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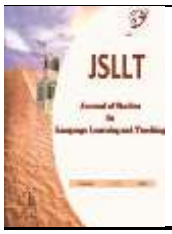

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Output Hypothesis Tasks and Textual Input Enhancement Techniques: Acquisition of Wh-questions

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Abstract

This study investigates the roles of Output Hypothesis tasks and Input Enhancement techniques in the acquisition of English wh-questions by Iranian EFL learners. Sixty male and female first-grade high school students were selected based on a pre-test and then divided into two experimental groups including an Output Task group and an Enhanced Input group (each with 15 males and 15 females). Both groups received instruction on wh-questions followed by distinct treatments. The Output group completed a picture-cued production task, while the Enhanced Input group received typographically enhanced conversational texts highlighting wh-forms. The results demonstrated significant positive effects for both treatments on the learners' acquisition of wh-questions. However, the Output Task group significantly outperformed the Enhanced Input group on both immediate and delayed post-tests. No significant gender differences were observed in the performance of either group. These findings have pedagogical implications for teachers, material developers, and textbook writers regarding the comparative effectiveness of output production versus enhanced input for grammatical acquisition..

Keywords: Output Hypothesis, Input Enhancement, Wh-questions, Gender, Second language acquisition.

I | Introduction

Output Hypothesis (Swain, 1995) and Input Enhancement (Smith, 1994) represent prominent, yet sometimes underexplored, approaches in Second Language Acquisition (SLA). The Output Hypothesis emerged partly as a response to Krashen's (1982) Input Hypothesis, which posits that comprehension of meaning-bearing input containing structures slightly beyond the learner's current level (i+1) drives acquisition.

The Output Hypothesis contends that language acquisition is facilitated when learners attempt to produce meaningful output. Swain (2005) outlined three key functions of output, including 1) Noticing: Output production helps learners identify gaps in their linguistic knowledge, 2) Hypothesis Testing: Output allows learners to test their interlanguage hypotheses and receive feedback, and 3) Metalinguistic Reflection: Output enables learners to consciously reflect on language use.

Input Enhancement, conversely, aims to direct learners' attention to specific target forms within input through manipulation, such as typographical highlighting (Smith, 1991, 1993). As an implicit form of Focus on Form (distinct from Focus on Forms), it encourages noticing grammatical features within

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meaningful contexts, potentially aiding analysis and comparison with existing knowledge and improving lexical and syntactic knowledge (LaBrozzi, 2016).

Research findings concerning the efficacy of both approaches are mixed and sometimes contradictory (e.g., White, 1998; Doughty, 1991; Izumi, 2002; Wong, 2003). Furthermore, studies often prioritize immediate outcomes over long-term retention, and the potential influence of gender remains largely unexplored. This study addresses these gaps by comparing the immediate and delayed effects of Output Hypothesis tasks and Input Enhancement techniques on the acquisition of wh-questions among Iranian EFL learners, while also considering gender as a variable.

II. Review of literature

2.1. The output hypothesis

Empirical research supports various aspects of the Output Hypothesis. Ghari and Moinzadeh (2011) found that output tasks (picture-cued and reconstruction) promoted noticing and learning of English past modals more effectively than a control group. Khatib and Bagherkazemi (2011) and Lee (2020) reported that output facilitated both short-term and long-term learning of the simple present tense. Sadeghi and Safari (2013) demonstrated improved vocabulary knowledge through output tasks. Russell (2014) provided evidence for the noticing function and its role in inductive learning. However, Tabatabaei and Hejazi (2011) found no significant difference between output and input groups on the accuracy of oral production, highlighting the complexity of the findings.

2.2. Input enhancement

Input Enhancement aims to increase the salience and likelihood of noticing target forms, considered a crucial step for converting input to intake (Schmidt, 2012). Smith (1991, 1993) distinguished between Positive Input Enhancement (highlighting correct forms) and Negative Input Enhancement (flagging errors). Studies yield varied results. Aghajani and Rahimy (2013) and Fahim and Vaezi (2011) reported positive effects on tense acquisition and collocation learning, respectively. Sahebkheir and Davatgari (2014) found it improved the use of conjunctions in writing. Conversely, Nell (2011) found enhanced input no more effective than explicit rule explanation for teaching passives. Also, Wong (2003) suggested its efficacy might depend on the communicative value of the target form.

