



Ready for Reading Success

Develop Your Reading
Comprehension Skills

2
Second Edition



Author: Dwain Mokimm
Collaborator: Zachary Fillingham



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Article Type / Subject	Issue	Core Competency
poem / arts & literature	reading literacy	artistic appreciation
interview / culture	multiculturalism	cultural understanding
passage / architecture	multiculturalism	aesthetic literacy
poster / school life	human rights	citizenship
passage / health & body	security	physical and mental wellness
magazine article / customs & lifestyles	multiculturalism	aesthetic literacy
card / everyday life	family education	interpersonal relationship
advertisements / everyday life	information	information and technology literacy
passage / holidays & festivals	multiculturalism	cultural understanding
group chat / school life	career planning	teamwork
email / everyday life	morality	interpersonal relationship
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passage / social behavior	information	information and technology literacy
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Article Type / Subject	Issue	Core Competency
conversation / inspiration for teens	morality	moral praxis
passage / social behavior	information	media literacy
flyer / animals	life	moral praxis
magazine article / gender equality	gender equality	global understanding
diary / inspiration for teens	human rights	problem solving



Article Type / Subject	Issue	Core Competency
column / society	life	citizenship
book foreword / culture	multiculturalism	cultural understanding
video call / health & body	international education	global understanding
notice / school life	international education	global understanding
passage / language & communication	reading literacy	expression
notice / animals	environment	citizenship
passage / animals	environment	citizenship
passage / places	multiculturalism	cultural understanding
diary / career	security	self-advancement
speech / phenomenon	morality	expression



Article Type / Subject	Issue	Core Competency
calendar / career	career planning	innovation and adaptation
map / geography	outdoor education	global understanding
line graph / technology	information	information and technology literacy
bar graph / career	career planning	planning and execution
pie chart / environment	environment	citizenship

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Article Type / Subject	Issue	Core Competency
table of contents / everyday life	reading literacy	physical and mental wellness
timeline / computer	information	information and technology literacy
recipe / food & drinks	reading literacy	planning and execution
thesaurus / language & communication	reading literacy	semiotics
website / entertainment	information	media literacy



Article Type / Subject	Issue	Core Competency
passage / famous or interesting people	multiculturalism	global understanding
website / health & body	international education	citizenship
passage / science	reading literacy	logical thinking
paragraph + bullet points / plants	environment	planning and execution
passage / sport	security	teamwork
website / inspiration for teens	career planning	self-advancement
interview / career	career planning	self-advancement
website / food & drinks	reading literacy	information and technology literacy
Venn diagram / animals	environment	logical thinking
index / language & communication	reading literacy	semiotics



Introduction

Ready for Reading Success is a five-volume series of exercise books which helps beginners **develop reading competence** and **improve reading skills**. As 12-year basic education emphasizes the importance of interdisciplinary and real-life-based learning, this series is designed to meet those objectives.

Each book in the series contains 50 articles covering a variety of topics including culture, science, nature, literature, etc., which are written in formats commonly seen in everyday life, such as **emails, invitations, advertisements, notices, dialogues**, and so on. With its intriguing topics and diversified formats, the series not only enriches readers' reading experience, but also connects their learning process with their real lives.

Moreover, each article is followed by five multiple-choice comprehension questions that aim to train readers to integrate, analyze, and utilize the given information. Readers will be equipped with the ability to answer comprehension questions more quickly and correctly, and thus be prepared for the upcoming comprehensive assessment program for junior high school students.



Key Features

Ready for Reading Success is an incomparable tool for readers because of the features below.

1. Appropriately graded difficulty

Readers can choose which book to read based on their English level because the language in each book has been graded by its difficulty. The difficulty levels are distinguished by the length of each text, the number of high-level words used, the complexity of the grammar, and the maximum sentence length.

	Starter	Book 1	Book 2	Book 3	Book 4
Number of Words per Article	120 –150 Words	120 –150 Words	150 –180 Words	180 –210 Words	210 –250 Words
1,200 Word List for Junior High School	100%*	93%	86%	82%	75%
1,201–2,000 Word List for Junior High School	0	7	15	30	50
7,000 Word List for Senior High School (Levels 3, 4, 5)	0	3	6	7	12
Grammar Complexity	(Junior High) First Year	First Year	Second Year	Third Year	Advanced
Maximum Sentence Length	15	15	18	25	28

* 600 for Elementary School: 90%; 600 for Junior High School: 10%

2. Interdisciplinary topics related to everyday life

The topics in each book include **teenage life, family, entertainment, environment, health, festivals, culture, animals, literature, travel,** etc. This diversity enables readers to use English as a key to explore knowledge and enrich their lives.

