, there is *asabahiyya*, or a “morning after” party. It celebrates the marriage. The husband’s relatives take turns “sweetening” family ties. They offer the bride tastes from a spoonful of sugar.

**Sudan**

During the *sungkem* ceremony in Sudanese wedding, the bride and groom bend over and kiss the knees of their parents. They promise to continue serving them. They ask for their forgiveness, and they ask for their blessing.

**Morocco**

Moroccan brides change dresses and jewelry several times during their wedding celebration. Sometimes during the reception, the groom goes to get his bride with a noisy group of people. After he gets to her, he is lifted onto the shoulders of his friends or on a horse. His bride is carried on a table or cushion. The parade continues until the couple arrives at the nuptial chamber.

**Malaysia**

In Malaysia, children in costumes have a parade and deliver gifts from the groom to the bride. Wedding guests might receive beautifully decorated hard-boiled eggs. The eggs are symbols of fertility.

**Middle East**

In Middle Eastern tradition, wedding guests often receive five almonds. They symbolize wishes for health, happiness, wealth, fertility, and a long life.

**Persia**

In Iranian marriage ceremonies, a beautiful fabric is covered with objects and food that represent prosperity, fertility and more.
1. **Pre-Reading**

   **Look at the picture.**
   - What do you see in the picture?
   - What’s unusual about them?

   **Read the title and subtitles of the passage**
   - What do you think this passage is about?
   - What information will this article give?

2. **While Reading**

   **Reading for Gist**
   Circle the letter of the best answer.

   1. The main idea of “Marriage Customs in Islam” is
      
      a. How Muslims are the same
      b. How Muslims are different
      c. How Muslims’ marriage customs vary

   2. What is the writer’s attitude towards the topic?
      
      a. Having various traditions in Muslim countries is good.
      b. Having various traditions in Muslim countries is bad.
      c. No opinion

3. **After Reading**

   **Vocabulary**
   Complete the sentences with the words below.

<table>
<thead>
<tr>
<th>traditions</th>
<th>engagements</th>
<th>celebration</th>
<th>fertility</th>
<th>blessing</th>
<th>nuptial</th>
</tr>
</thead>
</table>

   1. Different Islamic countries have different ________________

   2. Before marriage, there are usually________ for the bride to know the groom.

   3. The marriage ____________ is the most important thing in marriage for most women and men.

   4. In Morocco, the parade continues until the couple arrives at the _____ chamber.

   5. In Malaysia, eggs are symbols of ______________

   6. In Sudan, the bride and groom kiss their parents’ knees to ask for their______.
Understanding the Summary
Imagine that you want to tell a friend about this passage. You want to do it quickly in only one sentences. Which sentence describes the topic of the passage best? Check (√) your answer.

√ Different Islamic countries have the same religious beliefs, but different traditions and customs.

√ Different Islamic countries have the same religious beliefs, but different traditions and customs for marriage.

Discussion
Describe the marriage ceremonies in Saudi Arabia? How similar or different are they to the ones in the passage?

Writing
Marriages are bigger and more expensive nowadays than in the past. Why is this the case? Is it a positive or negative development? Why? Write your response below.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Reading Text 2

Nushu: A Language for Women Only
Nushu: A Language for Women Only

Many, many years ago in China, only men learned to read and write. Women in one area of the country were not happy with this. In remote parts of the Hunan province, these women created a secret writing system. They made symbols for sounds and words. They called this language Nushu.

In the past, when a Chinese woman got married, she lived in her husband’s village. Life was lonely and difficult. Her mother-in-law made her work hard all day. Her friends were far away. But, the young women had a secret that helped her feel better. On the third day after she arrived in the village, she went to bed and she waited for her husband to fall asleep. She took a small book from under her pillow. She began to read. She smiled. What was in this little book? Why was it a secret?
In the past, a woman did not choose her husband. Her family chose him. When she got married, she left her village and lived with her husband’s family. Before she left, her female friends and family wrote to her in a small book. They wrote about their friendship, their memories, and their hopes for her. At the end of the book, there were blank pages. She could write about her new life. The woman opened the book on the third day of her marriage. Her husband could not read it because the writing was all in Nushu.

Men knew about Nushu, but they did not think it was important. To women, it was very important. When women died, their families often buried them with their Nushu third-day books.

How and why did Nushu start? No one is sure. Some people think a lonely woman in an emperor’s court created it to send messages to her sisters back home. Others think Nushu comes from a very old language. Four thousand years ago, people spoke many languages in China. Then the emperor said people could only speak Mandarin. A man who wrote in another language could lose his life, but women still used the old language.

In the 1920’s, women in China began to go to school. They learned to read and write Mandarin, and they did not need Nushu. In 2004, the last woman who secretly used Nushu died.
1. **Pre-Reading**

**Look at the picture.**

- Where is this woman from?
- What is she holding in her hand?

**Read the title of the article.**

- What do you think this story is about?
- Can you guess what happens?

2. **While Reading**

**Reading for Gist**

Circle the letter of the best answer

1. The main idea of “A Language for Women Only” is
   - a. Women can write in another language
   - b. Nushu is a dead language
   - c. The History of Nushu

2. The writer, Daphne Mackey wants us to know that
   - a. Nushu was used in China
   - b. The importance of Nushu to young Chinese women in the past
   - c. Chinese women don’t use Nushu any longer.