2.3. Wh-questions

Wh-questions (information questions) are structurally complex for learners, particularly requiring subject-auxiliary inversion when the questioned element is not the subject. Acquisition follows developmental stages (Dyson, 2008), often culminating in Stage 5 (mastery of do-support and inversion in direct questions) and Stage 6 (distinguishing direct and indirect question word orders). This study targets Stage 5 production (inversion with what, when, and where in simple present tense).

The challenge is compounded for Persian-speaking learners (L1: SOV order), as Persian employs wh-in-situ (wh-words remain in their base position: initial, medial, or final) without inversion (Esposito & Barjam, 2020; Radford, 2024; Ghane, 2022), contrasting sharply with English requirements.

This study assessed learners' ability to produce questions. It focused on *what*, *when*, and *where*, as three main wh-words which seek information typically found in the predicate and require subject-auxiliary inversion. The researcher used the simple present tense in all the questions to prevent participant confusion.

III. Aim of the study

Previous research often compared different output tasks or input enhancement techniques, lacking direct comparison between the two approaches. Furthermore, inconsistent findings and insufficient attention to long-term effects and gender differences necessitated further investigation. Given the communicative importance and documented difficulty of wh-questions for learners (Celce-Murcia & Larsen-Freeman, 1999), this study examines the following:

1. The role of Output Hypothesis tasks and Input Enhancement techniques in acquiring wh-questions
2. Their comparative effectiveness in the short term
3. Their comparative effectiveness in the long term
4. The influence of gender on their efficacy

In line with the objectives of the present study, the following research questions were addressed in the current study:

1. Do Output Hypothesis tasks and Input Enhancement techniques facilitate the acquisition of wh-questions by Iranian EFL learners?
2. Which approach (Output Hypothesis or Input Enhancement) is more effective for short-term acquisition of wh-questions?
3. Which approach (Output Hypothesis or Input Enhancement) is more effective for long-term acquisition of wh-questions?
4. Does gender influence the efficacy of these approaches for acquiring wh-questions?

IV. Methodology

4.1. Participants

Sixty (30 male, 30 female) first-grade Iranian high school EFL learners (L1: Persian), aged 14-16, participated in this study. They were selected from an initial pool of 110 students homogenized via the Oxford Placement Test. A 30-item wh-question pre-test (reliability $\alpha = 0.73$) identified 60 learners with comparable pre-existing knowledge (scores 8-14). These 60 were randomly assigned to the Output Task group (n = 30: 15M, 15F) or the Enhanced Input group (n = 30: 15M, 15F). Informed consent was obtained.

4.2. Instruments

The instruments used to investigate the acquisition of wh-questions were a pre-test, an instruction pamphlet, an input enhancement task, an output hypothesis task, an immediate post-test, and a delayed post-test. Each instrument is detailed in the subsequent sections.

4.2.1. Pre-test

A 30-item multiple-choice pre-test established learners' baseline knowledge of wh-question formation prior to instructional treatment. The instrument comprised two sections. The first 15 items assessed recognition of correct subject-auxiliary inversion patterns, presenting wh-questions with blanks for subject and auxiliary positions. The participants selected from four systematically varied options including (a) subject only, (b) auxiliary verb only, (c) non-inverted subject-auxiliary sequence, and (d) correctly inverted auxiliary-subject sequence. The option sequences were randomized to prevent response patterning, with the items displayed individually via PowerPoint slides.

The subsequent 15 items evaluated wh-word selection (what, where, and when with five items each) through dialogue completion tasks. Each presented a two-turn exchange with the initial wh-word omitted. The participants selected from four options including the target wh-words and a distractor (who) to reduce guessing probability. All the items used simple present tense constructions for consistency.

The pre-test underwent validation by a Ph.D. holder in linguistics and a Ph.D. candidate in TEFL, resulting in substantive revisions for construct validity. Reliability was confirmed via a pilot study with demographically similar learners, with SPSS analysis yielding a Cronbach's alpha coefficient of 0.73 (Appendix I).

4.2.2. Instruction pamphlet

A comprehensive handout detailing grammatical rules and pragmatic functions of wh-questions standardized instructional input. This instrument functioned as the pedagogical foundation during the instruction sessions, presenting formation rules with contextualized examples to ensure uniform exposure to the target structures (Appendxi II).

4.2.3. Output task

The output-oriented component used a picture-cued production task featuring 15 thematic images depicting everyday activities. Initial pilot testing revealed unstructured images elicited inconsistent questions, prompting the incorporation of explicit visual cues; five time-oriented images prompted when-questions, five location-based images cued where-questions, and five activity-focused images elicited what-questions. This system constrained interpretation while maintaining authenticity (Appendxi III).

