

The Relationship Between Learning Styles of Field-Dependence/Independence & Integrative/Discrete Point Methods Of Grammar Teaching

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Abstract

This study is designed to investigate any possible differences in students' learning of grammar by two teaching methods of discrete-point and integrative teaching on one hand and the relationship between learning styles of field dependence/independence and these methods on the other hand. After administering a proficiency test, 25 students with the mean score and one standard deviation below and above the mean were selected to take part in the GEFT (Group embedded figures test) to be identified based on their degree of field dependence & independence. Then, two groups each containing 10 participants with both learning styles (each class contained 5 FD and 5 FI) took part in the experiment. The first group was taught some selected grammatical points with the discrete-point method and the second group with the integrative method. After the treatment, the participants' grammar knowledge was assessed by a grammar test containing 50 items and analyzed for the possible effect of the styles on learning and the probable superiority of one grammar teaching method over the other. The results of analysis indicated that integrative grammar teaching led to better learning of grammar in comparison with the discrete-point method. Furthermore, FD learners took more advantage of an integrative method while the FIs benefited better from the discrete-point approach. The findings of this study has implications for teachers suggesting them to take into consideration individual differences to apply the best teaching methods appropriate for different learners.

Keywords: Discrete-point teaching, Integrative teaching, Field dependence, Field independence, Group embedded figures test

1. Introduction

A short look at the history of language teaching methodology reveals different opinions about language teaching especially in the area of grammar. In traditional methods especially the grammar translation method, the focus of teaching was mostly on the form of language, memorizing long lists of vocabulary and grammatical rules. Since 1950s nonetheless, due to the influence of behaviorism in psychology and structuralism in linguistics language teachers adopted the audio-lingual approach to teaching by the way of habitualization of language patterns. Knowing a language came to be considered as knowing its elements and components and being able to put them into use through listening, speaking, reading, and writing skills.

With the attention of linguists diverted to generativism and that of psychologists to cognition, language teachers adopted the cognitive code learning approach. Teaching and testing by bits was criticized for it did not consider the ability to use language; furthermore since the focus of linguistics on pragmatism and psychologists on learning theories of second/foreign language acquisition/ learning, developing communicative competence has come to attention.

From another point of view, traditional methods especially the grammar translation method, in the case of grammar, overemphasized the use of deductive reasoning in language teaching. While it may be appropriate at times to articulate a rule and then proceed to its instances most of the evidence in communicative second language learning points to the superiority of an inductive approach to the rules and generalizations. However both inductively and deductively oriented teaching methods can be effective depending on the goals and context of a particular language teaching situation (Brown, 2000).

Closely related to these two methods of teaching, are two other strategies. One is integrative (holistic) method for grammar teaching in which the rules are provided in a communicative context to be then extracted and learned by the learners. According to Farhady (2006) this method contains the actual aspects of activities that one must normally perform in language use. In contrast, in the discrete-point (atomistic) method rules are presented out of context, by the use of demonstrations or drills for which a good example is the audio-lingual method. Although, according to some researchers this method has no relation to the real life situations.

As we see, choosing an appropriate method is not an easy job especially when more other factors come to play roles in teaching. Among these factors are the cognitive ones which contain styles of learning. Two important cognitive styles are field dependence and field independence. According to Chastain (1988) some learners are more dependent on their surrounding circumstances (field dependent) while others are more independent in their thinking and actions (field independent). Researchers confirm the relation of these two styles with learners' achievement. In the area of second language acquisition evidence has been found for its effect on ESL learners. However, researchers have not come up with strong evidence as to the relation of these learning styles with the holistic and atomistic teaching of grammar.

In fact, little research has been done on this area. Therefore, theoretically this study serves as a step towards the recognition of the link between the students' psychological traits of field dependence /independence and teaching strategies of discrete point and integrative grammar teaching. The outcome of this study can pave the way for better approaches to teaching of grammar to SLA students with different psychological traits and cognitive styles.

2. Review of Literature

Since the beginning of language teaching a vast range of methods and approaches have been identified and applied to the classrooms. Among these approaches are discrete-point and integrative teaching. According to Oller (1979) discrete-point analysis necessarily breaks the elements of language apart and tries to teach them separately with little or no attention to the way those elements interact in a larger context of communication. However, the integrative method tries to teach language in the context and is concerned with meaning and total communicative effect of discourse (Salehi, 2008). The rationale for integrative teaching is that since language is for the purpose of communication, teaching should be concentrated on communicative use of language in real-life situations (Farhady, 2006).

