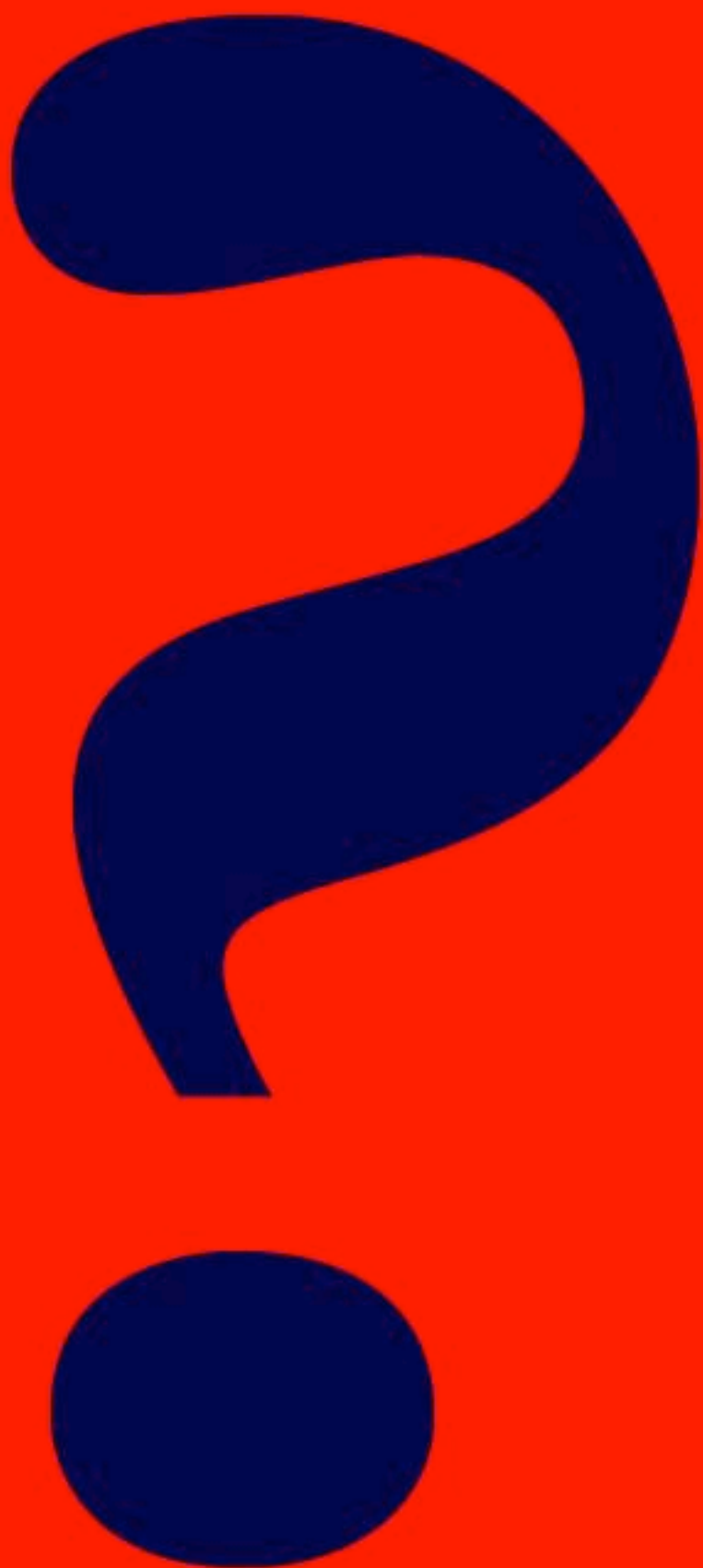


Good

Question



by Sam Holtzman & John Peloghitis

Perceptia Press

Good Question

Sam Holtzman & John Peloghitis

Sample

PERCEPTIA PRESS

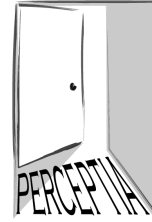
☁ NAGOYA ☁



2010

Perceptia Press

Go ahead... open the door!