4.2.4. Textual input enhancement task

This instrument employed an authentic interview dialogue embedding target wh-structures. Critical elements (wh-words, auxiliary verbs, inversion patterns, and corresponding answer components) were typographically highlighted using boldface, italics, underlining, and distinct font styling. The participants

then completed ten true/false comprehension questions requiring the analysis of enhanced structures to ensure cognitive engagement (Appendix IV).

4.2.5. Immediate and delayed post-tests

The learning outcomes were assessed through parallel measures. The immediate post-test, administered after the treatment directly, replicated the pre-test's 30-item multiple-choice format to measure short-term acquisition. To evaluate retention, an identical delayed post-test was administered after a two-week interval without further intervention, permitting analysis of learning persistence (see Appendix I).

4.3. Procedures

The initial participant pool comprised 110 first-grade Persian high school students in Iran (50 females and 60 males aged 14-16). They all demonstrated homogeneous English proficiency based on the Oxford Placement Test. To ensure comparable baseline knowledge of wh-questions specifically, the participants completed a 30-item multiple-choice pretest administered via PowerPoint (one question per slide, 60 seconds per item). The participants recorded the answers on response sheets during the timed display. This administration method was replicated for immediate and delayed post-tests. Based on the pretest scores (≤ 14/30), 60 participants (30 females and 30 males with scores ranging 8-14) were selected and randomly assigned to one of the two experimental groups (n = 30 each; 15 males, 15 females), an Output Group or an Enhanced Group.

4.3.1. Treatment

Due to institutional requirements for gender-segregated instruction, four instructional subgroups were formed. They were Male Output, Female Output, Male Enhanced, and Female Enhanced. To minimize extraneous variables, a) all the instruction followed a standardized handout (Appendix II), and b) the researcher taught all the groups personally to ensure consistent delivery. Each subgroup participated in a separate 90-minute session. The instruction included explanation of wh-question formation rules/steps followed by examples. No supplementary instruction on wh-questions was provided during the study period, and the relevant textbook sections were postponed until after the data collection.

4.3.2. Task implementation

Output Group: The participants performed a picture-cued oral production task involving 15 pictures (5 when, 5 where, and 5 what questions). The instructor provided vocabulary assistance as needed. Following each question attempt, the participants received immediate feedback: confirmation for correct productions or corrective information for errors. The instructor concluded each item by modeling the correct question to ensure all the participants received feedback. The task duration was 70 minutes.

Enhanced Group: The participants received a written conversation where wh-words, auxiliary inversion, and corresponding answer elements were typographically highlighted. The distribution of wh-words matched the output task (5 when, 5 where, 5 what). After minimal introductory information, the participants read the conversation while the instructor clarified unfamiliar vocabulary. The participants then individually answered true/false questions focusing on the highlighted wh-questions and their answers. This ensured attention to both form and meaning.

Following task exposure, all the participants completed the immediate post-test under identical pretest conditions (30 minutes total, 60 seconds per item). To assess the long-term effects, an identical delayed post-test was administered to all the participants two weeks after treatment, replicating pretest/immediate post-test procedures and timing.

4.3.3. Scoring and analysis procedure

The same testing instrument was used in all the three stages. Scoring was performed dichotomously; each correct answer received one point, while incorrect or unanswered questions received zero points. This resulted in three sets of scores per participant including a pre-test score, a post-test score, and a delayed post-test score. As the test contained 30 items, the scores ranged from 0 to 30. Following scoring, the data were entered into the SPSS software.

4.4. Data analysis

A series of statistical procedures addressed the research questions. A paired-sample t-test answered the first question. The second and third questions were analyzed using independent-sample t-tests. The fourth question, concerning the influence of gender on the efficacy of tasks and techniques for acquiring wh-questions by Iranian EFL learners, was investigated via Two-Way Between Groups ANOVA, one analysis for the post-test scores and another for the delayed post-test scores.

V. Results

The preliminary analyses confirmed the normality of pre-test, post-test, and delayed post-test scores ($p > .05$). A pre-test measuring knowledge of English wh-questions revealed no significant difference between the groups before treatment (output group: M = 11.20, SD = 1.64; input enhancement group: M = 10.70, SD = 1.80; $t(58) = 1.12$, $p = .26$). Thus, both groups exhibited equivalent prior knowledge (Table 1).

