Appendices
Appendix A

Informed consent form for project participation

**Research title**: Corrective Feedback and EFL learners’ Second Language Acquisition

**Description of the Research**: You are requested to kindly participate in a research study that focuses on error correction and its contribution to second language acquisition. This study is being conducted by Mohammad Golshan, a doctoral student at the University of Mysore, India. If you agree to participate, you will need to complete a short questionnaire about yourself at the end of this form. Then you are expected to participate in the study for a minimum of one month.

**Risks and Benefits**: There is no risk in this study and there is no guaranteed benefit, except for the practice in your speaking. You can withdraw from this study anytime you wish. However, you are kindly requested to cooperate to the end of the study.

**Confidentiality**: Your identity will be kept confidential and under no circumstances, will the data on your performance be revealed to your teacher or any other third party.

I agree to take part in this study as a research participant.

__________________________________________  ____________________________
Participant’s Name  ____________________________  Signature

Date

Researcher: Mohammad Golshan, Tell
Tell: +(98)09133529149  Email: Mohammadgolshann@gmail.com

**Students Background Information**

1. Age: ______
2. Gender: ______
3- Level:_______
3- How many years have you been studying English? ______
4- Have you ever lived in an English speaking country? ______
(If the answer is yes, how long? ______)
Appendix B

Institutional permission to conduct research
Appendix C

Narrative task 1 (Pre-test – Post-test)

The Boy Who Cried Wolf

There was once a young boy who lived in a village and took his sheep to the foot of a mountain near a dark forest. He was very lonely all day, so he thought about a plan to enjoy his time. One day he ran towards the village and started shouting “Wolf, Wolf,” and the people in the village came out to help him but they saw that there was not a wolf there. This pleased the boy and therefore he repeated this trick every day, but one day a wolf actually came and began to attack the sheep. When the boy saw the wolf, he shouted “wolf, wolf… again, but this time the villagers didn’t come out of their houses. The boy was very upset. A wise man saw him and said “A liar will not be believed, even when he speaks the truth.”
Narrative task 2 (Treatment task)

The Cat and the Dog

One day a boy found a cat on the street. He picked up the cat and took it home. He put the cat in a room. When his mother went to the room, he saw the cat and was very angry. She put it in a box and put the box outside the house. A dog saw the box and played with it. As soon as the cat saw the dog, it jumped out of the box and ran. The dog chased the cat. The cat went inside a garbage can. The dog waited outside the garbage can for two hours, but the cat didn’t come out, then the dog returned home.
Narrative task 3 (Treatment task)

The Fox and the Goat

One day a fox fell into a deep well and could not come out. A Goat that was very thirsty went to the well, and saw the Fox. He asked the fox if the water in the well was good. The fox told him that the water was cool and fresh. The Goat jumped down the well but when he wanted to get out he couldn’t. The fox told him that he had a plan. The fox said “I will climb on your back and go out of the well and then I will bring a rope and pull you out with the rope.” The goat agreed. After the fox reached the mouth of the well, he ran away. The goat said “Why don’t you help me? You promised. The fox said “A wise goat never listens to a fox and jump into a well that is deep.”
Narrative task 4 (Treatment task)

Two Travelers and a Bear

A young man and an old man were traveling together. They suddenly saw a bear in front of them. The young man quickly left the old man and climbed up a tree. The old man fell flat on the ground. The bear smelled the old man all over his body but the man didn’t move and pretended to be dead. The bear went away because bears don’t touch a dead body. The young man came down from the tree, and made a joke. The young man asked the old man "What did the bear say in your ear?" The old man said, "The bear told me never to travel with a friend who runs away when danger comes". 
### Appendix D

**Picture tasks**

**Written picture description task (Pre-test and Post-test)**

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<td><img src="#" alt="Image 1" /></td>
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<td><img src="#" alt="Image 3" /></td>
<td><img src="#" alt="Image 4" /></td>
</tr>
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<td>run / shout / people</td>
<td>laugh / repeat</td>
<td>one day</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td></td>
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<tr>
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<td><img src="#" alt="Image 6" /></td>
<td></td>
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</tr>
<tr>
<td>boy / see / shout</td>
<td>sad / man / liar</td>
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</tbody>
</table>
Treatment task 1

