Acknowledgement

Senior Editors
Simon Best
Patrick Boylan
Anas Shaban

Associate Editors
Jeffery Sipe
Islam El Sawi

Editors
Adil Abdul Rehman
Andrew Fox

Layout
Patrick Boylan
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 quickly for the first time to get the gist being given only a few minutes to do so. Students can still read twice, once without stopping to get the gist of the story, and then a second time, stopping to underline key vocabulary while scanning for details.

THE EXERCISES
Each reading text 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.
# Table of Contents

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lionel Messi: It Hasn’t Always Been Easy</td>
<td>4</td>
</tr>
<tr>
<td>2. The Loci Technique</td>
<td>9</td>
</tr>
<tr>
<td>3. Texting While Walking</td>
<td>14</td>
</tr>
<tr>
<td>4. Unusual Fashion</td>
<td>19</td>
</tr>
</tbody>
</table>
Lionel Messi: It Hasn’t Always Been Easy
Lionel Messi: It Hasn’t Always Been Easy

Lionel Messi is considered to be one of the greatest football players of all time. It has not always been easy for this football hero. In fact, his early life was very difficult. Nature had not given him the growth hormone that would make him grow the same as other children. He was fast, agile and smart. He just wasn’t growing.

“When I was 11 years old,” Messi said, “they discovered that I had a growth hormone deficiency and I had to start treatment to help me grow. Every night, I had to stick a needle into my legs, night after night after night, every day of the week, for three years.”

His former teammate, Gerardo Grighini, recalls: “I don’t think anyone has the mental strength when they’re only 10 or 11 to say, ‘I’m going to do this because it’s going to help me in the future’…but he knew it would help him fulfill his dream.” Many people believe that taking growth hormones is a bad thing. Human growth hormone (HGH) is sometimes taken by adult athletes to build muscles. In that case, it is considered “doping.” But those athletes take huge amounts of the hormone. When a child takes it because he isn’t growing, then it is considered medical treatment.

The treatment was successful, but it was very expensive. It cost around SR5,600 a month. The Messi family was not rich and this was more than they could afford. There was only one solution.
Leo Messi, only 12 years old, was already a famous football player for his age. Professional teams were watching him and he had already decided that he wanted to be a professional football player. So, when Barcelona said that they would pay for the treatment, Leo said that he wanted to go.

The Messi family moved to Barcelona, but not everything went well. After moving, Leo suffered two bad injuries and so he had played very little. His family was not doing well, either. They did not like living in Spain, especially his six-year-old sister, and they wanted to go back to Argentina. In the end, however, Leo decided to stay in Spain, and his father stayed with him.

Celia Messi, Leo’s mother, went back to Argentina with Leo’s three brothers and sisters. She still lives there. Jorge Messi, Leo’s father, lives in Spain. He later said that if he could do it again, he would not split up his family.

Lionel Messi is now respected by millions of people all over the world. But his life has not always been the life of hero and football star. His childhood and teenage years were not easy. However, he persevered through very difficult times and those difficult times made him the man, and the football player that he is today.

Glossary

**Growth hormone deficiency:** it is when growth is slower than normal because the body cannot produce enough growth hormones.

**Doping:** The use of a drug or blood product to improve athletic performance

**Persevere:** To persist in, or remain constant to, a purpose, idea, or task in the face of obstacles or discouragement.
1. Pre-Reading
Look at the picture.

- What can you see in the first picture?
- What are the four balls in front of Messi?

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 “Lionel Messi: It Hasn’t Always Been Easy” is about:
   a. the history of Lionel Messi.
   b. the childhood of Lionel Messi.
   c. the difficulties Messi had to go through to be the man he is today.

2. What is the writer’s attitude towards Lionel Messi: It Hasn’t Always Been Easy?
   a. People must play football to be famous.
   b. Growth hormones make best footballers.
   c. People have to work hard to achieve their dreams.

3. After Reading

Vocabulary
Find the words below in the text and try to understand their meaning. Then, use them to complete the following sentences.

<table>
<thead>
<tr>
<th>agile</th>
<th>deficiency</th>
<th>treatment</th>
<th>teenage</th>
<th>respect</th>
</tr>
</thead>
</table>

1. Many people love and _________ Messi.
2. Messi had to start ____________ to help him grow naturally.
3. Messi was fast and ________, but had a growth hormone problem.
4. During his_______ years when he was young, Messi faced many problems.
5. Growth hormone__________ is the name of the problem when someone cannot grow normally.
Understanding the Summary
Imagine that you want to tell a friend about this passage. You want to do it quickly in only one sentence. Which sentence describes the topic of the passage best? Check (✔) your answer.

1. ______ Messi’s life has not always been easy, but it is because of these difficulties that he is the considered the greatest footballer of all time.
2. ______ Messi’s life may have been terrible if Barcelona did not offer to pay for his treatment.