Thank You!

... for your interest in Perceptia Press. We are delighted to enclose the sample book(s) you requested.

We are teachers, too, and our goal is to produce textbooks that will help both you and your students have a rewarding learning experience. By aiming Perceptia Press books to be innovative and well-designed, we hope to open a door to a whole new level of learning in your classroom.

If there is any way we can help you reach a decision to use our textbooks, please get in touch. We are always happy to answer questions or provide more information. Just drop us a line at: info@perceptiapress.com or leave us a message on 03-4550-1292 and we'll get back to you very soon.

Best regards,

Brian Cullen
Paul Lewis

www.perceptiapress.com

Good Question ©2010 John Peloghitis & Samuel Holtzman and Perceptia Press
Published by Perceptia Press, Nagoya, Japan in association with Panurgic Publishing
Edited by Brian Cullen
Design, layout, and cover by Paul Lewis

2nd Edition

Printing: 10 9 8 7 6 5 4 3 2 1

All rights reserved. This book must not be copied or reproduced in any form whatsoever.

ISBN 978-4-939130-80-9

Book Code: 201

Download the latest version of the teacher's guide, complete with great free resources for the classroom at the Perceptia Press website:

WWW.PERCEPTIAPRESS.COM

Please send suggestions or feedback to: feedback@perceptiapress.com.

John Peloghitis has a M.A. from the Pennsylvania State University in TESOL and has been teaching in Japan for over 6 years. His research interests include cooperative education practices, educational material design, and discourse analysis. He currently holds the position of Assistant Professor, Department of English Communication and International Studies, Nagoya University of Commerce and Business Administration, Nagoya, Japan.

Samuel Holtzman has a M.Ed. in Social Foundations of Education and a Ph.D. in Educational Research, Policy, and Evaluation from the University of Virginia. His graduate work ranged from educational technology development to issues of social justice, culminating in a dissertation titled "Pedagogy and Technological Inclusion: the Impact of Integrating E-folio into an Existing Curriculum." His current research ranges from construction of reflective curricula and issues of collaborative education to teaching for diversity and social justice.

ACKNOWLEDGEMENTS

Samuel Holtzman: I would like to thank my family, two legged and four, and my students whose contributions and suggestions helped shape this book.

John Peloghitis: I would like to thank my wife for her patience and understanding during the creation of this textbook. I also would like to thank my students who provided me with valuable insight in developing the materials included in the book.

The publishers would like to thank the following:

Proofreader: Eoin Cullen

Assistant editor: Sarah Mulvey

Good Question

Contents

<i>UNIT 1: INTRODUCING YOURSELF</i>	4
<i>UNIT 2: FAMILY</i>	12
<i>UNIT 3: HOMETOWN</i>	18
<i>UNIT 4: FRIENDS</i>	24
<i>REVIEW UNITS 1-4</i>	28
<i>UNIT 5: FOOD</i>	30
<i>UNIT 6: SPORTS</i>	38
<i>UNIT 7: MUSIC</i>	44
<i>UNIT 8: TV AND MOVIES</i>	50
<i>REVIEW UNITS 5-8</i>	54
<i>UNIT 9: TRAVEL PLANS</i>	56
<i>UNIT 10: JOB PLANS</i>	64
<i>UNIT 11: FUTURE FAMILY PLANS</i>	70
<i>UNIT 12: FUTURE DREAMS</i>	76
<i>REVIEW UNITS 9-12</i>	80
<i>STUDENT B PAGES</i>	82

Unit 1: Introducing yourself

■ WARM-UP CONVERSATION

Practice the following conversation.

