

Effectiveness of Internet Capable Mobile-Phones in Learning Vocabulary with Special Reference to Working Class Saudi EFL Learners

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Abstract

Internet capable mobile-phones are being hailed by many as a profound and an effective tool for learning vocabulary, grammar and language skills. The most important aspect of Internet mobile-phones is that they can be used anytime and anywhere. In a hectic and busy life, Internet capable mobile phones have proved to be a boon especially for working class EFL learners who are pursuing their higher studies online. The major aim of this study is to ascertain how effective the use of Internet capable mobiles is in learning and retaining vocabulary. Three surveys were conducted on working class Saudi EFL learners at JCC, King Abdul Aziz University, KSA. The first survey was aimed to find out the homogeneity of working class Saudi EFL learners. The second survey was conducted to explore their attitudes towards the importance & relevance of Internet capable mobiles in learning vocabulary and third survey was to measure the effectiveness of Internet cables mobiles in learning and retaining vocabulary. The third survey was contrastive in nature. It was based on two methods such as traditional method and Internet mobile assisted language learning (MALL) method. The score of learners in learning and retaining vocabulary through MALL method was found much higher than that of the learners of traditional method. Hence it can be deduced that Internet capable mobile-phone is an effective tool for learning vocabulary online and if EFL learners use this device frequently, they can learn different types of vocabulary used in different contexts and use them efficiently in different situations.

Keywords: Internet mobile, anytime, anywhere, effectiveness, pedagogical tool.

1. Introduction

The aim of this study was to ascertain the effectiveness of Internet capable mobiles in learning different types of vocabulary. The idea for doing research on this topic occurred to me when I observed that Internet mobiles are becoming integral part of working class Saudis. So when working class Saudi EFL learners were introduced to inbuilt capabilities of Internet mobiles for learning integrated language skills, they really felt thrilled. In fact, the working class Saudi EFL learners work longer hours in their offices, so the time necessary for formal, traditional classroom-based or even standard online courses decreased. The Internet mobiles will be an ideal solution for busy professionals like them. They realized they could learn English literally anytime, anywhere. For them Internet mobile phones for English language learning manifested a remarkable electronic evolution in technology assisted language system. It is undoubtedly true that Internet mobile phones play an obvious but nonetheless significant role in influencing the character of new variety of English. Brevity of expression in text messaging has become the identical feature of this variety. The smaller screen of mobile has been responsible for the emergence of highly abbreviated language and hence forced the users to adapt and to use their linguistic ingenuity to cope. Internet mobiles containing linguistic inputs can be used extensively anytime and anywhere. Learning of grammar, vocabulary and acquiring language skills are most likely to take place if Internet mobiles are used frequently, because frequent use of Internet mobiles will reinforce learning and help learners in retaining vocabulary, grammar and integrated language skills. For example the working class EFL learners in Saudi Arabia were motivated to use Internet mobiles to access relevant vocabularies & their meaning in Arabic along with their pronunciation while at bank opening an account, in restaurants asking about the menu or at international travel completing

immigration formalities. The result was found extremely encouraging. The findings of three surveys in this study which were conducted to explore the effectiveness of Internet capable mobiles in learning English prove that through the use of a handheld mobile device, relevant vocabulary, grammar and language skills can easily be acquired. The students who had access to Internet capable mobile phones such as galaxy mobiles of Samsung company, iPhone or iPods, MP3 or MP4 players (e.g. iPods) Personal Digital Assistants (PDAs) (e.g. Palm Pilot, Blackberry, etc) acquired linguistic skills faster than those who had not access to Internet mobiles at all. In fact, learners through MALL system got enough opportunity to learn vocabulary repeatedly because mobile learning techniques involve the principle of 'anytime anywhere', which makes learning or teaching materials for English available to users as and when required. Internet mobile phone is one device that effectively utilizes time and the users are not bound by time constraints.

