

Quick-Step English

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NAN'UN-DO

Quick-Step English 1

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Introduction

Quick-Step English 1 is a high-beginning text which delivers interesting content and meaningful skill building in an easy-to-use format. The book is part of a brand new integrated skills series: Quick-Step English.

In every unit, students will improve their reading, vocabulary, grammar, and listening skills. Units are only two pages long, with exercises linked to high-interest reading passages. This format allows for a compact, high-intensity instructional method. Plus, it lets teachers maximize limited class time without sacrificing instructional quality.

There are 24 units in the text, covering a range of reading types. That includes articles, stories, e-mails, and some unique passage types, such as a Twitter feed. This variety reflects the diversity of texts we see in daily life. It also helps maintain student interest. Finally, students are able to see a wealth of sentence patterns and usage contexts.

Each unit opens with a short warm-up exercise. This activity starts students thinking about the topic, which can lead to improved comprehension, motivation, and focus levels. Students read three sentences and check if they agree or disagree with each one. After students complete the exercise, you might turn it into a class activity by seeing how many students agree and how many disagree.

Next is the reading passage, the main component of each unit. In Quick-Step English 1, reading passages are about 200 words long. Target vocabulary words and phrases are bolded for easy reference. Also, at the end of each passage is a space for students to write down their reading speed. (You might track students' progress during the course and challenge them to increase their speed.) Finally, at the bottom of the page is a notes box. Difficult words and phrases from the reading passage are listed here with Japanese translations.

Students can listen to the reading passages on the enclosed audio CD. (The track number is written at the top of each reading passage.) In class, students might listen to the recording while following along in the book silently. At home, it is recommended that students listen again several times. Doing so can improve both listening and reading comprehension skills. If students listen to the recording and then read the passage aloud, pronunciation skills can also be improved.

The second page of each unit contains a series of skill building exercises. First is a reading comprehension exercise. Units alternate between two types: Multiple Choice and True & False.

Next is an exercise related to the unit's target vocabulary items. (There are four target items in each unit.) Units rotate between three types of exercises: Cloze Test, Multiple Choice (choosing synonyms), and Definition Matching. Having a series of rotating exercises adds variety in class while helping students improve cognitive skills related to vocabulary improvement.

The next exercise focuses on a language structure found in the reading passage. Half of the units contain a word order exercise. The other half contain a wide variety of grammar exercises, including writing the correct word form, using the correct verb tense, and so on.

Each unit concludes with a set of listening comprehension exercises. They are based on a short conversation related to the unit's topic. (Note: This is also good listening practice for tests like TOEIC.) For the first comprehension exercise, units alternate between True & False questions and Multiple Choice questions. For the second exercise, students fill in a small chart by answering questions about the conversation. The conversations are all recorded on the audio CD, and the track numbers are written in the book.

Now that you've read about the method behind Quick-Step English 1, let's get started. I hope you and your students enjoy using the book!

Yours sincerely,
Andrew E. Bennett

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Warm-up

Decide if each sentence is true (T) or false (F).

- | | T | F |
|--|--------------------------|--------------------------|
| 1. I read the newspaper every day. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I often read the news on the Internet. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. In the future, nobody will read newspapers. | <input type="checkbox"/> | <input type="checkbox"/> |

Step 1 Read this essay. Record your reading time below.  2

The days of enjoying a morning newspaper may soon be over. Many newspapers, both large and small, are **in trouble**. A good number are losing money. Some have already **gone out of business**.

5 Yet people have read newspapers for hundreds of years. What's going on? For one thing, companies are spending less on advertising. That really hurts newspapers. With less money coming in, papers must cut costs. For example, they may reduce their staffs. Or they might close overseas offices. Many are choosing to make their newspapers shorter with fewer pages.

10 Changing habits are another part of the problem. People are changing the way they get the news. We're simply buying fewer newspapers. Instead, millions of people read news **websites** and blogs. In response, newspapers are looking for ways to make money online. A few, like the *Wall Street Journal*, have had some **success**.

15 So, are we on the way to a newspaper-free world? Some people think so. In the USA, more than 100 newspapers closed shop from 2008-2009. Many others are near the end. For sure, we'll always need news and information. But the way it is delivered will surely keep changing. Hopefully, the quality of the reporting can remain high.



Your Reading Time: _____ minutes _____ seconds

Notes

a good number たくさん、多数 spend less on ~ ~に割く予算を減らす in response (文頭に来る場合で、全文を受けて)それに対して on the way to ~ ~に向かっている、~に向かう途中で
close shop 活動を停止する、店じまいをする many others 他の多く for sure 確かなことには

Step 2 Comprehension Choose the best answer to each question.

1. From 2008-2009, how many US newspapers went out of business?
A. Thousands B. Millions C. More than one hundred
2. In line 6, what does "cut costs" mean?
A. cut up B. lose money C. spend less
3. What is NOT mentioned as a reason for newspapers' troubles?
A. Poor reporting B. High costs C. Lower income
4. The article discusses the *Wall Street Journal* to _____.
A. give an example B. reject an idea C. recommend a great newspaper

Step 3 Vocabulary Complete each sentence with the correct word or phrase from the box.

success go out of business in trouble website

1. The movie was a big _____. So they made a Part 2 and Part 3.
2. I love this _____. It has great photos of trains.
3. That man is _____. Let's help him.
4. They are losing a lot of money. They might _____ soon.

Step 4 Structure Write the correct form of the word in parentheses.

1. His cat is much _____ (fat) than mine.
2. I don't want to be late. Is there a _____ (fast) way to get there?
3. Ten years ago, going to the movies was much _____ (cheap).
It's so expensive these days.
4. I love the weather in Tokyo. It's not as _____ (cold) as the
weather in Canada.

Step 5 Listening Listen to the conversation and choose the best answer to each question.

1. How does the woman feel about the news?
A. Angry B. Happy C. Surprised
2. What does the man think about the website?
A. It's good. B. It's expensive. C. It's funny.



Listen again and write a brief answer to each question.

3. How did the woman hear the news?	
4. How much money did the paper lose last year?	