Table 1. Descriptive statistics for pretest scores

	N	Minimum	Maximum	Mean	Std. deviation
Pre-output	30	8.00	14.00	11.20	1.64
Pre-enhanced	30	8.00	14.00	10.70	1.80

5.1. Output hypothesis and input enhancement

To assess the roles of output tasks and input enhancement in acquiring wh-questions, paired-sample t-tests were conducted with the following results:

- Output Group: The scores increased significantly from pre-test (M = 11.20, SD = 1.64) to post-test (M = 21.73, SD = 2.87; $t(29) = -26.30$, $p < .001$, $\eta^2 = .95$). The mean gain was 10.53 (95% CI: -11.35 to -9.71).
- Input Enhancement Group: The scores increased significantly from pre-test (M = 10.70, SD = 1.80) to post-test (M = 20.23, SD = 2.20; $t(29) = -21.72$, $p < .001$, $\eta^2 = .94$). The mean gain was 9.53 (95% CI: -10.43 to -8.63). Both interventions significantly facilitated acquisition of wh-questions.

5.2. Comparison of groups in short and long terms

Independent t-tests compared post-test (short-term) and delayed post-test (long-term) scores:

- Short-term: The output group (M = 21.73, SD = 2.87) outperformed the input enhancement group (M = 20.23, SD = 2.11; $t(58) = 2.30$, $p = .02$, $\eta^2 = .01$), with a small effect size (mean difference = 1.50, 95% CI: 0.19 to 2.87).
- Long-term: The output group (M = 18.33, SD = 2.55) maintained superiority over the input enhancement group (M = 16.06, SD = 1.77; $t(58) = 3.99$, $p < .001$, $\eta^2 = .21$), with a large effect size (mean difference = 2.26, 95% CI: 1.12 to 3.40).

5.3. Role of gender

Two-way ANOVA assessed gender effects on the post-test and delayed post-test scores:

Table 2. Tests of between-group effects for post-test scores

	df	Mean square	F	Sig.	Partial Eta squared
Gender	1	.15	.023	.88	.000
task_type	1	33.75	5.14	.02	.084

Post-test: Gender alone ($p = .88$) and gender × task interaction ($p = .65$) were non-significant; however, ask type was significant ($p = .02$).

Delayed Post-test: Gender ($p = .35$) and gender × task interaction ($p = .81$) were non-significant. Task type remained significant ($p < .001$). Intervention efficacy was not also significantly influenced by gender.

Table 3. Tests of between-group effects for delayed posttest scores

	df	Mean square	F	Sig.	Partial Eta squared
Gender	1	4.26	.86	.35	.015
task_type	1	77.06	15.63	.00	.218
gender task_type	1	.26	.054	.81	.001

VI. Discussion

6.1. Role of both approaches

The significant gains for both groups align with the previous research supporting Output (Ghari & Moinzadeh, 2011; Khatib & Bagherkazemi, 2011; Sadeghi & Safari, 2013) and Input Enhancement (White, 1998; Fahim & Vaezi, 2011). The Output group's gains can be explained by its functions, i.e.,

noticing gaps during production, testing hypotheses via feedback, and metalinguistic reflection. Input Enhancement probably worked by increasing the salience of the target forms within meaningful input, facilitating noticing (Smith, 1993). Contradictory findings elsewhere (e.g., Wong, 2003; Nell, 2011) may stem from factors like the communicative value of the target structure or test sensitivity.

6.2. Superiority of output hypothesis

The Output group's superior performance, particularly in the long term, supports the studies emphasizing the active processing benefits of production (Khatib & Bagherkazemi, 2011; Nobuyoshi & Ellis, 1993). Generating output may lead to deeper cognitive processing and stronger memory traces compared to processing enhanced input, explaining the larger effect size for long-term retention. The absence of gender effects concurs with Rahimi and Alimoradi, (2022), suggesting these instructional techniques are equally effective for male and female learners in this context.

7. Conclusion and implications

This study demonstrates that both Output Hypothesis tasks and Input Enhancement techniques positively contribute to the acquisition of wh-questions by Iranian EFL learners. However, output-based tasks proved significantly more effective than input enhancement, particularly for long-term retention. Gender did not moderate these effects. Pedagogically, while both methods are valuable, output production tasks offer distinct advantages for durable grammatical learning. Material developers and instructors should consider incorporating structured output opportunities.

The research findings are subject to several limitations. Firstly, the scope was constrained by the specific methodological choices employed. These included the use of particular tasks, namely picture-cued production for output practice and typographical enhancement for input enhancement. Secondly, the assessment focused primarily on comprehension, measured through multiple-choice questions (MCQ), rather than production abilities. Finally, the investigation targeted a specific linguistic structure, i.e., Wh-questions in the simple present tense. Consequently, the generalizability of the results to other contexts or structures may be limited.

