

Q&A&G

Questions and Answers and Grammar

A Workbook for
Strengthening English Grammar
and Activating Oral and Written Communication



Written and Photographed
by **Jono David**



音声ファイル
無料 DL
のご案内

Audio Usage Guidelines

Audio content for students using [Q&A&G] for self-study can be downloaded at no charge from NAN'UN-DO's homepage. Simply enter the text number in the indicated place on the webpage.

<http://nanun-do.com> [XXXXXX]

FYI:

- We recommend using a Wi-Fi connection.
- The audio files are in Zip format. Depending on your device, you may need to install additional software or applications.

Read by

Hannah Grace
Jennifer Skidmore
Chris Koprowski

The audio content for [Q&A&G] can also be downloaded using the QR code on the right.

QR CORD

*for
Sharon, my sister*

*I had the questions
She had the answers*

[Q&A&G] also includes:

- Teacher's Manual (including Retention-boosting review test for each unit.)
- Non-Unit-Specific Supplemental Activities *only data file is available.
- Unit-Specific Supplemental Activities *only data file is available.
- Quizzes and Final Exam *only data file is available.
- Readings *only data file is available.

Supplementary teaching materials and suggestions for more effective classroom use. If you have any questions concerning the above, our sales department will be happy to answer them for you. Feel free to contact us at any time.

Introduction

Welcome to Q&A&G: Questions and Answers and Grammar — A Workbook for Strengthening English Grammar and Activating Oral and Written Communication!

Q&A&G offers students a unique approach to learning, activating, and enjoying English through the pleasures of engaging with a range of dynamic social, cultural, and historical topics.

Each of the 15 units builds and strengthens grammar and vocabulary, stimulates oral and written communication, bolsters English confidence, and broadens knowledge about many subjects.

Each unit sets out clear and obtainable grammar and activity goals that encourage students to speak, write, discuss, and listen in English. Fun and varied classroom activities and homework assignments keep students involved with the goals and challenges of each unit.

Q&A&G is certain to be a meaningful journey and learning experience for both students and teachers alike. Have fun!

LAYOUT AND CONTENT

Each unit of Q&A&G is comprised of the following parts:

TALK TIME is a warm up activity. It introduces the unit theme and gets the students talking. Students should comment freely on the questions and photograph(s). They should answer in complete sentences including supporting comments such as examples, opinions, reasons, impressions, and memories.

GRAMMAR introduces the unit target grammar. While many of the grammar targets may be familiar to students, understanding their uses and functions is critical to fortifying a grammar foundation. Continual review of and comparison to previous grammar targets is essential. The target grammar is not intended to be the sole grammar used throughout the unit.

VOCABULARY is another critical foundation of Q&A&G. For many students, the most challenging aspect will be vocabulary, even more so than the grammar. Vocabulary features 10 unit-themed words or expressions used in context. Be sure to check for correct word forms, notably, singular-plural and grammar form per the context. An audio recording is also available.

ASK THE QUESTIONS challenges students to create questions from statements. In most cases, two or more questions are possible for each example. Sharing questions as a class is important so that students have the opportunity to check their own ideas which may differ from their classmates.

BUILD THE QUESTIONS + ANSWERS is similar to Ask the Questions but requires building both questions and answers based upon the hints provided. This activity generally works best if the answer is completed first.

COMPLETE IT focuses entirely on the unit target grammar. While many of the answers for Complete It may accommodate a different grammar than the target, it is important that students realize that they must use the target grammar only.

READ IT>WRITE IT>LISTEN TO IT>RETELL IT features a reading with a focus on the unit target grammar which must be used to complete each of the four tasks: identifying the target grammar in each sentence, answering the questions, listening to the audio, retelling the story.

ACTIVITIES features two built-in unit activities: a unit-specific activity and a unit-themed class survey. The Teacher's Manual includes various additional supplemental activities. Activities do not necessarily focus on the unit target grammar, but all activities are opportunities for students to use spoken and/or written English while engaging with their partner(s).