Discussion
1. Do you know Lionel Messi? Do you agree that he is a great footballer? Why/ why not?
2. Do you think that people have to face problems before making their dreams come true? Why/ why not? Give examples when possible of people you know who had to go through difficulties before becoming famous.

Writing
Write about one of the most difficult situations you have been through. Try to talk about what happened. What was your reaction? How did you solve the problem? What did you learn from it?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Reading Text 2

The Loci Technique
The Loci Technique

Your mother called you on the phone and told you to buy 5 things at the supermarket on the way home from school. When she called, you were holding your books in your hands. Your hands were full so you could not write the 5 things on a piece of paper. How could you make sure to remember the five items?

Many centuries ago, at the time of ancient Rome, a special memory method was invented by a man named Simonedes. The story goes that Simonedes was at a big dinner with many people when he had to go outside to get a message. While he was outside, the building collapsed. Everyone inside was killed. Some of the bodies were so damaged that they could not be identified. However, Simonides was able to tell the authorities the names of the people at the dinner because he could visualize where everyone was sitting. After that, Simonides thought that people could remember anything if they associated it with a physical space.
This is called the Loci method of memory.

Now, let’s say that your mother asked you to buy carrots, hamour, potato chips, rubber gloves and paper towels. How could you use the Loci method to remember these five things?

First, you must imagine a physical space. It is best to imagine a space that is very familiar to you. Think of your home. Think of what you do when you get up in the morning. Maybe you start in your bedroom and then walk into the hallway. Let’s say there is a table in the hallway. Then you walk into the living room. Then you walk to the bathroom. Then you go to the kitchen.

Now, let’s say that you imagine a giant carrot sleeping beside you when you wake up. Then, when you go to the hallway, you see a fish sitting on the table talking on the phone. In the living room, every step you take makes a crunching sound. In the bathroom, you see your little brother wearing a yellow, rubber glove on his head. Finally, in the kitchen, your sister is covering her hair with white paper.

The more outrageous the images that you create in your mind, the more easily you will be able to remember things. Sometimes the Loci method is called the Memory Palace because you could use all the rooms in a palace to help you remember things. But it could also be called the Memory House, the Memory Apartment or even the Memory Office.

Now, turn this paper over and close your eyes. Can you remember the five things that your mother told you to buy? If you can, you have learned how to use the Loci method.
1. **Pre-Reading**

   **Look at the first picture.**
   - What is the man in the picture doing?
   - What is unusual about the picture?

   **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 Memory Palace” is:
      a. that people can remember anything.
      b. that people can remember anything if they associate it with physical space.
      c. about the history of the loci method.

   2. What is the writer’s attitude towards the Loci method?
      a. It is useful to remember things.
      b. It is not useful.
      c. No opinion

3. **After Reading**

   **Vocabulary**
   Find the words below in the text and try to understand their meaning. Then, use them to complete the following sentences.

<table>
<thead>
<tr>
<th>remember</th>
<th>ancient</th>
<th>collapsed</th>
<th>identify</th>
<th>visualize</th>
<th>outrageous</th>
</tr>
</thead>
</table>

1. When the police could not_________ the bodies, Simonides was able to say all the names of the people at the dinner.

2. The more_________ the mental images you create, the more easily you remember things.

3. The Loci method is a memory technique that helps you_________ things.

4. If you can_________ all the things you need, you can remember them forever.

5. In the past, many buildings __________ because of earthquakes.

6. The Loci method of memory was first used in _______ Rome.
Understanding the Summary
Imagine that you want to tell a friend about this passage. You want to do it quickly in only one sentence. Which sentence describe the topic of the passage best? Check (✓) your answer.

1.  _____ The Loci memory technique helps you remember things by relating them to the physical space.
2.  _____ The Loci memory technique was first invented in Rome to identify the bodies of the dead.

Discussion
At the end of the passage, the writer asks if you can remember the five things your mother asked you to buy. Try to use the Loci method and remember the five things. Tell the class what images you created in your mind to remember.

Writing
Do you agree that the Loci method is helpful to remember things? Why? Why not? Write your opinion and support it with three reasons.
Reading Text 3

Texting While Walking
Texting While Walking

Reading or writing text messages while you are walking is dangerous. A new study says it is more dangerous than texting while driving.

The study is from the University of Buffalo in the USA. Researchers found that there are more injuries per kilometer to texting pedestrians than there are to texting motorists. Their report says walking is not as easy as we think it is. We need to focus on many things at the same time to walk safely in a straight line. The research team said that people forget how to walk properly, so dangerous things happen to them. They bump into walls and other people, walk into cars, fall over things in the street, and even fall into holes or down stairs.
A University of Buffalo professor said walking is a complex action. He said there are several reasons why texting stops people from walking properly. One reason is that they cannot see the path ahead of them. Another is that they are focused on their fingers on their mobile phone keyboard instead of their feet on the street. A final reason is that their minds are somewhere else and not on thinking about walking from A to B safely.