3. Various formats of texts

The texts in each book are written in formats that are seen in real life, such as **passages, poems, dialogues, advertisements, flyers, news, clips, columns** and so on, with an eye toward building reading ability that can be useful in everyday life.

4. Audios recorded by professional native speakers

Each text in the book is recorded by native speakers that demonstrate correct pronunciation. The audios can also help boost readers' listening ability.



Structure of the Book

Unit 1 Reading Skills

Reading Skills help you practice some necessary skills for understanding what a text is about. This unit covers:

1 Main Ideas / Supporting Details _____

The **main idea** is the key message the text conveys. It can be understood as the point the author is trying to make. Normally, it should be grasped after the first few lines of reading.

Supporting details are the bricks that build the house of a text. They provide clues for you to understand the main idea. These can be facts, descriptions, comparisons, examples, or anything else.

2 Author's Purpose and Tone / Making Inferences _____

A writer often has a special reason for writing a passage. Maybe they want to make you laugh or think deeply about a particular subject. Pay attention to the **author's tone**. Is it funny? Full of emotion? Patient? The author's tone can help you work out their **purpose**.

When you make an **inference**, you use something you know to try to understand something you are not familiar with. In the context of reading, the reader infers the meaning of a text based on the information provided in the text.

3 Cause and Effect / Clarifying Devices _____

Cause and effect are two aspects of an event. The cause is the reason something happened, while the effect is the event that happened. Phrases like *because of* and *as a result of* point to the cause, while phrases like *as a result (without of)*, *resulting in*, and *so* show the effect.

Writers want to make their work as interesting and clear as possible. When you are reading, pay attention to how the writer does this. Are they using facts and figures, asking questions, or giving examples? Read each sentence and paragraph carefully and see if you can spot these **clarifying devices**.

Unit 2 Word Study

Word Study helps you practice skills to build your vocabulary and understand new vocabulary in a text. This unit covers:

1 Synonyms / Antonyms _____

Sometimes, two words can mean the same thing. In this case, these words are **synonyms**. If two words have opposite meanings, then they are **antonyms**. *Good* and *brilliant*, for instance, are synonyms, but *good* and *bad* are antonyms. Learning these words will improve your vocabulary and thereby improve your reading and writing ability.



2 Words in Context

You can stare at a word for days and not figure out what it means. However, if you look at the words around it, you'll have the answer in no time. The **context** of a word can teach you its meaning. Try it out yourself. Read this paragraph again, and try to guess what context means.

Unit 3 Study Strategies

Study Strategies help you use different parts of a text to gather information. Visual material and reference sources are two of these parts. Take a look, and you'll learn more than you thought you could.

This unit covers:

1 Visual Material

Visual materials are your helpers. They translate complex information into simple **tables, graphs, charts, and maps**. To understand these materials, read the titles carefully and check the legends. Once you understand the layout, you can read and understand the information itself.

2 Reference Sources

Dictionaries and **indexes** are two kinds of reference sources. Learning to use them helps you trace your target information and can improve your overall comprehension of what you are reading.

Unit 4 Final Review

Final Reviews help you review what you have learned. From these comprehensive questions, you can examine how well you have absorbed the ideas and material in this book.

How to Use This Book?

1 Various **topics** not only attract your attention but also further your knowledge.

environment

UNIT 1 **13** environment environment website
» cleaning the beach

Keeping the Coast Clean

Clean-Up at White Sand Beach

Details

Event by: Maggie Wang

📍 White Sand Beach

🕒 Monday, June 3 from 8 a.m. to 11 a.m.

👤 15 people are currently going.

- 1 Come and help us keep White Sand Beach clean! White Sand Beach is a wonderful place. People love to relax or play beach games on the sand. And it is a very popular place for children to run around and play. However, there is currently a lot of trash on the beach. There are bottles, plastic bags, paper cups, and candy wrappers. We want the beach to be a clean, safe place for everyone to enjoy. So we are looking for volunteers to come and help us pick up the trash on the beach.
- 2 We will provide you with trash bags and gloves. We will also provide snacks and drinks. All you need to bring is yourself and a helpful attitude (and maybe a hat, as it will be a sunny day)!
- 3 We will meet outside the beach café at 8 a.m. We look forward to seeing you there!

culture

UNIT 1 **02** culture multiculturalism interview

Flour Power

Mei is interviewing Mr. Lin for the school newspaper.