MAIN READINGS (each 270~370 words) are provided in the Teacher's Manual. They include pre- and post-reading comprehension tasks comprised of various types of comprehension statements, a short writing, and asking one question that the reading brings to mind about the subject but does not answer directly.

- NOTICE -

Q&A&G: Questions and Answers and Grammar — A Workbook for Strengthening English Grammar and Activating Oral and Written Communication is a fact and learning based textbook but not a source for reference. While every effort has been made to check facts and figures and other information, there may be inaccuracies, some of which may simply be due to our ever-changing world. Any such errors or discrepancies should not impede upon the main aim of this book, however — practicing English. The publisher welcomes corrections which may be amended in future editions.

About the Author/Photographer

Jono David has taught English at numerous universities in Osaka and Tokyo, Japan since 1994 including Osaka University, Osaka City University, Kansai Gaidai University, Sophia University, Tokyo University of Foreign Studies, and Nihon University. He has a B.A. English Language & Literature from the University of Maryland, College Park, Maryland, USA; an M.A. Modern English Language from University College London (UCL), London, England; and an M.A. Photography from Middlesex University, London, England. He is also TESOL certified and IPA certified (International Phonetic Association, English). As an independent photographer, Jono has exhibited his work in museums and galleries in the United States, South Africa, Israel, Morocco, the United Kingdom, and Ireland. His online photography portfolio may be visited at: www.jonoDavid.com.

Also by Jono David —

What's That You Say?

Bright Ideas for Reading, Writing, and Discussing in the English Classroom!

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~~~ MESSAGE TO STUDENTS ~~~

Dear Student —

Welcome to *Q&A&G: Questions and Answers and Grammar — A Workbook for Strengthening English Grammar and Activating Oral and Written Communication*. You are about to embark upon an exciting journey of English learning and discovery.

*Q&A&G* is not your usual English grammar course book. It is a workbook in action — meaning, it is a speaking and writing book based upon attainable grammar targets. Reaching these goals is sure to boost your English knowledge and skills. Each unit is designed to build upon all of the main grammar sections outlined in the units. Many of the grammar targets you will already be familiar with, but *Q&A&G* will unlock your English fluency by putting the grammar targets into immediate action in each unit.

*Q&A&G* is designed to maximize communicative opportunities throughout every unit and activity. The activities encourage spoken communication based on clear and attainable grammar targets for each unit. This approach allows for both progressive and repetitive language building that boosts comprehension and confidence.

It is important to speak in English as much as possible, even when it's hard. When you speak English, your classmates will too! Moreover, it is crucial to always use complete questions and answers, including explanation commentary. Avoid short answers! Using all of your English skills — speaking, reading, writing and listening — to the fullest extent possible is a sure way to improve your English. Ask questions when you are not sure about something! Not everyone is at the same level of English, however, so do not worry if you are not sure about something. Your teacher does not expect you to understand 100%. After all, you are not a native English speaker. *Q&A&G* requires effort, however. The unit themes and grammar targets are challenging but not out of your reach! You have the English power!

Enjoy English. Enjoy the challenge. Enjoy your classmates!

Good luck!



Jono David

## The Importance of Making Complete Questions and Sentences

Learning and improving a language requires practice using complete questions, answers, and comments. Doing so will also boost your confidence. Informal situations often only require short, simple answers. However, when practicing English, always ...

- Avoid short, simple answers — always!
- Speak or write full grammatical questions — always!
- Speak or write full grammatical sentences — always!
- Include an explanation or comment to clarify your answers — always! Support commentary will enhance accuracy, clarity, and improve your English.
- Identify and use the main (key) words and the same grammar from the questions to form the answers. However, answers sometimes require changing question main words and/or grammar to form the answers.

### EXAMPLE A: What are you going to do this weekend? > KEY WORDS

> Grammar: Future Simple (be going to)

Answer 1:  I **am going to sing** at karaoke with friends this weekend.

> This answer is perfect. It uses the same grammar, all the key words, and it provides specific information.

Answer 2:  I **like going to** karaoke with my friends on weekends.