As we know, teaching a language contains teaching of different abilities and components. Grammar as one of its important components has gone through various changes in the area of SLA since the beginning of language teaching. But which one is the best? In relation to the discrete-point method for grammar teaching the history of teaching methodology has given us much experience. A related approach to this method was audio-lingual method. The audio lingual method (ALM) was firmly grounded in linguistics and psychological theory. Structural linguists represented a "scientific descriptive analysis" of various languages; at the same time behaviorist psychologists advocated conditioning and habit formation models of learning which were applied to mimicry drills and pattern practices of ALM. (Brown, 2000)

In fact, the most important characteristics of the ALM method were memorizing set phrases and over-learning. Grammatical patterns were represented through repetitive drills. This kind of atomistic approach to teaching grammar proved to be of no much efficiency. Students were made to repeat and memorize to internalize the grammatical pattern of the sentence while they didn't know much about the communicational application of that sentence.

The age of audio-lingualism with its focus on surface forms, rote practice and repetitive drills for grammatical patterns waned when there appeared a revolution in linguistics. Chomsky directed the attentions towards the "deep structure" of language while the psychologists began to consider the fundamentally affective and interpersonal essence of learning. As they recognized the importance of both cognitive and affective factors in SLA (Brown, 2000) there was brought about a shift from the grammar translation and audio-lingual methods. These methods according to David Nunan (as cited in Brown, 2000) were called "designer" method. A shift, now, occurred according to the way grammar was thought. More integrative approaches came to practice. A motivating and meaningful context was applied to teaching of which students could extract and learn grammar patterns better. Instead of asking the students to memorize a rule and then trying to do the exercise related to that pattern they were presented by meaningful contexts like dialogues, and reading text. They

first learned how a pattern is used in everyday speaking and communication then, they extracted the point out of the context. In communication approaches learners use the language to learn it instead of learn how to use the language. They learn how to fulfill their communication needs and then are presented with the grammatical rules which they can extract out of the meaningful context they learned previously.

As we see, according to different methods, Classroom activities may be of various types. They may center primarily on usage or use. They may require the students to receive a message or to produce one. They may involve whole class activities, small group interaction or individual work. They may be inspired by ideas drawn from different areas of science, especially psychology. However, whatever method or material is selected, the learner as a person with psychological and cognitive variables shouldn't be forgotten. More recent approaches have tried to focus on the learner rather than teaching. The learner as an individual brings different factors with him to the classroom such as his past experience, his view toward the special language he is learning, and his learning style and strategies.

Multiple studies have been done to identify learner types and the best fitting method for them since recognizing the learner variables can contribute to the selection of a good method as well. Learners have different styles. They might be thought of as "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment"(Keefe 1979), or more simply as " a general predisposition, voluntary or not, toward processing information in a particular way"(Skehan, 1991). Learning styles mediate between emotion and cognition. People's styles are determined by the way they internalize their total environment and since that internalization is not strictly cognitive we see that physical affective and cognitive domains merge in learning styles (Brown, 2000). Differing contexts evoke differing styles in the same individual.

From early research by Ausbel (1968) to recent research by Reid, Ehrman and Cohen (as cited in Brown, 2000) literally many styles have been identified. Ausbel (1968) identified 18 different styles out of which only a few have received attention. One of these styles is field dependence/independence. Having suggested that there are three field related cognitive styles: field- dependence(FD), field independence(FI), and field neutral(FN), Witkin, *et al.* (1971) argued that on the basis of each individual's way of distinguishing figures from the distracting surroundings, their learning styles can be detected.

Many researches have been performed on FI/D considering it from different aspects. In the case of age the literature has shown that FI increases as a child matures to adulthood, that a person tends to be dominant in one mode or another, and that FI/D is a relatively stable trait in adulthood .In the case of sex, in western culture the results have shown that males tend to be more FI, and that FI is related to one of the three main factors traditionally used to define intelligence(the analytical factor) but not to the other two factors (verbal comprehension and attention concentration) (Brown,2000).