Mei: Mr. Lin, you are a folk artist—is that right?

Mr. Lin: Yes, that's right. I make dough figurines.

Mei: What are dough figurines?

» Sun Wu Kong, the Monkey King

Mr. Lin: They are toys, but I make them using sticky rice flour.

Mei: How interesting! How do you make them?

Mr. Lin: I roll and press the dough with my hands. I also use this bamboo tool to shape the figurine's body parts.

Mei: I can see it takes a lot of skill. What are some of your most popular figurines?

Mr. Lin: A lot of the figurines I make are characters from old stories.

Sun Wu Kong, the Monkey King, is probably the most popular of those. But I also make some modern cartoon characters, like Doraemon and Pikachu. They're very popular, too.

Mei: I don't see many artists like you these days. Are you the last one?

Mr. Lin: I'm not the last one, but you're right—there aren't many left. Thirty years ago there were so many of us, but now making dough figurines is a dying art.

Mei: Mr. Lin, thank you for speaking with me.



animal

UNIT 1 **18** animals life flyer

Our Animals Need You!

Our Animals Need You!

- 1 Do you love animals? Are you over the age of 18? Do you have at least three hours of free time a week?
- 2 At the **Safe Home Animals Shelter** we are looking for helpers.
- 3 We currently house over fifty dogs and cats, and they need lots of care and attention. We need people to help with different jobs around the shelter. These include:

- » Feeding our animals
- » Keeping our shelter clean
- » Walking the dogs
- » Playing with the cats
- » Giving some of the animals medicine
- » Posting about our animals on social media



Please note:

Our shelter does not make any money, so we are not able to pay our helpers. But we can promise that the work is very rewarding. In return for your help, you will get lots of love from our wonderful animals.

- 3 If you think this is something you would like to do, please call us on 555-345-234 and leave your information. We will call you back if we think you would be good as one of our helpers.

2 The texts of about 150 words apiece come in many **different forms**, broadening your reading experience.

poem

conversation

UNIT 1 arts & literature reading literacy poem

01 The Woman in the Famous Painting



1 At first I could only catch glimpses of you through the museum crowd. You were smaller than I expected, and darker—all greens, yellows and browns. Nothing special, I thought.

2 But then I got closer, and I could see your eyes. They seemed to follow me from side to side, as if you were alive and interested in me! My heart began to beat.

3 And then I was in front of you, and there it was—your famous smile! But were you smiling? I wasn't sure. I looked away, and back again, and now you seemed to look a little sad, like you were forcing that smile, for us. Day after day after day after day.

4 And then, I knew. That look in your eyes—it wasn't interest. It was boredom. It was the desire to slip into a dream. And in that world of dreams you might be free—no frame, no millions of staring eyes. And there, perhaps, you'd smile for real.

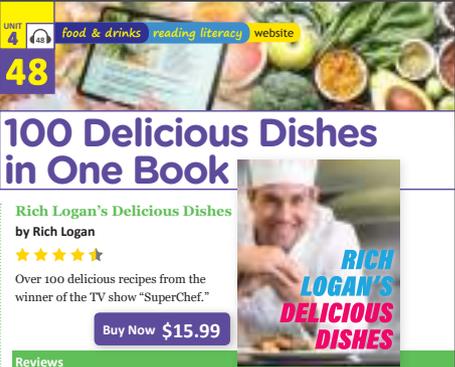
5 I could only imagine how beautiful that smile would be.

© Mona Lisa

web page

UNIT 4 food & drinks reading literacy website

48 100 Delicious Dishes in One Book



Rich Logan's Delicious Dishes
by Rich Logan
★★★★★

Over 100 delicious recipes from the winner of the TV show "SuperChef."

Buy Now \$15.99

Reviews

"Every serious home cook should own this book!"
—Home Cook Magazine

"Rich Logan knows how to make simple ingredients taste delicious!"
—Food World

"This book contains dishes from all over the world—France, China, India, Italy, the UK, and many more. If you want to learn to cook a **wide range of dishes**, this book is for you!"
—Daily News Book Reviews

"Each recipe in this book uses a simple list of ingredients and is easy to follow. So it is perfect for beginners. But experienced cooks will also learn some cool new tricks as well."
—Good Food Monthly

"These dishes will be familiar to experienced cooks, but Logan puts his own special twist on each one. Even though I am a **long-time cook**, I was still excited to try out each recipe."
—Darius Brown, Head Chef at the Prince Restaurant, London

UNIT 1 inspiration for teens morality conversation

16 A Question for the Class



⌘ older adults

A teacher asked her students a question. Here's how they responded:

Julia: I often see young children using them.