- A. Hi! My name is _____. What's your name?
 B. Well, my family name is _____, and my first name is _____.
 A. Where do you live?
 B. I live in _____. How about you?
 A. _____. What do you do?
 B. I'm a _____. What do you do?
 A. _____. What are you studying now?
 B. I'm studying _____. What are you studying?
 A. _____. What do you want to do in the future?
 B. I want to _____. And you?

■ READING: Andy introduces himself

1. Match each word with the correct definition.

- | | |
|--------------------------------|---|
| _____ 1. to graduate | a) to not be interesting |
| _____ 2. a translator | b) to disagree with someone's opinion |
| _____ 3. to be born and raised | c) a person who changes one language into another |
| _____ 4. to be boring | d) a position or part |
| _____ 5. a role | e) to finish school |
| _____ 6. to argue | f) to grow up |

2. Read the text and answer the questions below.

Hello, my name is Andy and I would like to introduce myself. I am a third year university student and I am living in Japan to study Japanese for one year. Learning Japanese is difficult but interesting. After I **graduate**, I want to work as a **translator**. I hope to work in Japan in the future.

I was **born and raised** in a small town in Illinois. It is 70 miles south of Chicago. There are about 2,500 people in my hometown. Some people think living in a small town is **boring**. What do you think? Actually, I liked living in a small town. I could make good friends and play an active **role** in sports. In high school I played tennis and was the captain of the basketball team. Playing sports in high school was fun, but my real love is painting. I am very good at it. In fact, I won first prize in an art show.

I have a big family. I have two brothers and one sister. I am the youngest in my family. Having a big family is fun, but sometimes we **argued**. We often argued about which TV program to watch. My father is an engineer and he works a lot. My mother is a housewife. In her free time, she likes to play tennis.

Now that I have told you about myself, I would like to know who you are. Where are you from? What are you studying? What do you like to do in your free time? What do you want to do after you graduate? Tell me about your hometown and family.

Questions

1. Did Andy like living in a small town?
2. What sports did Andy play in high school?
3. How many people are there in Andy's family?
4. What did his family argue about?

■ QUESTION TIME

1. Read the answer and write the question that Andy asked in the Reading.

1. Q. _____
A. After I graduate, I want to work as a translator.

2. Q. _____
A. I was born and raised in Tokyo.

3. Q. _____
A. Yes, I am the youngest in my family.

4. Q. _____
A. I like to play tennis in my free time.

2. Now ask the questions to a partner.

Hi! I'm Andy. Pleased to meet you!



■ WRITING

● PARAGRAPH STRUCTURE

A paragraph is a group of sentences with a single main idea. This idea is called the topic. A paragraph is usually about five sentences. Every sentence should be about the topic. It is important to use examples and give details to help the reader understand your ideas clearly. The first sentence is the 'topic sentence' and gives the main idea of the paragraph. The last sentence is the 'conclusion,' and tells why the topic is important. Look at the example below:

Hello, my name is Andy and I would like to introduce myself. I am a third year university student and I live in Japan. I am studying Japanese. Learning Japanese is difficult but interesting. After I graduate, I want to work as a translator. I hope to work in Japan in the future.

We can break this paragraph up in the following way:

Topic Sentence (main idea): 'Hello, my name is Andy and I would like to introduce myself.'

Example: 'I am a third year university student and I live in Japan.'

Example: 'I am studying Japanese.'

Example: 'Learning Japanese is difficult but interesting.'

