

Timed Reading for Fluency

Paul Nation / Casey Malarcher



Contents

Introduction / 6

Chapter 1 Leisure / 9

- Reading 1 Snack Rules / 11
- Reading 2 Putting Together the Best / 13
- Reading 3 The Empty Orchestra / 15
- Reading 4 Enjoy Nature with Foraging! / 17
- Reading 5 Public Bath Houses / 19

Chapter 2 The Body / 21

- Reading 6 Do You Like Sugar Too Much? / 23
- Reading 7 The Power of Smiling / 25
- Reading 8 Brain Pain / 27
- Reading 9 An Amazing Part of the Body / 29
- Reading 10 All Those Bones / 31



Chapter 3 Art / 33

- Reading 11 The Value of Art / 35
- Reading 12 Stealing the *Mona Lisa* / 37
- Reading 13 The Best Art Cities / 39
- Reading 14 Is It Art? / 41
- Reading 15 Giant Sculptures / 43



Chapter 4 Psychology / 45

- Reading 16 How Different Are Men and Women? / 47
- Reading 17 The Key to Happiness / 49
- Reading 18 What Motivates Us / 51
- Reading 19 I Believe It! / 53
- Reading 20 Pica / 55

Chapter 5 Culture / 57

- Reading 21 Sub-Cultures / 59
- Reading 22 Tea vs. Coffee Culture / 61
- Reading 23 Elephants in Thailand / 63
- Reading 24 The Maasai People / 65
- Reading 25 Diving Women / 67

Chapter 6 Money / 69

- Reading 26 Used Money / 71
- Reading 27 The Family Budget / 73
- Reading 28 Credit Cards vs. Cash / 75
- Reading 29 The Gold Standard / 77
- Reading 30 Valuable Money / 79

Chapter 7 Entertainment / 81

- Reading 31 Music in the Digital Age / 83
- Reading 32 The Bucket List / 85
- Reading 33 Animals in Zoos and Shows / 87
- Reading 34 Actors and Roles / 89
- Reading 35 Famous Ballet Dancers / 91



Chapter 8 People / 93

- Reading 36 Cupcakes to Celebrate / 95
- Reading 37 Standing on Top of the World / 97
- Reading 38 Modern Gypsies / 99
- Reading 39 The War of Currents / 101
- Reading 40 A Smart, Strong Leader / 103



Reading Speed Chart / 105

Introduction

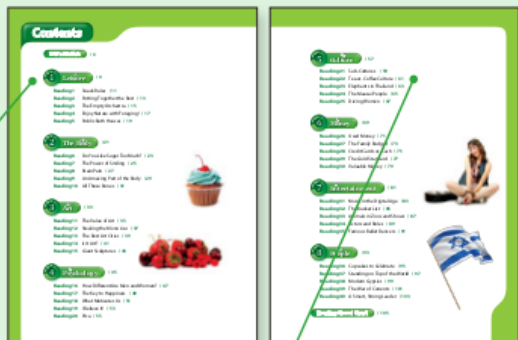
A well-organized language course provides opportunities for learning through communicative activities involving listening, speaking, reading and writing, deliberate study, and fluency development. The fluency development part of a course should take about one-quarter of the course time, and there should be fluency development activities for each of the four skills of listening, speaking, reading, and writing.

This series of books focuses on fluency in reading. Fluency involves making the best use of what you already know. That comes from working with familiar vocabulary and grammar, and from practicing using them in a comfortable way without having to struggle.

Four Requirements of Fluency Development:

1. Familiar Material

Material for fluency development must be known and familiar. It should not involve unfamiliar language items or content too far removed from what learners already know. This is because to become fluent, learners need to focus on using material they already know well, not on learning new vocabulary or grammar. This is why the texts in these books are grouped into topic areas so that learners can read several texts about very similar information. Their familiarity with the topic will help them increase their reading speed.



Learners do not get fluent in reading by struggling through difficult texts with lots of unknown words. The books in this series are carefully written within a controlled vocabulary so that there is a minimum of unknown words. Words that might be unfamiliar to some learners are dealt with before the reading texts.

2. Quantity of Practice

Another key requirement of a fluency development course is quantity of practice. Fluency develops by doing plenty of practice with easy material. That is why each book in this series contains a lot of reading texts. When learners have finished working through one book in the series, it is a good idea if they go back over the texts they have already read, trying to read them faster than they did the first time.





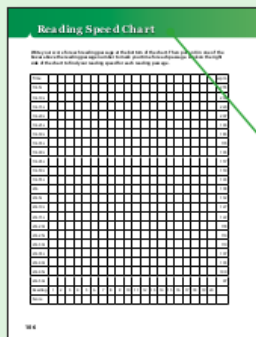
Book 1 is written within a vocabulary of 800 words, Book 2 within 1,100 words, Book 3 within 1,500 words, and Book 4 within 2,000 words.