I don't think they should because they are young and have a lot of energy. I think only old people, disabled people, and pregnant women should be able to use them.

Mark: I think they should be available for anyone who needs them. I often feel sick on buses and trains and need to sit down. Once I was really ill and one was empty. But I didn't sit because I thought people would shout at me.

Kim: I disagree with Mark. If you said anyone could use them, then people would take advantage of the system. For example, people could give silly excuses like "I need to sit because I have a heavy bag." I think the system is fine the way it is.

Gregg: I think we should get rid of them altogether. Most people are kind. They would always give up a seat if they saw that someone needed it. Having them just puts pressure on people.



⌘ disabled person



⌘ pregnant woman

3

Each text is followed by **five comprehension questions** to help you review and comprehend **nine reading strategies**, including:

1. What is the main point of the interview?

- (A) Mr. Lin makes dough figurines with sticky rice flour.
- (B) Sun Wu Kong is one of Mr. Lin's most popular figurines.
- (C) The interviewer thinks Mr. Lin's figurines are highly interesting.
- (D) Making dough figurines is a dying art.

1 subject matter

2. Which of the following does Mr. Lin use to make his dough figurines?

- (A) A bamboo tool. (B) A toy. (C) Noodles. (D) Scissors.

2 main idea

1. What is the purpose of this magazine article?

- (A) To give an answer to a difficult problem.
- (B) To point out something terrible.
- (C) To explain the history of something.
- (D) To present something interesting.

3 supporting details

3. What is probably TRUE about Gillian Grey?

- (A) She never wears steampunk fashion.
- (B) She doesn't know what steampunk fashion is.
- (C) She is a big fan of steampunk clothes.
- (D) She designs steampunk fashion herself.

4 cause & effect

3. Why is the event in the reading happening?

- (A) There is a lot of trash on the beach.
- (B) People love to relax on the beach.
- (C) Monday, June 3 will be very sunny.
- (D) Fifteen people are currently going.

5 fact or opinion

4. How does the writer end the second paragraph?

- (A) With a play on words. (B) With a sad story.
- (C) With a piece of advice. (D) With an example.

6 making inference

1. What is another word for "conversation"?

- (A) Talk. (B) Computer. (C) Problem. (D) Person.

7 synonyms

2. What is the opposite of "powerful"?

- (A) Strong. (B) Loud. (C) Difficult. (D) Weak.

8 words in context

3. What does the writer mean by "empty words"?

- (A) Words with difficult spelling.
- (B) Words with no meaning.
- (C) Words nobody understands.
- (D) Words in a foreign language.

9 antonyms

4

Diverse **images** and **graphics** give you motivation to read and explore.

map



image

UNIT 1 14 social behavior information passage

14

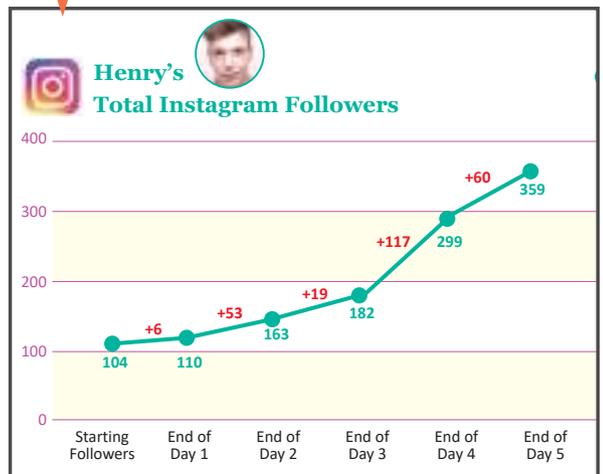
« online shopping

Push, Push, Buy!

1 You are doing some shopping online and suddenly a message appears next to the picture of a coffee machine. "Only 1 left!" it says. Wow, you think. It must be good if it is so popular.