> This reply answers a different question, What do you like doing on weekends? The answer uses a different grammar form, present simple (like + V-ing).

Answer 3:  I **am going to meet a friend** this weekend.

> This answer is correct. It uses the same grammar and all the key words. However, the answer will be more interesting and complete with specific information about what you and your friend will be doing.

Answer 4:  I **hang out** with my friends on weekends. **We** often **watch** movies.

> This reply answers a different question, What do you do on weekends? The answer uses a different grammar form, present simple.

### EXAMPLE B: Have you ever been to Hokkaido? > KEY WORDS

> Grammar: Present Perfect

Answer 1:  Yes, I **have been** to **Hokkaido**. I went there last year. It was beautiful.

> This answer is perfect. It answers the question and explains the answer.

Answer 2:  Yes, I **have**. (No, I don't)

> This answer is ok but it should be more complete. It needs explanation/details.

Answer 3:  No, I **haven't been** to **Hokkaido**. However, I **am going** next summer.

> This answer is perfect. It answers the question and explains the answer.

Answer 4:  Yes. Last year.

> "Yes" answers the question but one-word answers will not improve your English. "Last year" is not a complete sentence. Answer fully and explain.

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## TALK TIME

- ▶ Look at the photograph. Discuss the questions with your partner(s).  
Questions 1-6 are about the photo or theme; questions 7-12 are about you.



1. What is happening? What do you think they are saying to one another?
2. What are the women wearing? How about the characters?
3. What are the women on the left and right side doing with their hands?
4. How do you say “hajimemashite” and “yoroshiku onegaishimasu” in English?
5. What are some differences between meeting new friends and business partners?
6. Do you think these people are having a good time? Explain.
7. What kinds of things do you talk about when you meet someone for the first time?
8. What is a topic you don't like talking about with someone you have just met? Why?
9. Do you like meeting new people?
10. When you meet new people, how do you generally feel?
11. What do you want new people to know about you? Why?
12. Where do you meet new people?

## Target: PRESENT SIMPLE

## STRUCTURE

**Positive:** Subject + Main Verb (+ Object).

> I drink coffee.

**Negative:** Subject + Auxiliary Verb + Not [do + not (don't)/does + not (doesn't)] + Main Verb (+ Object).

> She does not drink coffee.

**Question:** Do/Does + Subject + Main Verb (+ Object)?

> **Positive:** Do they drink coffee?

> **Negative:** Do they not drink coffee? / Don't they drink coffee?

## USES &amp; FUNCTIONS

## PRESENT:

**ALWAYS TRUE:** People eat food.

**PERMANENT SITUATIONS:** Mt. Fuji is Japan's tallest mountain.

**SHORT ACTIONS HAPPENING NOW:** Smith shoots the ball and scores a goal!

**HABITS and REGULAR ACTIVITIES\*:** Jack gets a haircut every month.

## FUTURE:

**TIMETABLES\*:** The train departs at 6:10 p.m. daily.

**FUTURE IN TIME CLAUSES:** He can't go until he finishes his homework.

**WITH FUTURE TIME EXPRESSION:** Classes start on Monday next week.

**CONDITIONALS (IF):** (See IF, Unit 13.)

If it snows, I won't go to the party.

If you heat water to 100°C, it boils.

\* Often used with **ADVERBS OF FREQUENCY:** every week, sometimes, on Mondays, always, often, normally, usually, occasionally, rarely, seldom, never ...

## PRACTICE

- ▶ Use the target grammar to write 1 SENTENCE about any topic. Then, tell it to your partner(s). Help each other with mistakes.
- ▶ Use the target grammar to write 1 QUESTION about any topic. Then, ask it to your partner(s). Help each other with mistakes.