1. find / pick up
2. take / room
3. box / outside
4. see / jump
5. chase / cat
6. garbage can / wait / go home
Treatment task 2

1. fall / well

2. see / go

3. ask

4. jump down

5. plan / go out / bring / agree

6. ask / help / never
<p>| | | | |</p>
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</thead>
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<td>3</td>
<td>sleep /smell/pretend</td>
</tr>
<tr>
<td>2</td>
<td>see</td>
<td>4</td>
<td>go away/come down</td>
</tr>
<tr>
<td>3</td>
<td>leave/ climb</td>
<td>6</td>
<td>ask/never travel</td>
</tr>
</tbody>
</table>
Appendix E

Pre-test

Name:                      Level:                      Teacher’s Name:  

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Untimed Grammaticality Judgement Test

Direction:
Please read the following sentences and decide if the underlined parts of the sentences are grammatically correct or incorrect. Put the word “Wrong” below the incorrect underlined parts and write the correct form above the underlined word or phrase. If you find correct, grammatical parts, circle them. (There are no spelling mistakes.)

Example: I am play with my friend now.  Reza is at home now.

Wrong

1 There is very good park in front of my house.

2- Last night I went to the expensive hotel. A hotel is famous in my country.

3- There isn’t any people is the house. So, I will lock the door.

4- An old man and a police officer came to the door of my house last night. An old man was wearing a hat.

5- My cousin is chemistry student at Oxford University. He likes to be the great scientist in the future.
6- I saw the very interesting movie last week. The movie was made by a famous American filmmaker.

7- My sister has finished her studies at the university. She has to find a job now.

8- My brother walks usually to the university. He studies English there.

9- This morning I saw a thief near your house. He ran away as soon as he was seeing me.

10- I went to a company to find the job. They told me that company didn’t need an employee

11- I bought a toy for my son last night. He liked the toy very much.

12- You must help your brother. He is tired and cannot do his homework.

13- There is the English man in our office. He always sleeps at work.

14- I have a bike and a car. I park a car in front of my house because I am afraid from thieves.

15- My brother is teacher. He is teaching at school now.
Appendix F

Post-test

Name: 
Level: 
Teacher's Name: 

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Untimed Grammaticality Judgement Test

Direction:
Please read the following sentences and decide if the underlined parts of the sentences are grammatically correct or incorrect. Put the word “Wrong” below the incorrect underlined parts and write the correct form above the underlined word or phrase. If you find correct, grammatical parts, circle them. (There are no spelling mistakes.)

Example: I am playing with my friend now. Reza is at home now. Wrong

1- Last night I went to the expensive hotel. A hotel is famous in my country.

2- There is very good park in front of my house.

3- There isn't any people is the house. So, I will lock the door.

4- My cousin is chemistry student at Oxford University. He likes to be the great scientist in the future.

5- An old man and a police officer came to the door of my house last night. An old man was wearing a hat.
6- I saw the very interesting movie last week. The movie was made by a famous American filmmaker.

7- My brother walks usually to the university. He studies English there.

8- This morning I saw a thief near your house. He ran away as soon as he was seeing me.

9- My sister has finished her studies at the university. She has to find a job now.

10- I went to a company to find the job. They told me that company didn’t need an employee.

11- I bought a toy for my son last night. He liked the toy very much.

12- You must help your brother. He is tired and cannot do his homework.

13- There is the English man in our office. He always sleeps at work.

14- I have a bike and a car. I park a car in front of my house because I am afraid from thieves.

15- My brother is teacher. He is teaching at school now.
Appendix G
Questionnaire for teachers

Dear Colleagues
Data collected for this questionnaire will be used for completion of a PhD degree in Applied Linguistics at the University of Mysore, India. The information is a part of the database for research on the effectiveness of corrective feedback in second language acquisition. This is not a test so there are no “right” or “wrong” answers, and you don’t have to write your name on it. You are requested to kindly give your honest answers as only this will guarantee the success of the study. The contents of this questionnaire are absolutely confidential and information identifying the respondent will not be disclosed under any circumstances. Thank you very much for your help and cooperation. (Please tick the choices which reflect your preferences and views irrespective of the rules in the methodology of your institute)

1- I prefer to correct the errors in my students’ speaking.