To address these limitations and expand our understanding, future research could explore several avenues. First, researchers should investigate the efficacy of these input enhancement and output-based approaches with a wider range of linguistic targets, such as vocabulary acquisition or more complex syntactic structures. Second, employing different task types would be valuable, such as utilizing dictogloss or jigsaw tasks for output practice, or exploring input flooding and auditory enhancement techniques for input manipulation. Third, examining the sequential combination of Input Enhancement and Output tasks could reveal potential synergistic effects. Fourth, incorporating production-based assessment measures (e.g., oral or written production tasks) is essential to gain a more complete picture of learning outcomes beyond comprehension. Fifth, exploring how these effects vary across different learner proficiency levels or age groups would provide crucial insights for pedagogical adaptation. Finally, investigating the role of individual differences, such as working memory capacity or language learning aptitude, in moderating the effectiveness of these techniques is a significant area for further inquiry.

AUTHORS' BIOGRAPHIES

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Appendix I

Testing instrument

The following set of multiple choice tests was used as the testing instrument in pre-test, immediate post-test, and delayed post-test.

Choose the correct answers and mark them on the answer sheet.

1. Where…… come from?

a. does b. John c. does John d. John does

2. When…… get up?

a. do they b. they do c. do d. they

3. Where …… live?

a. you do b. do c. you d. do you

4. When …… go to kindergarten?

a. children b. do children c. do d. children do

5. Where…… sleep every night?

a. do you b. do c. you d. you do

6. Where…… work?

a. farmers do b. farmers c. do d. do farmers

7. When …… pick apples?

a. does Tom b. Tom does c. Tom d. does

8. When…… listen to music?

a. your friend b. does your friend c. does d. your friend

9. Where…… play tennis on Tuesdays?

a. you do b. do c. you d. do you

10. What…… have in his hands?

a. Hasan does b. does Hasan c. Hasan d. does

11. Where…… work usually?

a. does Ali b. Ali c. does d. Ali does

12. What…… drink every night?

a. Ahmad and Sara b. Ahmad and Sara do c. do Ahmad and Sara d. do

13. When…… go shopping?

a. your parents do b. do your parents what c. do d. your parents

14. Where …… grow in farms?

a. do b. do they c. they d. they do

15. What…….. read every afternoon?

a. does her classmate b. her classmate c. does d. her classmate does

16. A: …… do they eat lunch every day?

B: They eat lunch in their house.

a. where b. what c. who d. when

17. A: ……do you want?

B: I want a newspaper.

a. where b. what c. who d. when

18. A: ……do you and your family eat breakfast?

B: We eat breakfast in the kitchen.

a. where b. what c. who d. when

19. A:……. does he work?

B: he works in a farm.

a. where b. what c. who d. when

20. A: ……does your brother go to bed?

B: He goes to bed at 9 o'clock.

a. where b. what c. who d. when

21. A: ……does this spaceship do?

B: It takes pictures of the moon.

a. where b. what c. who d. when

22. A: ……do you leave the school?

B: I leave the school at 12: 30.

a. where b. what c. who d. when

23. A: ……does he study math?

B: He studies math in the afternoon every day.

a. where b. what c. who d. when

24. A: ……do you see in this garden?

B: I see so many trees in this garden.

a. where b. what c. who d. when

25 .A: ……. do you study?

B: we study at Etrat school.

a. where b. what c. who d. when

26. A: ……do the students study every night?

B: They study English every night.

a. where b. what c. who d. when

27. A: ……does he do in his free time?

B: He goes swimming in his free time.

a. where b. what c. who d. when

28. A: …….. do they go on Saturdays?

B: they go to cinema on Saturdays.

a. where b. what c. who d. when

29. A…….. does she go on Fridays?

B: she goes to English classes on Fridays.

a. where b. what c. who d. when

30. A: ……. does he come from originally?

B: he comes from Spain originally.

a. where b. what c. who d. when

Appendix II

Teaching handout

For the participants to have an equal exposure to wh-questions, the following instruction handout was used.

On the whole in English there are two main types of questions: yes, no questions and wh- or information questions. Yes, no questions are made through inverting the auxiliary verb and the subject. They are generally used to confirm or disconfirm an idea, hence no need for new pieces of information. On the other hand in information questions, we use the question words what, where and when to find out more information about things. The question word goes at the beginning of the sentence.

What: use this wh- word to ask about things.