However, learning style research has examined the effects of tailoring teaching to students' learning styles (Hansen-Strain 1989). It has shown that matching learning styles has a positive impact on students' achievements, interests, and motivation (Smith and Renzulli 1984). In the case of achievement and the relation of FI/D to success in language learning two conflicting hypothesis have emerged. First, FI is so closely related to classroom learning involving analysis, attention to details, and mastering of exercises, drills and other focused activities. Recent research supports such hypothesis (Brown,2000).Naiman (as cited in Brown,2000) found in a study of English-speaking eight, tenth, and twelfth graders who were learning French in Toronto that FI correlated positively and significantly with language success in the classroom. Other studies done by L. Hansen, Stansfield, Stansfield and Hansen (as cited by Brown, 2000) found relatively strong evidence in groups of adult second language learners of a relationship between FI and cloze test performance, which in some respects requires analytical abilities.

Chapelle and Roberts (as cited in Brown,2000) found support for the correlation of a FI style with language success as measured by both traditional , analytic, paper pencil tests and by an oral interview.(the later finding the correlation with the oral interview was a bit surprising in light of the second hypothesis, discussing below).Abraham (as cited in Brown, 2000) found that second language learners who were FI performed better in deductive lessons while those with FD styles were more successful with inductive lesson designs. Still, other studies done by Chapelle & Green, Alptekin & Atakan, Chapelle & Abraham (as cited in Brown, 2000) support superiority of a FI style for second language success.

The second hypothesis proposes that primarily FD persons will, by virtue of their empathy, social outreach and perception of other people be successful in learning the communicative aspects of a second language. However, little empirical evidence supports this theory. The reason may be the loss of a true test of FD (Brown, 2000).

There are also other disputes in the case of possibility for FI/D to be contextualized and variable as conceived by psychological researches. In second language learning however it may be incorrect to assume learners to be either FI or

FD. Along with such different and various results there still feels a need for more research. Since there has been little attention to the significance of these styles for grammar teaching, we tried to see whether the holistic and atomistic methods would make a difference for learning of grammar on one hand and on different style learners on the other hand. Since FI learners are considered to learn patterns independent of other factors we assumed that they do better with the discrete-point method which presented grammar out of context. Furthermore, the FD learners were assumed to be more dependent on the context presented for a grammatical rule, therefore they were assumed to take more advantage of an integrative method which provided them with a meaningful context for learning.

3. Research Hypotheses

1. The integrative method leads to better learning of grammar compared to the discrete-point method.
2. The integrative method is more effective compared to the discrete-point method to promote the grammar knowledge of field dependent learners.
3. The discrete point method is more effective compared to the integrative method to promote the grammar knowledge of field independent learners.

4. Methodology

4.1 Participants

The participants of this study were students of a language school studying English as a foreign language. They were 20 female students between the ages of 25 to 30 studying at the low intermediate level.

4.2 Instrumentation

1- An English proficiency test of grammar containing 50 multiple choice questions to ensure the homogeneity of participants. The reliability of the test was calculated to be 82% (see Appendix A).

2- The group embedded figures test (GEFT) which served to find out the degree of field-dependence/independence of the students before performing the research. Students had to find common geometric shapes in a larger design. The GEFT has been developed by Witkin, Raskin, and Oltman (1971). The GEFT classified individuals into three groups: FD, FI, and NU. The GEFT includes three parts. The first part was practice figures. Participants received the standardized instructions while practicing the first part. The second and third parts were test figures. The participant is required to locate a simple figure embedded within each complex figure. The second and third parts had 9 more difficult figures for each and were used to determine the CSs. Participants had 5 minutes to complete each part. The score was the total number of embedded figures correctly traced in both part 2 and 3 (scores range 1–18). Missing or omitting figures were scored as incorrect. Individuals scoring greater than the 12 were classified as FI, whereas those scoring less than the 6 were considered as FD and those scoring between 6 until 12 were select as NU.

3- The selected grammar items were: question form: Yes/No and Wh-questions, present continuous, present simple, negative statements, third person singular s, prepositions, articles, pronouns, modals(can, have to, should)

4- An achievement multiple choice grammar test containing 50 items based on structures taught in the course. The reliability of the test was 86% (see Appendix A).