3. **After Reading**

**Vocabulary**

Complete the sentences with the words below.

remote    province    memories    blank    emperor    court

1. In the past, Chinese women created a language to write about their__________.
2. Life was lonely and difficult for Chinese women because they lived in_________ areas away from their family and friends.
3. The__________ ordered the guards to kill the people who use Nushu.
4. Women could use the ____________ pages at the end of the book to write about their new life.
5. Some believe that Nushu started when a woman in the emperor’s_______wrote secret messages to her sisters at home.
6. Women in the Hunan___________ created Nushu to send secret messages.
Comprehension
Are these sentences true or false?
1. ______Everyone used Nushu in big cities in China.
2. ______Men made a secret language called Nushu.
3. ______Women spoke Nushu to their friends.
4. ______Women created a secret language called Nushu in the Hunan Province.
5. ______Women learned to read and write Mandarin.

Understanding the Summary
Imagine that you want to tell this story to a friend. You want to do it quickly in only two sentences. Which two sentences tell the story best? Check (√) your answer.

1. ______ Nushu was invented by lonely Chinese women who couldn’t read and write to pass their days after getting married. Nushu is not used now because modern Chinese women know how to read and write.
2. ______ Nushu was an old language used in China by women. Men didn’t know Nushu.

Discussion

1. I am in the class now. I feel bored. How are you? #clas now. bored. h r u ?

Many people consider the language used in texting and chatting by the young to be the Nushu of our age. Do you agree or disagree? Why?

Now, tell your opinion to your partner.

OR

Do you think that learning to read and write is important? Why/why not?
Writing

Write a 10-word message to your friend telling him how you feel now. Then rewrite the same message with the language you use in chatting and/or texting. You can write in the boxes you have below or send it via your mobile phone.

<table>
<thead>
<tr>
<th>English Language</th>
<th>Chatting/texting language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OR

What did Chinese women write in the small book about their friends, memories and hopes? Can you guess some of these sentences? Write them down in the box below.

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
</table>
Reading Text 3

The Dangers of Jogging
The Dangers of Jogging

We all know that running a few kilometers each day is good for our health, right? Well, what we didn't know, until now, is that running too much could be bad for us. New research suggests that running long distances regularly for many years could shorten our life instead of extending it.

The study is from the Minneapolis Heart Institute Foundation. Researcher Dr. James O'Keefe said too much running can cause plaque to build up inside your heart. This can lead to heart disease. He wrote: "Years of extreme exercise appears to erase some benefits you get from moderate
exercise, so that your risk of heart disease, of dying of coronary disease, is the same as [an inactive] person."

The researchers looked at the health and training of 3,300 runners over the age of 35. Seventy per cent of them ran more than 30 kilometers a week. The study found that men who were marathon runners for 25 years had 62 per cent more plaque in their heart than men of the same age who did little or no exercise.

Another doctor and long-time runner, John Hagan, said he feels cheated. He has been running marathons and doing triathlons since 1967. He used to run up to 60 kilometers per week. He said: "As a physician and a runner, I felt betrayed. I thought I was out there exhausting myself, building an absolutely indestructible heart." Dr. Hagan advised people to exercise regularly but not to overdo things.
1. **Pre-Reading**

   **Look at the picture.**
   - What can you see in the picture?
   - Where is this taking place?

   **Read the title of the passage.**
   - What do you think this passage is about?
   - What information will this article give?

2. **While Reading**

   **Reading for Gist**
   Circle the letter of the best answer

   1. **The main idea of “the Dangers of Jogging” is**
      
      a. Jogging is bad for health
      b. Much jogging is bad for health
      c. Jogging is wrong

   2. **What is the writer’s attitude towards jogging?**
      
      a. He hates jogging
      b. He likes jogging
      c. He calls for moderate jogging

3. **After Reading**

   **Vocabulary**
   Complete the sentences with the words below.

<table>
<thead>
<tr>
<th>regularly</th>
<th>overdo</th>
<th>moderate</th>
<th>shorten</th>
</tr>
</thead>
<tbody>
<tr>
<td>coronary</td>
<td>marathon</td>
<td>indestructible</td>
<td></td>
</tr>
</tbody>
</table>

   1. You can have an ___________ heart when you run a few kilometers every day.
   2. Inactive people often have ________ diseases because they don’t exercise.
   3. You need to exercise ________to have a healthy life.
   4. People who run ___________ are to have problems with their heart when they grow older.
   5. You should exercise, but do not ________ things.
   6. ___________ exercise is the key to a healthy life.
   7. Running long distances for many years could __________ our life.
Understanding the Summary
Imagine that you want to tell a friend about this passage. You want to do it quickly in only two sentences. Which two sentences describe the topic of the passage best? Check (√) your answer.

1. ______ Some marathon runners, such as Johan Hagan feel cheated because they discovered that running for long distances is bad for their hearts.
2. ______ After finding that running for long distances is bad for health, doctors advise people to exercise moderately to get the best of it.

Discussion
Do you exercise? What sport do you like the most? Can you name someone famous in this sport? Do you think he enjoys a healthy life? Explain.

Writing
You know now that much jogging is bad for health. You have a friend who does much jogging. Write to him and give him advice.

Write your response below.