1.1 Literature Review

There are many studies that examine the opportunities for mobile language learning and describe the advantages & effectiveness of mobile learning on learners' motivation. First and foremost BBC launched a unique mobile phone service to teach English to up to 200 million Chinese mobile phone users in September 2003. So BBC is the first international educational content provider to use mobile technology in this way in China. In December, 2006, Hong Kong, part of Hutchison Telecommunications (Hong Kong) Limited, Linguaphone Institute (Hong Kong) Limited and Mind Works Limited has introduced a revolutionary way to learn English with 3G phones. The use of Internet mobile phones for teaching & learning has been driven by the fact that they are relatively cheap and increasingly powerful (Kukulka-Hulme and Traxler 2005, Chinnery 2006). Many countries have already started using Internet mobile for E-learning. The survey of Thornton and Houser (2003) is very important in this regard. According to this survey young Japanese learners prefer to use Internet mobile for e-mailing and reading books. Research on the use of mobile phones for the delivery of vocabulary materials to English learners in Taiwan shows that students enjoy using materials and the ability to practice their phones because of an easy access anytime and anywhere (Chen Hsieh, and Kinshuk 2008). In 2008, Askraba, V experimented the impact of mobile assisted language learning on students' motivation. One of the pioneering projects on using mobile phones in language learning was developed by the Stanford University learning lab in a Spanish learning program in 2001. It was used for text messaging which reinforced vocabulary learning. There is no doubt that text messaging (SMS) if used extensively will facilitate learners' ability to improve lexical and syntactical components of language. According to Lave and Wenger (1991), second language learners can use Internet mobiles to access relevant vocabulary and expression while at a bank opening an account, to look up movie reviews while at the theater, or to discuss weekend plans with English-speaking friends. Since mobile phones are part of students' everyday routines, they help minimize the separation between the classroom and the outside world. According to Collins, T. G. (2005). Any tool that can increase students' access to the language will contribute greatly to their progress.

Frequent use of text messaging will reinforce vocabulary and introduce to learners a new variety of language. Thornton and Houser (2003) consolidated the same idea when they said that text messaging would increase students' retention of vocabulary and by sending out the words multiple times the chances to retain vocabulary definitely would increase. This is undeniably true that Internet capable mobiles if used academically will improve learners' four language skills such as listening, speaking, reading and writing. When learners receive the call they become very active recipients of oral communication trying to understand every bit of the conversation. To talk to someone on cell phone is an interactive activity which facilitates both listening and speaking skills simultaneously. It also sharpens quick comprehension ability. When someone sends or receives SMS, he is most likely to improve his reading and writing skills. In addition, learners can also transcend time barrier and can learn authentic language anytime and anywhere. Learners can also use the Voice Memo Recorder feature to record language from media outlets. Most phones include a memo recording feature that can retrieve native language samples from TV or radio. This will give students an opportunity to listen and understand the accentual patterns of the target language. Students can record interviews from English teachers of different nationalities and can listen to them outside the classroom any time. Reinders and Lewis (2009) used this idea by sending students on quests to collect information on mobile phones from the native speakers. The idea was to get students to use

the language as much as possible and record conversations outside the classroom and to get the students practice language skills repeatedly as many times as possible. Many Internet capable phones have inbuilt memory for graphics, photos, and music that the teacher can use to download listening material for their students, who can in turn transfer them to their phones. In addition teachers can upload their own podcasts to which students can subscribe. Audiobooks are another source of listening materials. These can be downloaded in a variety of formats and can then be transferred and played back on any phone that has sufficient audio capabilities. Internet capable mobiles can also be used to facilitate learner's reading skill. Teachers can download reading materials for their students. There are numerous sites with free reading material, including Project Gutenberg (www.gutenberg.org), which also has many audiobooks available. Many books are now published in mobile friendly formats. Mobile phones can also be used to play games. To download video games with enough language inputs will be an important source of entertainment for EFL/ ESL learners. Video games serve dual purpose. They teach as well as entertain learners. Many of the free games for mobile phones, such as scrabble and crossword puzzles, involve a focus on language and will encourage students to engage with the target language, and to do so in the context of entertainment.

2. Methods

Three surveys were conducted at JCC, King Abdul Aziz University, Saudi Arabia. The first survey was aimed to confirm the homogeneity of the level of working class Saudi EFL learners. The second survey was to ascertain the level of awareness the working class Saudi learners have about the importance and different functions of Internet capable mobiles in English language learning. But the major focus of this study was on the third survey which was aimed to explore the effectiveness of Internet capable mobiles in learning and retaining vocabulary with special reference to working class Saudi learners of English. The learners were in their 40s and had hectic schedule and could spare just a little time for learning English outside the class. Thus three types of statistical surveys were conducted on working class Saudi learners of English who were pursuing associate degree courses at JCC, King Abdul Aziz University, Jeddah, KSA.