What do you watch every day? A film

Where: use where to ask about places.

Where do you go on Mondays? To the park

When: use when to ask about times.

When do you go to school? Every weekday

Explanation about wh-questions:

1. wh-questions are formed by inserting a wh-word into a sentence in the place of the missing information.

2. Wh-questions focus on particular parts of sentences – not generally on the whole sentence the way that generally yes, no questions do.

3. Wh-questions about the subject of a sentence have simpler grammar than wh-questions about anything in the predicate.

4. Wh-questions about the subject of a sentence just insert who or what and keep the same word order.

5. Wh-questions about anything in the predicate insert a wh-word and then manipulate the word order by moving that wh-word to the beginning and moving the auxiliary before the subject.

6. If there is no auxiliary in the sentence, then one has to be added. Like yes, no questions and negatives with not in the verb phrase, wh-questions that need to add an auxiliary use do/ does/ did.

7. Wh-questions about subjects are simpler than wh-questions about the predicate. The word order is simpler; only two word are needed- who or what.

8. Wh-questions about anything in the predicate are more complicated than wh-questions about subjects. The syntax requires not just insertion of the wh- word but also manipulation of the word order. More words are needed, too: who (m), what, when, where, why, and others.

There are three steps for making a wh-question:

Step 1: insert the wh-word into the sentence instead of the related part:

They go to university when?

Step 2: move the wh-word to the beginning of the sentence:

When they go to university?

Step 3: move the auxiliary verb after the wh-word (if there isn't any, add a type of do verb):

When do they go to university?

Retrieved from http://www.gsu.edu/~eslhpb/grammar/lecture_10/wh_questions.html

Appendix III

Output task

A series of 15 pictures cued with some points were used as the output task. One picture for each wh-word is presented below.

at two o'clock

Wash the dishes

In her house

Appendix IV

Enhancement techniques used in a conversation

The following conversation was used as a medium for representing wh-questions in a meaningful context.

An interview with Hasan

Name:

Read the conversation and then answer the questions that follow.

What's your name? My name is Hasan Mohammadi.

How old are you? I 'm 26 years old.

Where do you live? I live ***on Bahar Street***.

What do you do? I 'm a teacher.

And ***what do you*** teach? I teach ***chemistry*** at school.

When do you go to school every day? I go to school ***at 7 o'clock*** every day.

When do you get up in the morning? I usually get up ***at 6 o'clock***.

Do you eat breakfast in the morning? Yes, I do.

What do you eat for your breakfast? I eat ***eggs*** for my breakfast.

Where do you eat your breakfast? I eat breakfast ***in the kitchen***.

Do you have any brothers or sisters? Yes, I have one brother and two sisters.

How old is your brother? He is 30 years old.

Does he have a job? Yes, he does.

What does he do? He is a doctor.

Where does he work? He works ***in his office***.

When does he go to his office every day? He goes to his office ***at 8 o'clock***.

What does he do in his free time? He plays ***tennis and ping pong***.

What are your sisters' names? Zahra and Mina.

Do they work? Yes, they do.

Where does Zahra work? She works ***in a factory***.

Does she go to work every day? No, she doesn't.

When does Zahra go to work? She goes to work ***on Saturdays, Sundays, and Mondays.***

And how about Mina, ***Where does she*** work? She works ***in a hospital***.

Is she a nurse? Yes she is.

And ***when does she*** go to hospital? She goes to hospital ***every morning***.

Ok, do you usually eat at home? Not usually, sometimes we go out.

Where do you go usually?	We go to ***Afshar restaurant***.
And ***when do you*** go there?	We usually go there ***at the weekends***.
What do you eat in that restaurant?	I eat ***chicken***, but my family usually eats ***fish***.
Do you drink anything?	Yes we do.
What do you drink?	I drink ***yoghurt***, and my family drinks ***soda***.
Thank you for your participation.	You're welcome

Now in the following sentences, check true if they are true and check false if they are false.

	True	False
Example: 1. Hasan lives on Hafez Street.	☐	☑
2. He goes to school at 7 o'clock.	☐	☐
3. He does not eat eggs for his breakfast.	☐	☐
4. He eats his breakfast in kitchen.	☐	☐
5. His brother works in an office.	☐	☐
6. His brother goes to office at 7:30.	☐	☐
7. His brother plays tennis and football in his free time	☐	☐
8. Zahra does not go to work on Saturdays	☐	☐
9. They go to Afshar restaurant.	☐	☐
10. They drink soda and milk in that restaurant.	☐	☐

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