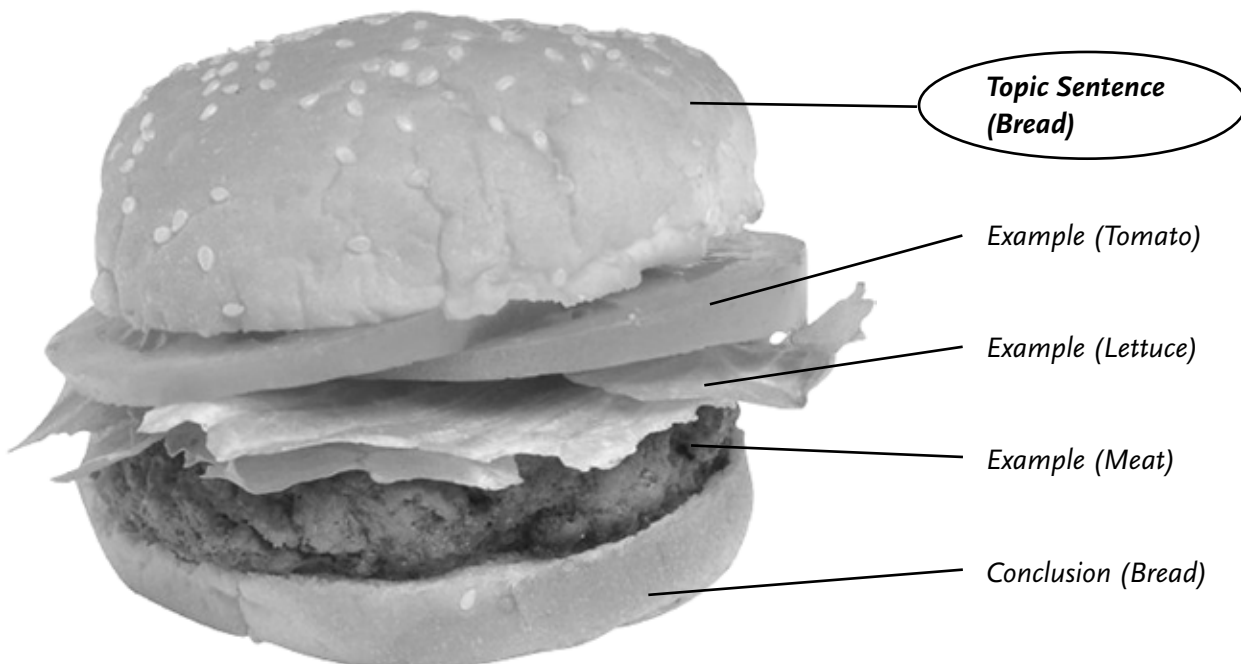
Example: 'After I graduate, I want to work as a translator.'

Conclusion: 'I hope to work in Japan in the future.'

● THE PARAGRAPH HAMBURGER: *The Top*

A good paragraph is like a hamburger. The topic sentence is the bread on top. The conclusion is the bread on the bottom. The examples are the things you put in your hamburger: lettuce, tomato, meat, etc... The bread is very important because it holds your hamburger together. The same is true for paragraphs.

The topic sentence is the most important. It tells the reader what your paragraph is about.



● **PRACTICE: Topic Sentences**

Choose the best topic sentence from each group. Write a **T** next to the topic sentence and an **E** next to the example sentences.

TOPIC: Studying English

- Examples: _____ I am very good at English grammar.
_____ I have studied English for 6 years.
_____ I try to read an English newspaper once a week.
_____ I like watching English movies to practice listening.

TOPIC: My Family

- Examples: _____ My mother is an artist, and she paints beautiful pictures.
_____ My father is a doctor.
_____ My sister and I are very good friends.
_____ There are four people in my family.

■ **JOURNAL ASSIGNMENT**

Write three paragraphs in your journal introducing yourself. Each paragraph should be about a different topic, for example: family, hometown, hobbies, school, etc...

Before you start writing your journal, make an **outline**. This is a plan for your writing.

Paragraph 1: Topic _____
Example _____
Example _____
Example _____

Paragraph 2: Topic _____
Example _____
Example _____
Example _____

Paragraph 3: Topic _____
Example _____
Example _____
Example _____

■ JOURNAL

Write your journal in the space provided. Your journal should be three paragraphs long, and about 150 words. Remember to use your outline and write about one topic for each paragraph.