2.1. Procedure

First and foremost a Standard Confirmation Test corresponding to the participants' level of proficiency in English was conducted on 100 working class Saudi EFL learners pursuing professional courses at JCC, King Abdul Aziz University, Saudi Arabia. This test was given on extempore basis without prior preparation. In standard confirmation test 50 quizzes based on multiple choices were given. In this test the questions were based on different types of vocabulary related to restaurant, bank, and international trip, different kinds of food and character adjectives. The time given was one hour and the correct answer to each item received one point. There was no penalty for false responses. The homogeneity of the group was confirmed through statistical technique. The participants ranged in age from 30-45 were elementary users of English having a little prior exposure to the English language. The students were initially told that they would take part in a vocabulary learning strategies program in which 50 % questions on the said topics will be asked. (Pl. refer to appendix for first survey)

The second survey was about the role of Internet mobiles in learning integrated language skills. This survey was based on statements about the role and importance of Internet mobiles in learning integrated skills. The learners were asked to check *agree, disagree and I don't know*, against the importance and future prospects of Internet mobile phones. After this step the final test was conducted. All the 100 students were divided into two equal groups" 50 for each group. Group A was assigned to follow the traditional method. The learners of Group A were given hands out with answer sheet. Group B was assigned to follow MALL system. The procedure of the final test was unfolded in advance. The same quizzes as given in standard confirmation test were uploaded on Group B learners' Internet capable mobiles. So in the final test the aim was to evaluate which Group had performed better in learning and retaining vocabulary.

2.2. Materials and Design

The standard confirmation test contained words related to a set of questions based on restaurant, bank, and international trip, different kinds of food and character adjectives frequently used in day today life. The words were chosen according to the level of the students. This test was based on multiple choices. The

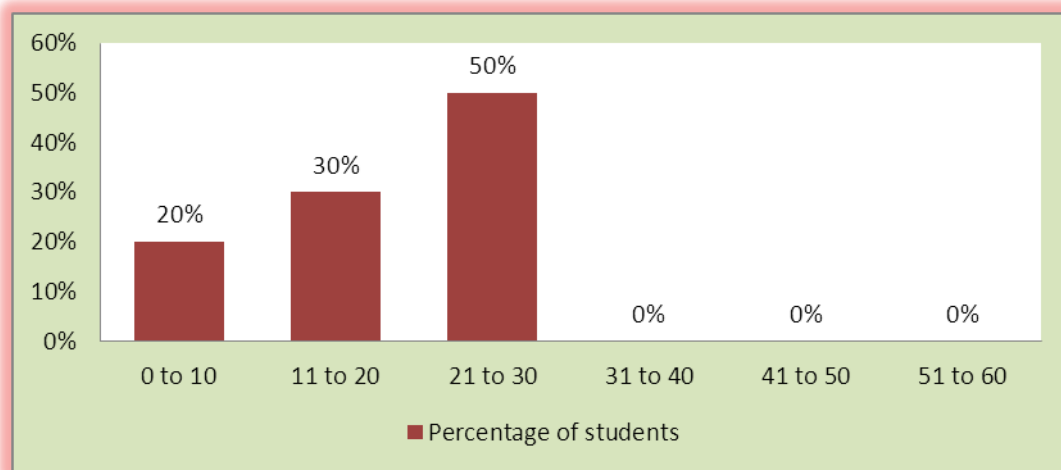
second survey was based on statements about the role and importance of Internet mobiles in learning integrated skills. The final test was based on the same questions as given in standard confirmation test. The answer sheets were also provided to the both the groups so that they can learn repeatedly in a week time. This test was based on contrastive methods of learning such as traditional method and learning of vocabulary through Internet mobiles. The respondents were mostly the kinds of people who had hectic schedule managing their jobs from 8:00 a.m. to 4:00 and pursuing their diploma courses from 6:00 p.m. to 11:00 p.m.