Strongly agree      Agree      Disagree      Strongly Disagree

2- How often do you prefer to correct your students’ errors in speaking?

Always (100%)   Usually (80%)   Sometimes (50%)   Occasionally (20%)   Never (0%)

3- When do you usually prefer to correct a student’s spoken errors?

As soon as he/she makes an error
After he/she finishes speaking
At the end of each activity when all or most of the students have finished participating in the activity
At the end of the class

4- Who do you want to correct a student’s spoken errors in your class?

The student himself/herself (I push him to produce the correct form. (e.g., “please repeat”, “what?” “Pardon?”)
The student himself/ herself with the help of some information I give him/her. (e.g., “You should use a past tense here”)
Me
Other students

5- When students are work in groups (i.e., group work), I let them correct each other in the group.

Strongly agree      Agree      Disagree      Strongly Disagree
6- I prefer to correct students’ errors at the board when they are in front of the class.

Strongly agree  Agree  Disagree  Strongly Disagree

7- When a student is expressing his opinion, telling a story or a memory, or giving some information about himself or something, I prefer to correct his/her errors.

Strongly agree  Agree  Disagree  Disagree Strongly

8- Which of the following techniques do you think is the most effective one for error correction in Elementary Levels?

A. The teacher waits for the student to produce the correct form by asking “Please repeat again” “Pardon?” “What”?

Student: I buy* a car yesterday.

Teacher: Pardon?/ What?/ Please repeat/ you what?

B. The teacher provides some grammatical information and encourages the student to produce the correct form.

Example:

Student: I buy* a car yesterday.

Teacher: You should use past tense with yesterday.

C. The teacher tells the correct sentence or part of the sentence without interrupting the student’s speaking.

Example:

Student: I buy* a car yesterday.

Teacher: bought a car/ You bought a car

D. The teacher gives the student the correct form and provides some linguistic information about the correct usage whenever he/she makes a mistake.

Example:

Student: I buy* a car yesterday.

Teacher: You should use past tense with yesterday; bought a car

9- I prefer to make a distinction between important (major) and unimportant (minor) errors and correct only the important errors that make understanding and communication difficult.

Strongly agree  Agree  Disagree  Strongly Disagree
10-  I prefer to focus on one or two grammatical points and correct only one or two specific types of grammatical errors during a spoken activity. (i.e., in one session I only correct article errors and in the other session I correct plural noun errors)

Strongly agree    Agree    Disagree    Strongly Disagree

11- Correcting my students’ errors helps them distinguish correct sentences from incorrect sentences when they encounter such sentences in the future.

Strongly agree    Agree    Disagree    Strongly Disagree

12- Correcting my students’ errors increases their accuracy in writing a story or an essay in the future.

Strongly agree    Agree    Disagree    Strongly Disagree

13- Correcting my students frequently makes them feel irritated and anxious.

Strongly agree    Agree    Disagree    Strongly Disagree

14- Correcting my students frequently prevents them from speaking fluently.

Strongly Agree    Agree    Disagree    Strongly Disagree

15- Fear of being corrected prevents my students from engaging in class discussions and speaking activities.

Strongly Agree    Agree    Disagree    Strongly Disagree

16- Students feel irritated if I ignore their errors.

Strongly Agree    Agree    Disagree    Strongly Disagree

Demographics

Please circle the right letter.

1- Gender:   a. Male    b. Female       2-Age:

3- How long have you been teaching English?
   a. 1 year  b. 2- 5 years  c.6-9 years  d. more than 10 years

   Thank you very much for your cooperation.
Appendix H

English version of questionnaire for students

Data collected for this questionnaire will be used for completion of a PhD degree in TESOL at the University of Mysore, India. The information is a part of the database for research on the effectiveness of corrective feedback. This is not a test so there are no “right” or “wrong” answers and you don’t have to write your name on it. You are requested to kindly give your honest answers as only this will guarantee the success of the study. The contents of this questionnaire are absolutely confidential and information identifying the respondent will not be disclosed under any circumstances. Thank you very much for your help and cooperation.

Please circle the information which reflects your preferences and views

1- I want the teacher to correct the errors in my speaking.