BUY NOW

line graph





UNIT 1



Reading Skills

1-1

Main Ideas / Supporting Details

1-2

Author's Purpose and Tone / Making Inferences

1-3

Cause and Effect / Clarifying Devices

1-4

Review: Reading Skills





This unit covers six key elements you will need to focus on in order to properly understand an article: main idea(s), supporting details, author’s purpose and tone, making inferences, cause and effect, and clarifying devices.

In this unit, you will learn how to understand what a text is mainly about, observe how details support main ideas, pinpoint the reason behind an author’s writing, make assumptions based on information in the text, recognize connections between events, and identify the way a writer makes their work interesting.



01 The Woman in the Famous Painting

- 1 *At first I could only catch glimpses
of you through the museum crowd.
You were smaller than I expected,
and darker—all greens, yellows and browns.
Nothing special, I thought.*
- 2 *But then I got closer, and I could see your eyes.
They seemed to follow me from side to side,
as if you were alive and interested in me!
My heart began to beat.*
- 3 *And then I was in front of you, and there it was—
your famous smile! But were you smiling?
I wasn't sure. I looked away, and back again,
And now you seemed to look a little sad,
like you were forcing that smile, for us.
Day after day after day after day.*
- 4 *And then, I knew.
That look in your eyes—it wasn't interest.
It was boredom. It was the desire to slip into a dream.
And in that world of dreams you might be free—
no frame, no millions of staring eyes.
And there, perhaps, you'd smile for real.*
- 5 *I could only imagine how beautiful that smile would be.*



⤴ Mona Lisa





QUESTIONS

⚡ The Louvre Museum

1-1

Main Ideas / Supporting Details

01

The Woman in the Famous Painting

1. What is the main idea of the poem?
(A) The writer visited a museum and saw a famous painting for the first time.
(B) The writer understood something special about a famous painting.
(C) Many people come to the museum to see the painting in the poem.
(D) The painting in the poem was smaller than the writer expected.
2. What is the main point of the third verse/paragraph?
(A) The painting hangs in the museum every day.
(B) The writer noticed the smile of the person in the painting.
(C) The person in the painting is smiling but doesn't seem happy.
(D) The writer finally got to stand in front of the famous painting.
3. What is special about the eyes of the person in the painting?
(A) They are large and beautiful. (B) They are closed.
(C) They are bright blue. (D) They seem to move.
4. What is TRUE about the painting?
(A) It shows a person that is crying.
(B) It is famous for its smiling subject.
(C) It is not popular among museum visitors.
(D) The painting is black and white.
5. On the wall next to the painting, the author found the information on the right. Which of the following is NOT true about the painting?
(A) The painting is less than 100 years old.
(B) A man named Leonardo da Vinci painted it.
(C) The painter used oil paints to create the painting.
(D) The painting is less than one meter tall.

Title:	Mona Lisa
Painter:	Leonardo da Vinci
Year:	1503–1506
Size:	77 cm × 53 cm
Type of paint:	Oil

Flour Power

⚡ dough figurines

Mei is interviewing Mr. Lin for the school newspaper.

Mei: Mr. Lin, you are a folk artist—is that right?

Mr. Lin: Yes, that's right. I make dough figurines.

Mei: What are dough figurines?

» Sun Wu Kong,
the Monkey King



5 **Mr. Lin:** They are toys, but I make them using sticky rice flour.

Mei: How interesting! How do you make them?

Mr. Lin: I roll and press the dough with my hands. I also use this bamboo tool to shape the figurine's body parts.

10 **Mei:** I can see it takes a lot of skill. What are some of your most popular figurines?



⚡ Doraemon

Mr. Lin: A lot of the figurines I make are characters from old stories.

Sun Wu Kong, the Monkey King, is probably the most popular of those.

But I also make some modern cartoon characters, like Doraemon and Pikachu. They're very popular, too.

15 **Mei:** I don't see many artists like you these days. Are you the last one?

Mr. Lin: I'm not the last one, but you're right—there aren't many left. Thirty years ago there were so many of us, but now making dough figurines is a dying art.

Mei: Mr. Lin, thank you for speaking with me.