3. Result & Discussion

Figure: 01, Standard Confirmation Test

Percentage of marks	Percentage of Students
0 to 10	20%
11 to 20	30%
21 to 30	50 %
31 to 40	%
41 to 50	0 %
51 to 60	0%
61 to 70	0%
71 to 80	0%
81 to 90	0%
91 to 100	0%

Table.1 Description of Standard confirmation test



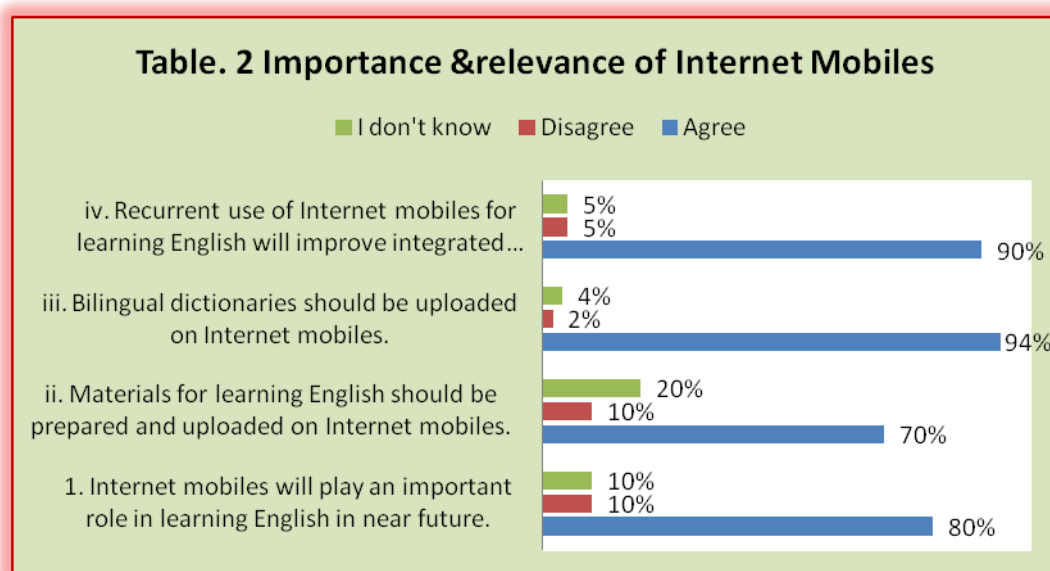
The table 1 (Standard Confirmation Table) confirmed that the participants were purportedly homogenous in terms of their proficiency in English. They were almost of the same standard. 50 % of the total students obtained 21-30% marks, 30 % students obtained 11- 20 % marks and 20 % students got about 10 % of the total marks. None of them obtained more than 30% marks. Thus their proficiency level and their close homogeneity were confirmed through standard confirmation test.

Table.2 contained the kinds of statements which were pertinent to importance of Internet mobile, developing ELT materials oriented to mobile format, downloading bilingual dictionaries on Internet mobiles and the impact of appropriate use of Internet mobiles in learning integrated language skills. In response to the statements in table-2 the following results were found.

Fig.2 Importance and relevance of Internet mobiles

Statements	Agree	Disagree	I don't know
(1) Internet mobile phones will play an important role in learning English in near future.	80%	10%	10%
(2) Materials for learning English should be developed & uploaded on Internet mobile phones.	70 %	10 %	20 %
(3) Bilingual dictionaries should be downloaded on Internet mobiles.	94 %	2%	4%
(4) Recurrent use of Internet mobiles for English language learning will improve Integrated language skills.	90 %	5%	5 %

Table.2 Description of Importance and relevance of Internet mobiles



In Table.2 the response to the first statement manifested a very strong agreement. 80 % of the working class Saudi EFL learners agreed that the Internet capable mobile has many viable functions to play. It will play an important role in English language learning in near future. Only 10% of the learners disagree and 10% didn't know the important role of mobile in the English language learning. But most of the learners were of the view that the use of Internet mobiles will supersede other technology assisted language learning devices. They thought that the users of Internet mobile can make the best use of the facilities available on Internet mobile. They can use it anywhere and anytime: such as waiting in the queue on the airport, in the hospital, waiting for the arrival of the train or the bus. The appropriate use of Internet mobiles for language learning will give them an opportunity to get rid of the boredom and can turn their free time meaningful. Majority of the Saudi learners in second statement realized that learning materials for English oriented to mobile screen should be prepared and uploaded on Internet mobiles. So in response to the second statement 70 % of

learners agree that English language learning materials should be developed by the teachers and uploaded on Internet mobiles. In third statement, 94% of Saudi learners were of the view that bilingual dictionaries must be downloaded on Internet mobile phones. This will help working class Saudi EFL learners understand and retain the actual conceptual meanings of words. Such bilingual dictionaries (from English into Arabic and vice versa) will help the students get the substitute words in both the languages in addition to the authentic pronunciation of the words. In response to the fourth statement of this table, 90 % of the learners agreed that learning materials uploaded on Internet mobiles would assist learners in improving integrated language skills. After the second survey, the final survey was carried on vocabulary after one week. The same 100 students were divided into two groups. Group 1 was following traditional method for learning vocabulary and group 2 was following MALL. The score of both the groups are given below:

Fig.3 Traditional vs. MALL

Percentage of Marks	Traditional Method	Mobile assisted language learning
0 to 10	5 %	0 %
11 to 20	10 %	0 %
21 to 30	10 %	5 %
31 to 40	30 %	10 %
41 to 50	20 %	10 %
51 to 60	10 %	20 %
61 to 70	10 %	30 %
71 to 80	5 %	10 %
81 to 90	0 %	10 %
91 to 100	0 %	5 %

Table.3 Description of Traditional Vs MALL

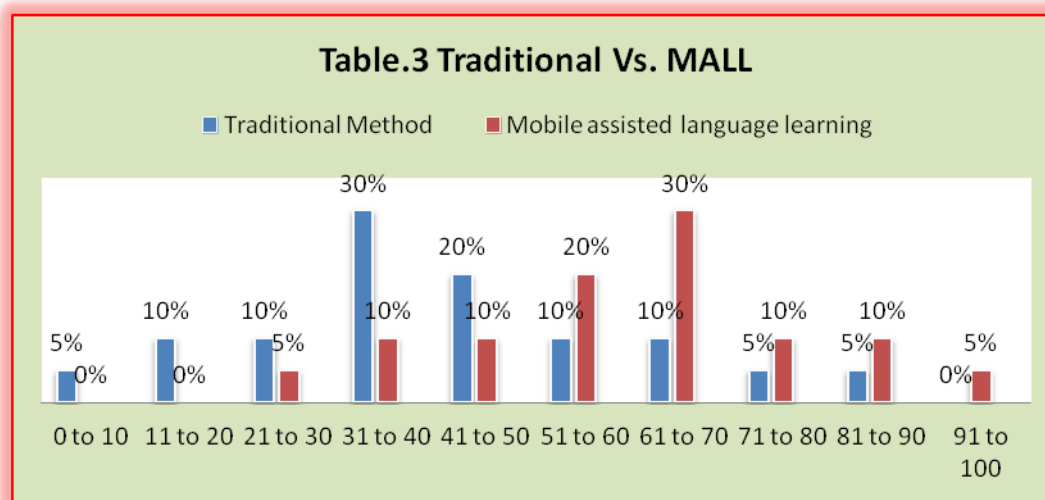


Table.3 was used to demonstrate whether the performance levels of learners of both the groups such as

Group of Traditional Method & Group for MALL were found homogenous in learning and retaining vocabulary or there was any significant difference between them. As the table shows that there was a significant difference between the performance levels of the two groups. Group B of mobile assisted language learning performed better than group A of traditional method. The score of group B was found higher than that of group A. 30% learners of group B scored 70% marks whereas in group A, 30% students obtained only 30% of marks. It implies that the maximum score of group B was 70% marks whereas the maximum score of Group A was only 30% marks. The second remarkable finding was that 5% of learners of Group B scored 100% marks but in Group A, nobody got 100% marks. 10% of learners in Group B scored 90% marks whereas in Group A only 5% students scored 90% marks. It could also be claimed that a large number of students of group A scored very poorly that was between 30% - 40% of marks whereas only 10% students of group B scored between 30- 40%. The score of Group B started from 30% marks onwards and it went up to 100% of marks, whereas the score of Group A started from 10% marks onwards and it went up to 90% only.

There is no doubt that working class Saudi EFL learners are frequently using Internet capable mobiles but there is less awareness about using Internet mobiles for learning integrated language skills. Both teachers and students in Saudi Arabia have access to Internet in the classroom. Every classroom is well equipped with computer, projectors, and Internet connection in addition to the language lab facilities. So they are using these facilities extensively. But the use of Internet mobiles outside of the classroom is still in fancy in Saudi Arabia. It is anticipated that if the students are encouraged to use Internet mobiles for English language learning purposes it will shape a productive habits for self learning and avert misuse of mobile. In survey third when learning materials for English was prepared and uploaded on Internet capable phones of Group B learners, it worked successfully specially for working class Saudi EFL learners. They reported that whenever they got even a little time in working hours they made the best use of it. They practiced uploaded vocabulary materials on Internet mobiles repeatedly and the learning got reinforced. As a result they could learn and retain vocabulary faster than the learners of group A, who found frequent reading of hands out very boring and as a result obtained less score.