3. Pressure to Go Faster

A fluency development course will work well if there is some pressure to go faster when using the language. This series of books uses timed readings. When the learners read, they measure how long it takes them to do the reading, and they keep a record of their reading speed. Their aim is to increase their speed until it gets close to 250 words per minute. The upper limit of reading speed is 300 words per minute. Reading faster than that requires skipping words on the page and relying on background knowledge to fill the gaps. While this is a useful reading skill, it does not help develop reading fluency in a second language.

4. A Focus on Comprehension

Fluency in reading not only involves speed of word recognition, but also involves comprehension. This is why the texts in these books are followed by questions. There is no value in reading faster if there is a big drop in comprehension.



At the back of each book there is a graph where learners should enter their reading speed for each text and their comprehension score. The learners' goal should be to make their reading speed graph keep going up.

Chapter 1

Leisure

A Write the phrases under the right pictures.

a spa visit
a recipe book

a coconut cake
a public park

a little snack
home entertainment

an orchestra concert
some yogurt



1. _____



2. _____

In a kitchen:



3. _____



4. _____



5. _____



6. _____

For relaxing:



7. _____



8. _____

B Which sentences do you think are true? Put a check (✓) in the box.

- ☐ A good place to forage for coconuts is on the beach by the sea.
- ☐ The first culture with public spas lived in North America.
- ☐ An orchestra must have at least fifty musicians in it.
- ☐ Actually, Rob and Bob are both short forms of the name Robert.
- ☐ Some people's bodies can't process ice cream or cheese well since these foods have milk in them.

C Work with a classmate. How often has he or she done the following things?

	Quite Often	Once or Twice	Never
1. listened to a live orchestra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. cooked a recipe that called for coconut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. enjoyed eating foods from other cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. had a massage at a spa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. sang karaoke without a microphone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D Fill in the blanks with words from the box to make common phrases.

coconut	culture	least	orchestra	public
secret	snack	spa	treasure	yogurt

- a healthy _____
- a _____ place
- a relaxing _____
- a symphony _____
- frozen _____
- a _____ hunt
- a _____ shell
- a foreign _____
- at _____
- my mother's _____ recipe

Proper Nouns to Know

Study these words that you will find in the readings for this chapter.

Asia	China	Daisuke Inoue	English
Greece	Italy	Japan/Japanese	
Korea/Korean	Roman	Turkey	

Snack Rules

Probably you grew up with a stop-snacking mom. That is a mom who tells her kids that snacks are bad. They will make you fat. They will hurt your teeth.

Well, Mom may be right about most things, but she isn't right about all snacks. There is actually a healthy way to snack. In fact, snacking the right way can keep you healthier! The right snacks can keep you from eating too much at dinner and keep you from getting fat.

The first rule about snacking is to make your own. Don't buy snacks that are already wrapped and sold in stores. Most of those snacks have too much sugar and salt in them.

The second rule about snacking is to eat things that take longer for your body to process. Things like bread and crackers are processed quickly by your body. Have some cheese or yogurt to go along with some bread, and you've got a winning snack.

The third rule about snacking is to remember water. Especially when you are working, it is easy to mistake being tired for being hungry. And you might not really be hungry at all. Your body might just be trying to tell you to drink some water. Have a bottle of water before you pull out another snack. That might be all you really need.

With one or two snack breaks during your day, you will probably find that you eat less at lunch and dinner. Smaller meals will help you cut down the amount of food you eat during your day. And eating less is a great way to start losing weight. Sorry about that, Mom.



Word Count 275 words



Comprehension Questions

Circle the right answer.

1. This reading is about
 - a. good ways to snack.
 - b. how much kids eat.
 - c. why snacks are bad.
2. Who does the writer say gives us the wrong information about snacks?
 - a. Moms
 - b. Schools
 - c. The government
3. The writer says that snacks should
 - a. be one small food item.
 - b. have more salt than sugar.
 - c. not come from stores.
4. Which of the following is NOT mentioned by the writer?
 - a. Bread
 - b. Nuts
 - c. Cheese
5. One thing that the writer suggests is
 - a. drinking water.
 - b. eating two meals.
 - c. sleeping more.



Score _____

Extra Practice

Choose the right answer for each question.

- | | | |
|---|-------------|---------------|
| 1. What will too many snacks probably do? | Lose weight | Make you fat |
| 2. What does snacking the right way make you? | Healthier | Wrapped |
| 3. What do store snacks have too much of? | Sugar | Yogurt |
| 4. How might you feel if you are tired? | Healthy | Hungry |
| 5. How can you cut down the amount you eat? | More salt | Smaller meals |

Putting Together the Best

Cooking can be a great hobby. After you have learned how to make some recipes, it is time to try something new! Putting different kinds of cooking together is a fun way to make new and interesting dishes. This kind of cooking makes new recipes using parts of old recipes.