NAME: _____

WORD COUNT: _____

STUDENT NUMBER: _____

TITLE:

Sample

■ JOURNAL FEEDBACK

Swap books with a partner. Read your partner's journal and then write your feedback below.

Name:

Comments:

■ QUESTIONS FOR YOUR PARTNER

Write three questions about the reading. Then give the book back to your partner.

1)

2)

3)

Write the answers to your partner's questions below the questions.

Is/Are...? Was/Were...?

FOCUS ON QUESTION MAKING

Is/Are + subject + object/adjective + ?
Are you an engineer?

Was/Were + subject + object/adjective + ?
Was he cold?

QUESTION	ANSWER
1. Are you tired today?	No, I'm not.
2. Is your room tidy?	Yes, it is.
3. Was your homework difficult?	No, it wasn't.
4. Were you a good student last year?	Yes, I was.

PRACTICE

Make an **Is/Are...** or a **Was/Were...** question to match each answer.

- _____ Yes, my name is John.
- _____ No, my eyes aren't green.
- _____ Yes, my home is near here.
- _____ No, it wasn't interesting.
- _____ Yes, I was busy last week.

DRILLS: Student A (Student B, turn to page 82)

Read the sentences below. Your partner should make an **Is/Are...** or a **Was/Were...** question. Take turns.

Example: Student A: Your eyes are green.
Student B: Are your eyes green?

- Yes, my father is 36 years old.
- No, I am from Mexico.
- Yes, my house is in the city.
- Yes, I was studying English last night.
- No, my bag was not expensive.

GOOD QUESTIONS

Write four original questions that will help you learn about someone else (then give your own answers).

- Q. _____
A. _____
- Q. _____
A. _____
- Q. _____
A. _____
- Q. _____
A. _____

■ **GROUPWORK**

Ask three people your four questions and write down their answers.

	Name:	Name:	Name:
Question 1			
Question 2			
Question 3			
Question 4			

■ **ROLE-PLAY**

Write a dialogue with your partner about future family plans. Each person should have seven lines.

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

Sample

Good Question

Review Units 1-4

Match each question with the correct answer.

- | | |
|---|--|
| _____ 1. Has she ever been to New York? | a) No, he hasn't. |
| _____ 2. Were they in class? | b) Yes, I do. |
| _____ 3. Does he like pizza? | c) No, they haven't. |
| _____ 4. Is Paris in France? | d) Yes, he does. |
| _____ 5. Are these your shoes? | e) Yes, they were. |
| _____ 6. Have they ever written a report? | f) Yes, she has been there five times. |
| _____ 7. Do you like hot weather? | g) No, they aren't. They are my dad's. |
| _____ 8. Did your mother wash the dishes? | h) No, she doesn't. |
| _____ 9. Has Jim ever broken his arm? | i) No, she didn't. She was too tired. |
| _____ 10. Does she work at your company? | j) Yes, I think it is. |

● DRILLS: Student A (Student B, turn to page 83)

Read the sentences below. Your partner should make a **Do/Did...** and a **Have you ever...** question. Take turns.

Example: Student A: Yes, my friend has written a song.
Student B: Did your friend write a song? Has your friend ever written a song?

1. No, my friend drives a motorcycle.
2. Yes, my friends are great fun.
3. Yes, I have had a friend from another country.
4. Yes, one of my friends went abroad last year.
5. No, I don't meet my school friends on the weekend.

● GOOD QUESTIONS

Write four original questions that will help you learn about someone else (then give your own answers).

1. Q. _____
A. _____
2. Q. _____
A. _____
3. Q. _____
A. _____
4. Q. _____
A. _____

Sample

■ GROUPWORK

Ask three people your four questions and write down their answers.

	Name:	Name:	Name:
Question 1			
Question 2			
Question 3			
Question 4			

■ ROLE-PLAY

Write a dialogue with your partner about meeting someone for the first time. Each person should have seven lines.

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

Sample