3.1. Analysis

Keeping the current situation of working class Saudi EFL learners in mind, pedagogical issues need to be readdressed. Since the students are using Internet mobiles everywhere and every time, so using Internet mobiles for learning vocabulary may be made as the part of pedagogical set up. Either it should be made as a separate discipline or it should be integrated in e-learning system. The frequent use of Internet mobile will instill in learners an impetus for learning vocabulary independently. With regard to the use of Internet mobiles for teaching and learning of English, contents must be designed to cope with the screen of the mobile phones. While developing teaching materials for mobile phones the following points must be kept in mind.

- (i) Short and crispy sentences should be framed to cope with the limitation of screen.
- (ii) Organizing teaching materials emphasizing both receptive and productive skills.
- (iii) Voice recordings for clear pronunciation and articulation of words.
- (iv) Designing of short dialogs as conversational models based on different situations

such as shopping, restaurants, airports, bank, playing different games, driving, information about directions so on and so forth.

(vi) Different levels of exercises to improve vocabulary, grammar and integrated language skills.

(vii) Preparation of learning & teaching materials based on TOEFL and TOEIC.

4. Conclusion

The Results of the three surveys show that working class Saudi EFL learners realized the importance and relevance of Internet mobiles in learning four language skills. Previously they used Internet mobiles but not for learning integrated language skills. While taking this survey they felt motivated to use Internet mobiles for learning vocabulary at their leisure hours or whenever they got even a little free time in their work place. Many learners also downloaded bilingual dictionaries on their Internet mobiles from Internet. They used them sometimes to find substitute words in Arabic so that they could easily understand the conceptual meanings of English words. But there is no culture to use Internet mobiles for learning English in general. Almost all the students realized the importance of Internet mobiles for English language learning. They also realized that in near future Internet mobiles would be used extensively for English language learning. 94% students were of the view that bilingual dictionaries must be downloaded on Internet mobiles in Saudi Arabian context. The students were so motivated that 70 % of them strongly supported the idea that materials for learning English should be developed and uploaded on Internet mobiles. They thought that Internet mobiles could be used as a pedagogical tool. The working class Saudi EFL learners entertained themselves with mobiles at leisure time. So the idea to develop learning materials for English and to upload them on Internet mobiles is logical and advantageous for both teachers and students. This will also build up good habit to use mobiles for learning language skills independently.

In addition, Internet capable mobiles will play an increasing role in facilitating learning authentic English such as appropriate diction, grammar, usage, syntax and correct accentual and intonation patterns of words and sentences. Mobiles with Internet connectivity have edge over computer and laptops by virtue of its being portable and small size. So if vocabulary learning materials are uploaded on Internet mobiles they can create a better environment for learning different types of vocabulary and motivate learners to use Internet mobiles to improve their language skills also. Keeping the increasing popularity of mobiles phones in minds, it is recommended that authentic materials to improve vocabulary, grammar and four language skills should be developed and uploaded on mobiles. And in the Saudi Arabian universities, a separate department should be opened to promote mobile assisted language learning programmes. English teachers can be encouraged to create a variety of English well suited to the mobile screen for learning English. Mobile companies should also think about designing teaching and learning materials for English language learners. This will be a remarkable shift in paradigm from e-learning to m-learning.

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Appendix

Sample of standard confirmation test and final test

Quiz 1 on restaurant	Quiz 2 on International trip
<p>Fill in the blank with appropriate words</p> <p>(1)The food here is quite good although the menu is quite..... (a) elementary (b) basic (c) fundamental</p> <p>(2) The man who serves you in a restaurant is the ----- (a) servant (b) waiter (c) waitress</p> <p>(3)It's the of that particular dish that makes it memorable. (a) flavor (b) flavors (c) flavored</p> <p>(4) I'm sure the chef will tell you the of that dish. (a) ingredients (b) contents (c) composition</p> <p>(5) The..... tells you what food is available in a restaurant (a) list (b) menu (c) booklet</p> <p>(6) Take-..... food is food that you take home to eat.</p>	<p>Fill in the blank with appropriate words</p> <p>(1) A domestic flight is a form of -----flight (a) business (b) commercial (c) international</p> <p>(2) -----is distinguished from other travel classes. (a) Business class (b) Business trip (c) Business flight</p> <p>(3) -----is usually the first thing you do upon arriving at the airport. (a) passport (b) check-in (c) immigration</p> <p>(4) -----is where officials check incoming goods and collects duties. (a) Duty office (b) Tax office (c) custom</p> <p>(5) ----- can pose a hazard to aircraft. (a) Fish strike (b) Bird strike (c) Dog strike</p> <p>(6) -----means the hotel provides transport to and from the airport</p>