5 This idea has a long history. A long time ago, people who lived in one place usually cooked the same kinds of foods. They ate the same kinds of foods as their friends and families because those foods were easy to find or make. Since people did not move much from one place to another, these foods became part of the culture of a town, city, or country. Now, people move a lot. When they move
10 from their homes to other countries, they bring their recipes with them. They mix together the tastes from their old recipes with the tastes from the new place.

You do not have to move to new places to have fun with new kinds of food! You can use any recipe you want. But it is important to think about how different foods taste. Do you like ice cream? Ice cream is very sweet and it is easy to make in
15 an ice cream maker. Green tea is tasty and can be used in many recipes. You can make green tea ice cream as a cool snack. But you do not need to stop with green tea and ice cream. You can make a meat
20 recipe, too. If you like coconut milk, you can try making a delicious sauce for meat. (Or, you can always make coconut ice cream! It's delicious.)



Word Count 275 words

Comprehension Questions

Circle the right answer.

1. This reading is about
 - a. what green tea does to ice cream.
 - b. mixing different kinds of recipes.
 - c. a fun way to learn recipes from other cultures.
2. The writer says that when learning to cook this way, be sure to
 - a. use old recipes that your friends like.
 - b. only make sweet foods.
 - c. think about how different foods taste.
3. Which of the following is NOT mentioned about making new foods when cooking?
 - a. It has a long history.
 - b. People moved and took their recipes with them.
 - c. Most of the recipes use green tea.
4. The cooking described in the reading uses
 - a. recipes to make something hot.
 - b. parts of recipes from different places.
 - c. an ice cream maker for the recipes.
5. According to the writer, what can you make with coconut milk?
 - a. A kind of tea or some ice cream
 - b. Meat sauce or a treat
 - c. Ice cream or cheese



Extra Practice

Circle the right word.

Some people enjoy cooking as a 1. (hobby / sauce). They may like to try new 2. (coconuts / recipes) or even mix old ones with new ones. They can make interesting and delicious new 3. (dishes / towns) in this way. Some people even mix tastes from different 4. (cultures / rules) to make new foods. In this way, we now have such tasty 5. (meats / snacks) as green tea ice cream.

The Empty Orchestra

Karaoke has been popular in Asia for a long time now. But these days, people in the West are learning to love karaoke.

Karaoke has been around since the 1970s. Karaoke is formed from a Japanese word and an English word. The Japanese word is *kara*, which means
 5 empty. The English word is *orchestra*. An orchestra is a group of musicians who play music together. In the Japanese language, the word orchestra is pronounced “okesutora.” Later, the word was shortened to “oke.”

The karaoke machine as we know it today came from a machine invented in Japan. The Japanese often enjoy some type of musical
 10 entertainment at their dinners or parties. Before the invention of the karaoke machine, a musician would be paid to play music. People would then sing along with the music. One of these musicians was a man named Daisuke Inoue. Inoue’s music became very popular. He had to go to a lot of parties to play for the guests. People asked him for recordings of his music so they could take
 15 them home with them. That gave Inoue an idea. He made a machine that people could put money into and sing along with his recordings. These machines were very popular. Inoue made money from restaurants and hotels that used his machines. Inoue was happy because he didn’t have to go to so many parties anymore.

Karaoke machines later came to be used everywhere. In fact, the cost is now
 20 so low that almost any home can have one. Karaoke is great for people of all ages. And with the machine and a little karaoke music, anybody can be a star.



Word Count 275 words

Comprehension Questions

Circle the right answer.

1. This reading is about
 - a. popular singers.
 - b. orchestra music.
 - c. how karaoke began.
2. Where has karaoke been popular for the longest time?
 - a. America
 - b. Asia
 - c. Italy
3. Which two languages are used to form "karaoke"?
 - a. Japanese and English
 - b. Chinese and Japanese
 - c. English and Korean
4. Which of these is NOT true of Daisuke Inoue?
 - a. He was a popular singer in Japan.
 - b. He played music for parties.
 - c. His machine was used by hotels and restaurants.
5. Why did Inoue make a music machine?
 - a. He wanted to be rich.
 - b. People wanted recordings of his music.
 - c. Hotels and restaurants were not popular.



Score _____

Extra Practice

Choose the right answer for each question.

- | | | |
|---|------------|------------|
| 1. What does the Japanese word <i>kara</i> mean in English? | Empty | Orchestra |
| 2. Where was the first karaoke machine invented? | Canada | Japan |
| 3. What was a job that Daisuke Inoue had? | Movie Star | Musician |
| 4. What word describes Inoue's recordings? | Popular | Tired |
| 5. Where can low-cost karaoke machines be found today? | In homes | In recipes |