▶ Match the vocabulary to the sentences. Use each word once. Be careful of word form. Then, listen to the audio recording to check your answers.



catch up with ♦ well ♦ nothing much ♦ introduce ♦ my pleasure  
pardon me ♦ hey there ♦ handshake ♦ informal ♦ polite

- When meeting someone new, it's always \_\_\_\_\_ to say your name.
- "It's so nice to see you. What's going on recently?" > "\_\_\_\_\_. Just working!"
- She \_\_\_\_\_ her husband, but I didn't catch his name.
- It has been \_\_\_\_\_ to have met you. I hope to see you again.
- "Hi. How have you been?" > "Very \_\_\_\_\_, thank you. It's so nice to see you."
- In Japan, people bow when they greet each other. But, in America, they \_\_\_\_\_.
- I met the new business partners, but it was only an \_\_\_\_\_ gathering.
- "\_\_\_\_\_, but haven't we met before? I think it was at Toshi's birthday party."
- "\_\_\_\_\_" is a casual way to greet a friend. It's not suitable for formal situations.
- I stopped by my old office to \_\_\_\_\_ a few people.

### ASK THE QUESTIONS

▶ There may be more than one possible question.

- \_\_\_\_\_?  
I met Mayu for a walk in the park.
- \_\_\_\_\_?  
She usually meets her sisters on Fridays.
- \_\_\_\_\_?  
It's important to be polite in first meetings.
- \_\_\_\_\_?  
Talking about the weather is a safe topic.
- \_\_\_\_\_?  
You should avoid personal questions.
- \_\_\_\_\_?  
She was greeting all the new employees.
- \_\_\_\_\_?  
I prefer to bow than to shake hands.
- \_\_\_\_\_?  
I often welcome friends to my home.
- \_\_\_\_\_?  
I really like chatty, easy-going people.
- \_\_\_\_\_?  
I want to meet some new people.

### BUILD THE QUESTIONS + ANSWERS

▶ Questions and answers may vary.

- How \_\_\_\_\_?  
I have \_\_\_\_\_ brothers and sisters.
- What \_\_\_\_\_?  
I \_\_\_\_\_ as a teacher.
- How \_\_\_\_\_?  
I'm \_\_\_\_\_, thank you.
- Which \_\_\_\_\_?  
I prefer \_\_\_\_\_ to bowing.
- Where \_\_\_\_\_?  
My friends and I usually \_\_\_\_\_.
- What \_\_\_\_\_?  
A short way to say \_\_\_\_\_ is bye.
- What \_\_\_\_\_?  
"It's nice to meet you" is a \_\_\_\_\_.
- Do \_\_\_\_\_?  
Yes, I \_\_\_\_\_ meeting new people.
- What \_\_\_\_\_?  
I like to meet people who are \_\_\_\_\_.
- What \_\_\_\_\_?  
My name is \_\_\_\_\_. It's nice to meet you.

### COMPLETE IT > PRESENT SIMPLE



▶ Complete the sentences and questions using the target grammar form. Then, listen to the audio recording to check your answers.

- Several of my friends (to meet) \_\_\_\_\_ in the park on Sunday afternoons.
- What (do) \_\_\_\_\_ a geisha (to wear) \_\_\_\_\_? A kimono.
- Many geishas (to work) \_\_\_\_\_ in Kyoto.
- Keiko and Reiko (to be) \_\_\_\_\_ sisters.
- Their mother (to ride) \_\_\_\_\_ the bus to work every morning at 7:20.
- My friend always (to remember) \_\_\_\_\_ my birthday a day late!
- How do you (to spell) \_\_\_\_\_ your name?
- When my father travels for business, he (to stay) \_\_\_\_\_ in expensive hotels.
- The girls (to learn) \_\_\_\_\_ English at university.
- My brother (to get) \_\_\_\_\_ thirsty during tennis practice.

### READ IT > WRITE IT > LISTEN TO IT > RETELL IT



**STEP 1:** READ the story and underline all the PRESENT SIMPLE verbs.

**STEP 2:** WRITE the answers in full sentences using the PRESENT SIMPLE.

**STEP 3:** LISTEN to the audio recording to review the answers.

**STEP 4:** RETELL the story with your partner(s) using the PRESENT SIMPLE.

Runa is my sister. She is 20 years old. She lives in Tokyo. Runa loves dogs, motorcycles, and hamburgers. Runa is a university student. She studies English. Her favorite class is speaking. After classes, Runa goes to her part-time job by train and bus. She likes her boss because she is kind. Someday, Runa wants to travel around the world. She especially wants to go to English-speaking countries such as England and New Zealand.