The professor said over 6,000 people visited his hospital last year because they were injured while texting. He said the worst cases are head injuries. When a pedestrian is hit by a car, he has nothing to protect the head, and the damage can be serious.
1. **Pre-Reading**

Look at the picture.
- What can you see in the picture?
- What is the boy holding in his hands?

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 “Texting While Walking” is that:
   a. texting while driving is dangerous.
   b. texting while walking is dangerous.
   c. walking is a skill that you need to master.

2. What’s the writer’s attitude towards texting while walking?
   a. Texting while walking is more dangerous than texting while driving.
   b. Texting while driving is safe.
   c. No opinion

3. **After Reading**

Vocabulary

Find the words below in the text and try to understand their meaning. Then, use them to complete the following sentences.

<table>
<thead>
<tr>
<th>texting</th>
<th>injuries</th>
<th>pedestrian</th>
<th>bump</th>
<th>focus</th>
<th>visited</th>
</tr>
</thead>
</table>

1. You must ________ while walking because walking is a complex activity.
2. Many people have serious _____ because of texting while walking.
3. If you are hit by a car while___________, the damage can be serious.
4. Many people _____ into walls because they are texting while walking.
5. A __________ is a person travelling on foot, whether walking or running.
6. Many people_______ the hospital because they were injured while texting.
**Comprehension**

**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. ______ Serious head injuries can happen when someone is hit by a car while texting and walking.

2. ______ Texting while walking is more dangerous than texting while driving because walking is a complex action.

**Discussion**

1. Do you write text messages while walking and/or driving? Which one is easier?

2. Do you agree with the writer? Do you think that texting while walking is more dangerous? Why/why not?

3. Now stand up, walk and write a text message. Is it easy? Share your experience with the class.

**Writing**

Write a text message to your friend thanking him for helping you in doing your homework. Please use your mobile phone and write it while sitting down. Now try to write it while walking.

**Extended Discussion**

Which is safer and easier? While sitting down or walking? Discuss.
Reading Text 4

Unusual Fashion
Researchers at the Harvard Business School say that people who do not follow "normal fashion" get more respect from others. Doctoral student Silvia Bellezza and two of her friends examined how we view the social status and competence of people who do not dress normally. They discovered that the more unusually people dress, the more respect they get.
Participants in the research considered others who had a "stranger" fashion to be more unique. Researchers said that rather than thinking badly of someone unusually dressed, many people believe that dressing differently is a sign of confidence. Ms Bellezza said: "If you're willing to be different, there are positive points."

Bellezza did a number of experiments to test how people reacted to strangeness. In one, people in different types of clothes shopped at expensive shops in Milan. One group wore strange clothes, while the other wore expensive-looking clothes. The sales assistants thought that the ones in the unusual outfit were the bigger spenders.

In another test, students rated an unshaven, T-shirt-clad professor above an academic wearing a suit and tie. Bellezza says high-profile businessmen and starts who dress unusually may be responsible for changing our perceptions. For example, Michael Jackson, the departed King of Pop, used to wear weird gloves, jackets and masks.
1. **Pre-Reading**

   **Look at the pictures.**
   - What can you see in the pictures?
   - What is unusual about them?

   **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 “Unusual Fashion” is that:**
   a. unusual fashion makes you different.
   b. unusual fashion makes you respected.
   c. respected people wear unusual fashion.

   **2. What is the writer’s attitude towards unusual fashion?**
   a. He likes unusual fashion.
   b. He hates unusual fashion.
   c. No opinion

3. **After Reading**

   **Vocabulary**

   Find the words below in the text and try to understand their meaning. Then, use them to complete the following sentences.

<table>
<thead>
<tr>
<th>respect</th>
<th>confident</th>
<th>perception</th>
<th>sign</th>
<th>outfit</th>
</tr>
</thead>
</table>

1. Some people wear strange garments to feel________________

2. Stars, such as Michael Jackson changed our _____ of unusual clothes.

3. Choosing an appropriate______________ is a skill that not all people have.

4. People__________ professors who wear unusual clothes.

5. Rich people wear simple clothes as a __________ of confidence.
**Understanding a Summary**

Imagine that you want to tell a friend about this passage. You want to do it quickly in only one sentence. Which sentence describes the topic of the passage best? Check (✓) your answer.

1. _____ Mark Zuckerberg and Steve Jobs made us change our perception of wearing unusual clothes.
2. _____ A recent study showed that people tend to respect those who choose to wear unusual clothes because they consider it a sign of confidence and wealth.

**Discussion**

Have you ever worn unusual clothes? If yes, when was that? Why did you do that? How did you feel? How did people react to it? Would you do it again? If no, would you like to try to dress unusually? Why? Why not?

**Writing**

Do you agree or disagree that wearing unusual clothes will make you respected? Why/ Why not? Explain, support your opinion.