Strongly Agree       Agree       Disagree       Strongly Disagree

2- How often do you want the teacher to correct your errors in speaking?

Always (100%)   Usually (80%)   Sometimes (50%)   Occasionally (20%)   Never (0%)

3- When do you want the teacher to correct your errors?

As soon as I make an error

After I finish speaking

At the end of each activity when all or most of the students have finished participating in the activity

At the end of the class

4 - I prefer the following person to correct my mistakes in class

Myself

Myself with the help of metalinguistic information from the teacher

Teacher

Other students
5- When we work in groups, I want to be corrected by other classmates student in the group.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

6- I prefer to be corrected when I am at the board, in front of the class.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

7- When I am expressing my opinion, telling a story or a memory, giving some information about something, I want the teacher to correct me.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Disagree Strongly</th>
</tr>
</thead>
</table>

8- Which of the following techniques do you believe is most useful for you?

A. The teacher waits for me to produce the correct form by asking “Please repeat again” “Pardon?” “What”?

Student: I buy* a car yesterday.

Teacher: Pardon?/ What?/ Please repeat/ you what?

B. The teacher provides some grammatical information and encourages me to produce the correct form.

Example:

Student: I buy* a car yesterday.

Teacher: You should use past tense with yesterday.

C. The teacher tells me the correct sentence or part of the sentence without interrupting my speaking.

Example:

Student: I buy* a car yesterday.

Teacher: bought a car/ You bought a car

D. The teacher gives me the correct form and provides some linguistic information about the correct usage whenever he/she makes a mistake.

Example:

Student: I buy* a car yesterday.

Teacher: You should use past tense with yesterday; bought a car
9- I prefer the teacher to make a distinction between important and unimportant errors and correct only the errors that make understanding difficult.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

10- I prefer the teacher to focus on one or two grammatical points (e.g., articles and past tense errors) each session or during the performance of each activity and correct only one or two certain grammatical point during each lesson or activity.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

11-Correcting my errors helps me recognize those errors when I see them in the future tests.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

12- Correcting my errors increases my accuracy in writing a story or essay in the future.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

13- Correcting my errors frequently irritates me and makes me anxious.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

14- Correcting my errors frequently prevents me from speaking fluently.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</table>

15- Fear of being corrected prevents me from engaging in class discussions and speaking activities.

<table>
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<tr>
<th>Strongly Agree</th>
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<th>Strongly Disagree</th>
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16- I am irritated if the teacher ignores my errors.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

**Demographics**

Please fill in the blank your information.

1- Gender:  

| Male | Female |

2- Age

3- Students’ level:

| Basic | Elementary | Intermediate | High intermediate | Advanced |
4- Your first language:

Persian    English    others

5- How long have you been studying English?

1 year     2-5 years     6-9 years     more than 10 years

6- Have you ever been to an English speaking country?

Yes    No

Thank you very much for your cooperation
Appendix I
Persian version of questionnaire for students
پرسشنامه زبان آموزان

با سلام،

اطلاعات جمع‌آوری شده برای این پرسشنامه به‌شکلی از پایگاه داده‌های یکی که تحقیق در زمینه تصحيح خطاهای زبان آموزان و روند پایگیری آنها جهت اتمام رساله دکتری بنده را تشکیل می‌دهد. از آنجا که این پرسشنامه آزمون نمی‌باشد و پاسخ‌های شما صرفاً خواسته‌ها و نظرات شما محسوب می‌گردد، پاسخ صحیح با اشتیاء در این پرسشنامه وجود نداشته و به هیچ عنوان ذکر نام بر روی پرسشنامه آزمون نمی‌باشد. از شما خواهشمندم در جهت تحقیق اهداف تحقیق و به اتمام رسالن مؤقت‌تایی آن، صدقکنید و به وقت خواسته‌ها و نظرات خود را در پاسخ به سوالات بیان نمایید. از همکاری و کمک شما در این زمینه بسیار سپاسگزارم. خواهشمند است گریه‌ی من نظر خود را به دقت با یک تیک پربرنگ مشخص کنید.

(لطفاً فقط یک گزینه را انتخاب کنید)

1- من می‌خواهم معلمان اشتباهاتم را در صحبت کردی تصحیح کنند.