- Who is Runa?
- How old is Runa and where does she live?
- What are two things Runa really likes?
- What does Runa study? Does she enjoy it?
- Where does Runa go after university?
- How does Runa get from university to her part-time job?
- How does Runa feel about her boss?
- Where does Runa want to go someday and why?

## MEETING and GREETING EXPRESSIONS

- Work with your partner(s) to complete the chart.  
Match the GREETINGS and REPLIES. Most GREETINGS have multiple REPLIES options.  
Additionally, consider if the GREETINGS are formal (F), informal (I), or both (B).

| GREETINGS                        |           | REPLIES                             | ANSWERS |
|----------------------------------|-----------|-------------------------------------|---------|
| 1. Hello. How are you?           | F / I / B | A. It's good to see you, too.       | 1.      |
| 2. Hey! What's up?               | F / I / B | B. Great! / Pretty good! And you?   | 2.      |
| 3. What's going on?              | F / I / B | C. I'm fine (great/well), thanks.   | 3.      |
| 4. How's it going?               | F / I / B | D. Not much. How about you?         | 4.      |
| 5. How do you do?                | F / I / B | E. The pleasure is (all) mine.      | 5.      |
| 6. How's everything?             | F / I / B | F. Good morning/afternoon/evening.  | 6.      |
| 7. Hey. How's life?              | F / I / B | G. Yeah, I'm good (well), thanks.   | 7.      |
| 8. Hiya! How've you been?        | F / I / B | H. I'm pleased to meet you (too).   | 8.      |
| 9. It's great to meet you.       | F / I / B | I. Not too bad, thanks. You?        | 9.      |
| 10. Hey there. What's new?       | F / I / B | J. Howdy!                           | 10.     |
| 11. Hi. It's good to see you.    | F / I / B | K. Nothing much.                    | 11.     |
| 12. Howdy. All good?             | F / I / B | L. The usual. Work. School.         | 12.     |
| 13. Good morning. How are you?   | F / I / B | M. Yeah! How have you been?         | 13.     |
| 14. Howzit?                      | F / I / B | N. You're looking well.             | 14.     |
| 15. Hey there!                   | F / I / B | O. Yeah, it's been (quite) a while. | 15.     |
| 16. Hi. How have you been?       | F / I / B | P. I've been well, thank you. You?  | 16.     |
| 17. It's a pleasure to meet you. | F / I / B | Q. I can't complain. And you?       | 17.     |
| 18. Alright? What's happening?   | F / I / B | R. Actually, I'm not so well.       | 18.     |
| 19. Hey, long time no see!       | F / I / B | S. OK, thanks.                      | 19.     |
| 20. I'm pleased to meet you.     | F / I / B | T. I'm well, thanks. And you?       | 20.     |

## SURVEY

### MEETING and GREETING

#### Part A

You are going to ask only one of these questions to as many classmates as possible in about 10~12 minutes. 1. The teacher will tell you your question number. 2. Memorize your question. 3. Ask your classmates. 4. Take simple notes.

|                                                                   |                                                                   |                                                                            |                                                                          |
|-------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 1. Do you enjoy meeting new people?                               | 2. What is a good question to ask someone you just met?           | 3. What is a bad question to ask someone you just met?                     | 4. Who was the last person you met and became friends with?              |
| 5. How important are first impressions?                           | 6. What is a good place to meet new people?                       | 7. What kinds of people do you like to meet?                               | 8. Do you talk to people you don't know at social events (e.g. parties)? |
| 9. Do you think dating apps are a good way to meet someone?       | 10. Are you good at meeting new people?                           | 11. Have you ever started a conversation with someone on the train or bus? | 12. When meeting new people, what age range is suitable for you?         |
| 13. What is something about you that you want new people to know? | 14. Have you ever introduced two friends who then started dating? | 15. What is the oldest age you would date someone?                         | 16. Are you good at starting conversations with new people?              |
| 17. Have you ever met your boy/girlfriend's parents?              | 18. Is it more comfortable for you to meet men or women?          | 19. What do you do to make a good first impression?                        | 20. Have you ever regretted not saying hello to someone?                 |
| 21. Why is it important to meet a variety of people?              | 22. Do you have any foreign friends?                              | 23. Where is a good place to meet new people?                              | 24. Complete the sentence: If I didn't meet new people, then _____.      |

