

Quick-Step English

Andrew E. Bennett
Yoshinori Akiyama
Masashi Hidaka

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NAN'UN-DO

Quick-Step English 2

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Introduction

Quick-Step English 2 is an intermediate 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 contemporary subject areas. That includes health, the environment, science, technology, the arts, and many other fields. This diversity is intended to appeal to students with varied interests. It also exposes students to 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. There are three questions in this exercise. Students can do the activity in pairs, small groups, or together as a class.

Next is the reading passage, the main component of each unit. In Quick-Step English 2, reading passages are about 250 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 with simplified English definitions.

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: Multiple Choice (choosing synonyms), Cloze Test, 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 Multiple Choice and True & False 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 2, let's get started. I hope you and your students enjoy using the book!

Yours sincerely,
Andrew E. Bennett

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Unit 1: The Music Industry



Warm-up

1. Where do you think this photo was taken?
2. In your opinion, is it easy or difficult to make a living as a musician?
3. According to the article, how do musicians make most of their money?

Step 1: Reading

Read this essay. Record your reading time below.



It is often **assumed** that singers and musicians in popular bands are affluent. Whether or not that's true, an artist's most important source of income may not be what people expect. When we think of a singer's income, the first thing that usually **comes to mind** are CD sales. Nevertheless, for recording artists, other types of revenue tend to be far more **lucrative**.

Artists receive a percentage of the earnings for each CD sold, with royalties totaling 10-25% of the retail price. At first glance, that looks generous, particularly if the CD retails for \$15 and sells more than 100,000 copies. However, recording contracts allow for **substantial** deductions. The artist is responsible for costs associated with packaging, recording, marketing, music-video expenses, producer's fees, and more. As those charges come out of the royalties, the artist can wind up earning very little.

Other income streams, such as T-shirts and posters, deliver a higher percentage of total earnings to artists. Tours are also incredibly lucrative. All of the top 20 earners of 2008 went on tour that year, with Madonna topping the list with total revenues of \$242 million. And as more people buy songs on sites like iTunes, the Net is becoming another important income source. Some artists like Prince are even recording music independently and selling it directly to fans online.



Your Reading Time:

minutes

seconds

Notes **affluent** - wealthy **revenue** - income **associated with** - related to
wind up - eventually happen **stream** - source **boost** - increase

Step 2: Comprehension Decide if each sentence is true (T) or false (F).

1. T F Artists' royalties may be one-fourth of a CD's retail price.
2. T F Costs for a CD's packaging are deducted from a singer's royalties.
3. T F All but a few of the top recording artists of 2008 went on tour that year.
4. T F Illegal downloads have forced singers to give up trying to earn money online.

Step 3: Vocabulary Choose the correct synonym/definition for the word or phrase in italics.

1. I *assumed* the shop would be open on Saturday, but it seems I was wrong.
(A) pretended (B) insisted (C) believed
2. What's the first thing that *comes to mind* when you hear this song?
(A) think of (B) worry about (C) hope for
3. In addition to snacks like cookies and ice cream, hot drinks are our most *lucrative* items.
(A) profitable (B) demanded (C) delicious
4. The company invests a *substantial* amount on research and development.
(A) long-term (B) very large (C) well-intended

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

1. The students spent one week _____ (explore) the nature preserve.
2. Kayla made a strong _____ (impress) during the job interview.
3. Though the concert was _____ (incredible) loud, we had a great time.
4. As _____ (expect), the top-ranked team won the championship.

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



1. Who has seen the band live in concert?
(A) The man (B) The woman (C) Both of them
2. Where do the band members currently live?
(A) Boston (B) Chicago (C) San Francisco

Listen again and write a brief answer to each question.

3. What does the band's lead singer dislike?	
4. How does the band get around?	