کاملاً موافق

مخفف

2- هر چند وقت یکبار در هر جلسه ترجیح می‌دهم معلمان اشتباهاتم را تصحیح کنند؟

همیشه (100%)

معلوماً (80%)

کامیاب مراجع (50%)

هرگز (0%)

3- چه موقع می‌خواهید اشتباه تصحیح شود؟

به محض اینکه اشتباه کردم بعد از اینکه صحیحی نماد شد در پایان هر فعالیت درسی (وقتی همه کلاس در مورد یک موضوع صحیح کردم) پایان کلاس

4- از ترجیح می‌دهم در کلاس وقتی در صحبت کردن اشتباهی نرته و مینه که تصحیح اشتباه از توسط فرد یک صورت گیرد.

من می‌خواهم به کمک توضیح کننده توسط معلم معلم همکلاسی هایم

5- در هنگام کار گروهی (گروه های 3 یا 4 نفره) که معلم برای بحث تشکیل می‌دهد. می‌خواهم که دبیر

اعضای گروه اشتباه را در موقع صحبت کردن تصحیح کنند.

کاملاً موافق

مخفف

6- من می‌خواهم که وقتی جلوی کلاس کار باشد با تخته سیاه ایستاده ام و به سوالات معلم و همکلاسی

هایم جواب می‌دهم معلم خطاهای من را همانجا تصحیح کند.
Example:

Student: I buy a car yesterday.
Teacher: Pardon?/ What?/ Please repeat/ you what?

Example:

Student: I buy a car yesterday.
Teacher: You should use past tense with yesterday.

Example:

Student: I buy a car yesterday.
Teacher: bought a car/ You bought a car.
10- من می خواهید معلم توجه خود را در هر جلسه با هر فعالیت بر روی یک یا دو نکته گرامری خاص (مثلاً حروف تعریف و زمان گذشته) در هر جلسه متمرکز کند و فقط اشتباهات مربوط به آن یک یا دو نکته را تصحیح کند.

11- تصمیم اشتباهات در صحت کردن باعث می شود که در آینده آن جملات اشتباه را از جملات صحیح تشخیص دهد.

12- تصمیم اشتباهات در صحت کردن باعث می شود که در آینده آن اشتباهات را در نوشتن داستان انشاء با هر متن درگیر مرتکب نشوم.

13- تصمیم مداوم اشتباهات در من استرس و حس بد ایجاد می کند.

14- تصمیم مداوم اشتباهات مانع از روان و سلیس صحت کردن می شود.

15- ترس از تصمیم شدن باعث می شود که از شرکت در بحث های کلاس و صحت کردن امنیت و روز.

16- عدم توجه معلم به اشتباهات من باعث ایجاد حس بد در من می شود.

اطلاعات فردی

جنسیت: زن
سن: 
سطح: 

Basic  Elementary  Intermediate  High intermediate  Advanced

233
چند سال است که زبان می خوانید؟
شش تا ۹ سال
یک سال
دو تا ۵ سال
بهش از ده سال
تاکنون کشور انگلیسی زبان بوده اید؟
بله
خیر
از همکاری شما مجددًا سپاسگزارم
Appendix J

Nelson English language test for elementary levels

Test 150 D

Choose the correct answer. Only one answer is correct.

Ann: Look! Tom...1... a dress for my birthday.
Pat: It’s lovely...2... it at Bromley’s?
Ann: No, he...3... one three, but they didn’t show...4... that he...5....
Pat: That’s odd. They...6... dresses that all right for me. My birthday was two months ago.
Ann: What...7... for you?
Pat: He...8... tell him something that he...9... buy. I said, “I...10... anything at all.
I...11... a lot of clothes”, “That’s true”, he said “...12... out for dinner instead.”

1. A gave to me
   C have given me
   D has given me

2. A Wash he buying
   B Did he buy
   C He bought
   D Had he bought

3. A tried get
   C wanted to get
   B wanted have
   D tried to have

4. A to him something
   C something to him
   B was interested
   D him anything

5. A was happy
   C liked
   B was interested
   D pleased

6. A are always having
   C have often
   B always have
   D do have often

7. A did Peter buy
   B Peter bought
   C has Peter bought
   D Peter has bought

8. A asked me
   C asked me to
   B said me to
   D said to me

9. A could
   C may
   B was able to
   D can

10. A needn’t
    C haven’t to need
    B mustn’t need
    D don’t need

11. A still have got
    C have already got
    B already have got
    D have got still

12. A We’ll be going
    C Will we go
    B Let us to go
    D Let’s go

13. A What is your age?
    B How many years you have?
    C How old you are?
    D What age do you have?
   A enough of       B too many       C fewer       D more

15. A What pencils made of?       B What are pencils made of?
   C What pencils are they made of?       D What are made of Pencils?