#### Part B

#### SURVEY REPORTING:

In groups of 4~6 people, report the results of your survey. Follow the examples.

#### ►► STRUCTURE

I asked (total number of people) (question). (number of people) said \_\_\_\_\_, (number of people) said \_\_\_\_\_, and one person said \_\_\_\_\_. My answer is \_\_\_\_\_ because \_\_\_\_\_ and \_\_\_\_\_ (or comment).

#### ►► EXAMPLE

I asked 12 people, "What is the best thing about speaking English?" Four people said communicating with people from around the world, two people said watching foreign movies, two people said it will be helpful in their future job, two people said listening to American music, one person said it's useful for traveling, and one person said they like learning languages. My answer is \_\_\_\_\_ because \_\_\_\_\_ and \_\_\_\_\_ (or comment).



TALK TIME

▶ Look at the photograph. Discuss the questions with your partner(s).  
 Questions 1-6 are about the photo or theme; questions 7-12 are about you.



1. What meal is this — breakfast, lunch, dinner, or some other occasion?
2. What kinds of foods can you see on the table?
3. Besides eating, what else are people doing?
4. What season do you think it is? Why?
5. Why do you think some people are sitting and some people are standing?
6. What sorts of objects can you see on the table? What is the white covering called?
7. What do you usually eat for breakfast?
8. What are your three favorite foods? How often do you eat them? Can you cook them?
9. What kinds of foods do you think visitors to your country most enjoy? Why?
10. Do you like to try new foods?
11. What can you cook well?
12. Are you careful about the foods you eat, for example, eating healthily?

Target: PAST SIMPLE

STRUCTURE

**Positive:** Subject + Main Verb [Past] (+ Object).

> I drank coffee.

**Negative:** Subject + Auxiliary Verb + Not [did + not/didn't] + Main Verb (+ Object).

> She did not drink coffee.

**Question:** Auxiliary Verb [Did] + Subject + Main Verb [Past] (+ Object)?

> **Positive:** Did they drink coffee?

> **Negative:** Did they not drink coffee? / Didn't they drink coffee?

USES & FUNCTIONS

PAST:

**FINISHED ACTIONS\*:** I ate dinner with my friend last night.

\* Often used with time words: yesterday, this morning, last week, two years ago ...

**NEWS and DETAILS\*:** I broke my arm. I fell down.

\* Often used following present perfect: I have broken my arm. I fell down.

**ACTIONS IN STORIES:** The girl sang and the audience clapped.

PRESENT / FUTURE:

**IMAGINARY / UNREAL / UNLIKELY SITUATIONS:**

If I were you, I would quit my job. (See IF, Unit 13.)

OTHER TENSES + PAST SIMPLE:

I've been out all morning (present perfect). I went shopping (past simple).

PRACTICE

▶ Use the target grammar to write 1 SENTENCE about any topic. Then, tell it to your partner(s). Help each other with mistakes.

▶ Use the target grammar to write 1 QUESTION about any topic. Then, ask it to your partner(s). Help each other with mistakes.

REVIEW A TARGET GRAMMAR >>> Present Simple

▶ Write 1 original QUESTION and 1 original SENTENCE using the review grammar. Any topic is ok. Finally, ask/tell them to your partner(s). Help each other with mistakes.

QUESTION: \_\_\_\_\_

Partner's answer: \_\_\_\_\_

SENTENCE: \_\_\_\_\_

Partner's question: \_\_\_\_\_