4.3 Procedure

The participants were selected from the students taking part in a language learning course lasting for 25 days. After administering a language proficiency test, 25 students with a standard deviation below and above the mean were selected from two different classes to take part in the GEFT test to determine their level of field dependence. Finally, 10 FD and 10 FI students were assigned to two groups in a way that each class contained 5 FI and 5 FD. The course book for both groups was interchange- intro- part A taught by the same teacher. The classes met six days a week, 90 minutes each day. In group 1, the selected items were taught with the discrete-point method (out of context) and in group 2 the items were taught using the integrative method (contextualized). After the treatment which took the entire course, an achievement test containing 50 items was administered in order to see the probable relationship between the learning styles and the two previously stated grammar teaching methods and also the possible difference between these two methods regarding grammar learning. Finally the results went under statistical analysis (T-test) to find the possible effect of FD/I on subjects' acquisition of grammar points.

5. Results and Discussion

5.1 Comparison of the integrative and discrete-point methods

After the treatment, the participants took part in a grammar test. The scores of both groups were compared by a t-test to

detect any possible differences as predicted in the first hypothesis.

<Table 1 about here>

As shown in table1 the mean of the discretely taught group was 34.10 and that of the integratively taught group was 40.50 ($p < 0.05$). Therefore we can conclude that the second group which was taught by the integrative method outperformed the first group taught by the discrete-point method on the grammar test. Thus, the first hypothesis is confirmed.

5.2 Comparison of means of field dependent learners in both groups

To test the second hypothesis, the scores of FD learners in both groups were compared with another t-test.

<Table 2 about here>

As shown in Table2, the mean score of the FD learners in the second group which was taught by the integrative method was 42.80 and that of FD learners which were taught by the discrete-point method was 37.60 ($p < 0.05$). Thus the second hypothesis is confirmed. The FD learners appeared to benefit better from the integrative method compared to the discrete-point method.

5.3 Comparison of means of field independent learners in both groups

To test the third hypothesis, the scores of FI learners in both groups were compared with another t-test.

<Table 3 about here>

As you can see in Table3, the mean score of the FI learners in the first group taught by the discrete point method was 39.80 and that of FI learners in the second group was 32.80 ($p < 0.05$). Therefore the third hypothesis is confirmed too. FI learners benefit better from the discrete-point method compared to the integrative method.

6. Conclusion and Pedagogical Implications

In general, the present study tried to examine the role of two grammar teaching methods in improving students' grammar proficiency, and also to examine the role of the two cognitive styles of FD /I in relation to teaching methods. For this purpose, two groups of learners participated in this study. The GEFT test was used to assess the degree of FD/I of learners. During a period of 25 days, some grammatical structures were taught to one of the groups discretely and to the other integratively. After the end of this period, an achievement test was administered and the results were analyzed by SPSS. Results showed that the integrative method of grammar teaching could lead to better achievement compared to the discrete-point method. Furthermore, the cognitive styles of FD/I are significant factors affecting language learning. There are some researchers like Ellis (1986) who argue that FD/I do not appear to be an important factor in SLA. However other researchers like Naiman, Stansfield, Chapelle and Roberts emphasize the significant effect of these styles on language learning. In short, as the outcomes of this study revealed, the positive effect of using an integrative method for FDs and a discrete-point method for FIs can't be disregarded for teachers who seek the most appropriate methods for different style learners. We hope that the results of this study will attract the attention of teachers to the personal factors of learners and lead to more specialization of teaching for different individual learners.

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Table 1. Paired samples statistics

Groups sig(2-tailed)	Mean	N	Std. Deviation	Std. Error mean
G1:Discrete-point	40.5000	10	34.1000 1.44106	10 4.55705 .000
G2:Integrative	40.5000	10	2.95334	.93393

(p<0.05); df = 9; t = -11.012

Table 2. Paired samples statistics

Groups Sig (2-tailed)	Mean	N	Std. Deviation	Std. Error Mean
G1: Discrete-point	37.6000	5	1.20830	2.70185
G2:Integrative	42.8000	5	1.64317	.73485

(p<0.05); df = 4; t = -10.614

Table 3. Paired samples statistics

Groups Sig (2-tailed)	Mean	N	Std. Deviation	Std. Error Mean
G1: Discrete-point	.66332	39.8000	1.48324	5
G2: Integrative	.66332	32.800	1.48324	5

(p<0.05); df = 4; t = 11.068

Appendix A: Proficiency test © Oxford University Press e

NAME:

Underline the correct answers.