16. ……like music.
   A The both girls       B Both this girls
   C Both of them       D Both they

17. What……on Saturdays?
   A Ken usually does       B does Ken usually
   C usually does Ken do       D does Ken usually do

18. There isn’t ……. in the garden.
   A anyone       B no person       C persons       D any people

19. There isn’t ……. in the garden.
   A the same as I       B is the same as me
   C is same as me       D is the same I am

20. Cathie has read……. French books.
   A so much       B a few       C the more       D every

21. When ….. I’ll talk to him.
   A doe Peter come       B Peter will come
   C Peter comes       D can Peter come

22. I don’t know…. Geography.
   A Something about       B anything about
   C something of       D anything of

23. Next year we’re going to stay there…. a week.
   A in       B through       C during       D for

24. Is Chris……Kate?
   A taller that       B so tall as       C as tall as       D taller as

25. Tom gave us……apples.
   A a lot of       B so much       C same       D this

26. ………….. those newspapers have you read?
   A What are       B Which       C What of       D Which of

27. It was raining when Mary….. the bus.
   A waited       B expected       C was expecting       D was waiting for

28. Have you been to the museum?
   A Not yet       B Not already       C Not ever       D Not still

29. What kind of watch shall I buy? Get……
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>one Swiss</td>
</tr>
<tr>
<td>C</td>
<td>a Japanese one</td>
</tr>
<tr>
<td>B</td>
<td>a French</td>
</tr>
<tr>
<td>D</td>
<td>some American one</td>
</tr>
</tbody>
</table>

30. Mary doesn’t speak Russian.
- A Laura doesn’t either
- B Neither Laura does
- C Laura doesn’t neither
- D Laura doesn’t too

31. Do you want another cake? No, thank you. I’ve still got……
- A some
- B someone’s
- C some ones
- D ones

32. …… clever people!
- A What a
- B What
- C How
- D So

33. They gave……
- A the girls some books
- C to them some books
- B to the girls some books
- D some books the girls

34. I can’t say who…. the answer.
- A is knowing
- B knows
- C are knowing
- D know

35. …..I don’t work on Saturdays.
- A Always
- B Never
- C Sometimes
- D Seldom

36. ……. the homework.
- A No every students do
- B No every student does
- C No every students do
- D Not every student does

37. Whose is this? It’s……
- A yours
- B to Mary
- C of him
- D a mine

38. Have you ever been to Scotland? Yes, I……last year.
- A was
- B was being
- C have gone
- D went

39. Where’s the lamp?
- A the chair near the table
- C It’s in the room
- B its there
- D there’s near the door

40. Are you going to work?
- A No, to the shops
- C no I don’t
- B No, to shopping
- D No, I take the bus

41. Next month……twenty one.
- A has my sister
- C my sister shall have
- B my sister will be
- D my sister going to be

42. How’s the old man?
- A He’s sixty-five
- C He’s much better
- B That’s him
- D Mr. Smith is the old man
43. Did John......with the band yesterday?
   A Sing    B sung    C song    D sang

44. Last week John......his leg.
   A felt and broken    B felt and broke
   C feels and break    D fallen and broken

45. When did you ......to see him last?
   A go    B went    C came    D come

46. What......behind the house when you were a child?
   A was there    B there were
   C were there    D there was

47. What date is it? It’s......
   A the July fourth    B the fourth of July
   C of July of fourth    D fourth July

48. My car was ......
   A in front of the his    B in front of his
   C in front the his    D in front of he’s

49. Jack......his thick coat because it was snowing.
   A puts o    B put on    C takes on    D took on

50. A. Was the big brown book?
   B. Was the brown book a big?
   C Was the big book brown?
   D. Was the brown a big book?