» Pikachu



QUESTIONS

1. What is the main point of the interview?
(A) Mr. Lin makes dough figurines with sticky rice flour.
(B) Sun Wu Kong is one of Mr. Lin's most popular figurines.
(C) The interviewer thinks Mr. Lin's figurines are highly interesting.
(D) Making dough figurines is a dying art.
2. Which of the following does Mr. Lin use to make his dough figurines?
(A) A bamboo tool. (B) A toy. (C) Noodles. (D) Scissors.
3. Which of the following is NOT true about Mr. Lin's figurines?
(A) Many of them are from old stories.
(B) Pikachu is a popular character.
(C) Some are from modern-day cartoons.
(D) Some look like modern-day pop stars.
4. What is TRUE about artists like Mr. Lin?
(A) Thirty years ago there weren't many of them around.
(B) Thirty years ago there were fewer than there are today.
(C) There are much fewer now than there were thirty years ago.
(D) There were none thirty years ago, but now there are many.
5. The announcement below appeared in the school newspaper after an article about Mr. Lin.

Learn to Make Dough Figurines!

With Mr. Lin

Friday, March 10, 4 p.m. – 6 p.m. in Art Room B

Learn a cool Taiwanese folk art!

You'll learn to make all kinds of cool characters, from Sun Wu Kong to Pikachu!

Class size: Maximum 20 people.

Sign up at the reception desk.

For students of Jinshan Junior High School only.

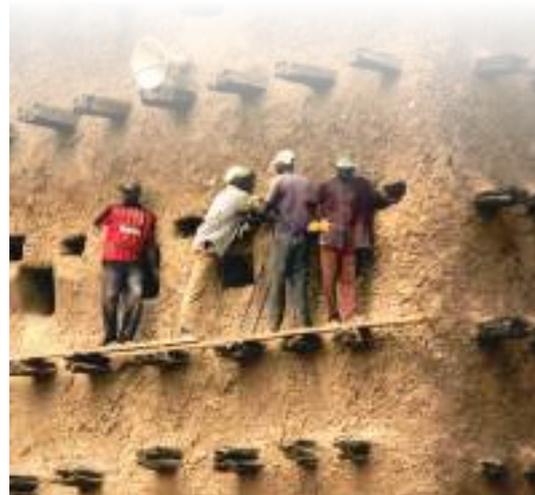
What is the main message of the ad?

- (A) Mr. Lin will hold a special class to teach students how to make dough figurines.
- (B) Only students of Jinshan Junior High School can attend Mr. Lin's class.
- (C) No more than 20 students can attend Mr. Lin's class.
- (D) The class will take place in Art Room B on the evening of Friday, March 10.

03 A Mosque Like No Other

- 1 The town of Djenné in Mali is home to one of the most unique religious buildings in the world. Its name is the Great Mosque of Djenné. What makes the building so unique? While most mosques are wood or stone, the builders of this mosque used dried mud.
- 2 Two things stand out about the mosque. The first is the way it looks. The mosque's brown color makes it seem like the building just rose up from the earth around it. The second thing is the mosque's mud walls. People need to fix them very often. This makes it so the mosque's shape is always changing little by little. In fact, these repairs are a big event for the people of Djenné. Every year, people come out and help repair the mosque during the Crépissage de la Grand Mosquée festival.
- 3 The Great Mosque of Djenné isn't just unique; it is also very beautiful. Tourists arrive in Djenné from around the world just to see it. Some come to worship at the mosque. Others come to view a piece of art. Others yet just want to see what the largest mud building in the world looks like.

» People are repairing the Great Mosque of Djenné. (cc by Ralf Steinberger)





⚡ The Great Mosque of Djenné

QUESTIONS

- _____ 1. How often does the Crépissage de la Grand Mosquée take place?

(A) Once a week. (B) Once every 10 years.
(C) Once a month. (D) Once a year.
- _____ 2. What is the first paragraph mainly about?

(A) The Great Mosque of Djenné is unlike other mosques.
(B) The Great Mosque of Djenné is made from wood and stone.
(C) The Great Mosque of Djenné isn't unique.
(D) The Great Mosque of Djenné was hard to build.
- _____ 3. What is the main point of the second paragraph?

(A) People don't like the mosque's color.
(B) The mosque is special because of its looks.
(C) The mosque was built using earth.
(D) People think the mosque won't stand for long.
- _____ 4. What is the main point of the final paragraph?

(A) The mosque is very beautiful.
(B) The mosque is popular with tourists.
(C) Many people worship at the mosque.
(D) Some people think the mosque is a piece of art.
- _____ 5. What is the second thing that stands out about the Great Mosque of Djenné?

(A) The mosque's color. (B) The mosque's shape.
(C) The mosque's size. (D) The mosque's mud walls.