1 Hi! My name's Jaime and I... from Spain.

- a. is b. are c. am**
- 2** We... live in England.
a. don't b. doesn't c. not
- 3** Where ...your brother work?
a. are b. do c. does
- 4** My friends... travel to school by bus.
a. doesn't b. don't c. aren't
- 5** There ...plants in the kitchen.
a. aren't any b. isn't any c. not any
- 6** ...flowers in the living room.
a. There is any b. There are some c. Are there some
- 7** Maria ...speak French.
a. cans not b. can't c. doesn't can
- 8** Where ...you yesterday evening?
a. was b. are c. were
- 9** What ...you last weekend?
a. do / buy b. did / buy c. did / bought
- 10** We ...on holiday last year.
a. didn't go b. didn't went c. don't went
- 11** I ... Dominic 2 years ago.
a. met b. meet c. am meeting
- 12** The milk is ..than the water.
a. many b. more c. much
- 13** How many... are in the fridge?
a. sausage b. cheese c. eggs
- 14** Life in the city is ...than life in the country.
a. fast b. faster c. the fastest
- 15** What's the... hotel in your town?
a. best b. better c. most good
- 16** She...a new dress because it's her birthday today.
a. 's wearing b. 's wear c. wearing
- 17** What ...you... when you leave university?
a. be / going to do b. are / go to do c. are / going to do
- 18** ...did you go to the cinema with last night?
a. when b. who c. how
- 19** ...you ever... to Japan?
a. have / been b. do / been c. has / been
- 20** The students have ...finished their test.
a. yet b. ever c. just
- 21** .last year, I ...on a trip.
a. will go b. went c. go

- 22 My friend...help me tomorrow.
a. will b. didn't c. don't
- 23 People usually ... in the kitchen
a. cooking b. will cook c. cook
- 24 My brother ...engaged last week.
a. went b. had c. got
- 25 what ...you do? I'm a doctor.
a. do b. will c. are
- 26 Where ...you... last summer?
a. did / go b. are / going c. do / go
- 27 What ...your sister... on TV at the moment?
a. does / watch b. is / watch c. is / watching
- 28 We ...a pet in our house.
a. don't have b. don't have got c. don't got
- 29 I met a friend as I... home last night.
a. was walking b. am walking c. have been walking
- 30 We've got... cheese than bread.
a. much b. a little c. more
- 31 The Internet isfantastic than the TV.
a. many b. more c. –
- 32 We... to go to Australia next year.
a. 're hoping b. 're looking forward c. love
- 33 Listen! The phone's ringing. I... it.
a. answer b. 'm answering c. 'll answer
- 34 Joe isn't ...Roberto.
a. as tall than b. tall as c. as tall as
- 35 Moscow is the... city in the world.
a. more expensive b. most expensive c. expensive
- 36 How many novels... J. K. Rowling?
a. has / write b. has / written c. has / wrote
- 37 We... in this town since last summer.
a. 've lived b. will live c. live
- 38 Do you ...get up early every day?
a. must b. should c. have to
- 39 If I ...my exams, I'll go to university.
a. 'll pass b. passed c. pass
- 40 The *Mona Lisa*... by Leonardo da Vinci.
a. painted b. was painted c. has been painted
- 41 Was your bag... on a train?
a. steal b. stole c. stolen
- 42 I'd buy a lot of new clothes if I ...more money.

a. would have b. had c. have

43 She's got a lot of homework, so she ...go to the cinema.

a. don't might b. might not c. mights not

44 I'm... excited about my sister's wedding.

a. so b. such c. such as

45 We're tired because we... since 6 a.m.

a. are travelling b. have been travelling c. travelling

46 ...did you go yesterday?

a. what b. where c. how many

47 Our visit to India was....

a. fascinated b. fascinating c. fascinate

48 I'd like to... for a summer job.

a. apply b. applying c. applied

49 You've... a lot of weight!

a. put b. missed c. lost

50 Our car on the motorway last night.

a. broke down b. break down c. will break down

Post-test:

Check the correct answer:

1. a. They not start school at night.

b. They don't start at night school.

c. They don't start school at night.

d. They start school night.

2. sheTV in the afternoon?

a. do/watch

b. do/watches

c. does/watch

d. does/watches

3. Whereyou.....? It's only six o'clock!

a. are/go

b. are/going

c. do/going

d. going/are

4. SheTV in the evenings.

a. watches

b. watch

c. watching

d. watchs

5. Tom get up?

At 6.00 a.m.

a. does/when

b. do/when

c. when/does

d. when/do

6. Do you get up at ten?

a. I get up at ten.

b. no, I get up at ten

c. yes, I do

d. I don't

7. does Joe go to London?

He goes to London On Mondays.

a. what time

b. when

c. how

d. where

8. Where does your sister work?

a. She's a doctor

b. In a hospital

c. On weekends

d. Yes. she does.

9. Which country from?

a. Tom is coming

b. Does Tom come

c. Is coming Tom

d. Comes Tom

10. Father leaves _____ home at 7 o'clock so that he can be in his office at 8.

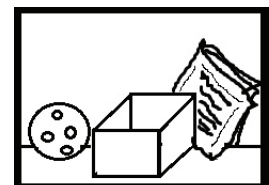
a. ---

b. from

c. at

d. for

11. "What is he doing?" " _____ "
- a. He has lunch b. He's doing it. c. He's having lunch. d. He's an economist.
12. I usually wear skirts, but today I _____ trousers.
- a. wear b. wearing c. am wearing d. wears
13. What are you doing Steve?
- a. I wash the car b. I'm washing the car c. I washing the car d. I do wash the car
14. _____ are going to work? My parents are going to work.
- a. who b. what c. where d. why
15. _____ does Andrei exercise? She exercises in the evening.
- a. where b. when c. who d. how
16. _____
- a. Is he playing tennis? b. what is he playing? c. He is playing tennis? d.. does he play tennis?
17. Jack rides her bike to school. She drive.
- a. isn't b. doesn't c. does d. don't
18. My parents' friend in the city.
- a. lives b. live c. living d. are living
19. Jane work but her father a job.
- a. doesn't/has b. don't/has c. doesn't/have d. don't'/have
20.does she like it? She hates it.
- a. how b. what c. why d. ----
21. do you I'm a cashier.
- a. where/do b. what/work c. what/do d. where /work
23. My mother shops..... weekends.
- a. at b. on c. in d. -----
24. Chris in a house?
- a. does/live b. does/lives c. do/live d. do/lives
25. There aren't..... chairs in the kitchen.
- a. no b. any c. some d. a
26. There isn't desk in the bedroom/
- a. a b. no c. any d. some
27. "Hello, David. How you?" " fine, thanks."
- a. is/he's b. are/I'm c. are/he's d. is/I'm
28. "Hi, I'm Jack." "Hi Jack. nice to meet you."
- a. I'm b. You're c. He's d. It's
29. "..... they your friends?" "No. They're not."
- a. Are b. Is c. Who d. What
30. "Who are you?" "My name Bob."
- a. are b. is c. am d. were
31. Where is the newspaper? It'sthe box.
- a. under b. behind c. in d. on



32. "..... are Jim and Cathy?" "They're at school."
 a. where b. what c. who d. how
33. "Are you from England?" "....."
 a. Yes, they are. b. No, we are c. Yes, you are. d. No, we aren't.
34. "..... is your first language?" "It's Spanish"
 a. where b. what c. when d. how
35. These are Kathy's keys. They're.....
 a. hers b. theirs. c. she's d. her
36. "Is this your briefcase?" "Yes, it's"
 a. yours b. mine c. your d. my
37. "..... address is this?" "It's his."
 a. whose b. what c. where d. which
38. "Are they..... gloves?" "Yes. They are."
 a. wear b. have c. wearing d. having
39. "What are" "..... earrings."
 a. it/it's b. that/that's c. these/ those d. those/they're
40. I usually get up late..... weekends.
 a. on b. at c. in d.
41. Sundays I go to the park.
 a. in b. on c. at d.
42. Mary lives London.
 a. at b. on c. d. in
43. Jack leaves home at 8:00 A.M.
 a. at b..... c. from d. in
44. Can Mary?
 a. dances b. dance c. dancing d. danced
45. Can you sing a song? Yes,
 a. No, I can b. Yes, I can c. No, I don't d. Yes, I do
46. Mina study for exam.
 a. has to b. has c. have to d. have
47. she to see a doctor?
 a. has/ have to b. does/ have to c. do/has to d. does/has to
48. Ali should a dentist.
 a. to see b. seeing c. see d. see to
49. Maria to study hard.
 a. have b. should c. has d. does
50. Rose work a lot.
 a. has b. should c. have d. do