<p>(a) away (b) off (c) on</p> <p>(7) Hamburgers, pizzas, etc., are known as..... food. (a) good (b) fast (c) junk</p> <p>(8) A cook in a good restaurant is called a ----- (a) cooker (b) maker (c) chef</p> <p>(9) The extra money you give the waiter is called a..... (a) service (b) tip (c) help</p> <p>(10) If you eat soup at the beginning of a meal, it is a..... (a) starter (b) dessert (c) main meal</p>	<p>(a) Airport transfer (b) Business center (c) security</p> <p>(7) Most hotels also have ----- facilities to provide food and drink. (a) catering (b) bookstore (c) library</p> <p>(8) Be sure to take your -----with you, before you leave the plane. (a) luggage (b) belongings (c) book</p> <p>(9) Let's pick up our _____ at the baggage claim area. (a) luggage (b) belongings (c) custom</p> <p>(10) What is the ----- of your visit to US. (a) purpose (b) meaning (c) aim</p>
<p>Quiz 3 on Banking and Finance</p> <p>(1) When you go abroad you should take cheques with you. (a) traveler's (b) tourist (c) cash</p> <p>(2) Here is a small.....And get rest of the money after the job is finished. (a) benefit (b) advance (c) preview</p> <p>(3) "Here's a ten-pound ". "Your change, Sir". (a) invoice (b) bill (c) note</p> <p>(4) What is the in Poland". "It's the Polish Zloty". (a) currency (b) money (c) greenback</p> <p>(5) He doesn't have any money problems. He is fully----- (a) satisfied (b) solvent (c) thrifty</p> <p>(6) He works longer than his usual working day he should be paid ----- (a) overtime (b) overdue (c) outgoing</p> <p>(7) I don't get paid in cash. My salary is paid into my bank-----. (a) deposit (b) debt (c) account</p> <p>(8) I don't have any cash with me. Can I pay with my card? (a) credit (b) deposit (c) expenditure</p> <p>(9) I don't have any money. I'm..... (a) stony broke (b) hand and fist (c) comfortably off</p> <p>(10) I need to my belt, and cut down on the money. (a) loosen (b) do (c) tighten</p>	<p>Quiz 4 What Kind of Food Is It?</p> <p>(1) Salmon (a) meat (b) poultry (c) sea food (d) fish</p> <p>(2) Venison (a) meat (b) poultry (c) sea food (d) fish</p> <p>(3) Chicken (a) meat (b) poultry (c) sea food (d) fish</p> <p>(4) Pork (a) meat (b) poultry (c) sea food (d) fish</p> <p>(5) Mussels (a) meat (b) poultry (c) sea food (d) fish</p> <p>(6) veal (a) meat (b) poultry (c) sea food (d) fish</p> <p>(7) Turkey (a) meat (b) poultry (c) sea food (d) fish</p> <p>(8) Shrimp/Prawns (a) meat (b) poultry (c) sea food (d) fish</p> <p>(9) Lamb. (a) meat (b) poultry (c) sea food (d) fish (10)</p> <p>(10) Tuna (a) meat (b) poultry (c) sea food (d) fish</p>
<p>Quiz 5 on Character Vocabulary</p> <p>Match Colum A and column B</p> <p>(1) ----- Adventurous (a) person is very sure of himself.</p> <p>(2) ----- lonely (b) One who's unwilling to change his mind.</p> <p>(3) ----- determined (C) He has no one to talk.</p> <p>(4) -----confident (d) One who is willing to take risk.</p> <p>(5) ----- Stubborn (e) None can stop him achieving his goal.</p>	<p>(7) She insists that everything is perfect no matter how informal the occasion. She is ----- (a) fussy (b) conservative (c) practical</p> <p>(8) Everything is done perfectly; there isn't a hair out of place. It's ----- (a) diligent (b) meticulous (c) practical</p> <p>(9) Peter feels that things should never change. He is -----</p>

<p>Choose appropriate option</p> <p>(6) She sits in the corner & doesn't introduce herself to anyone in new situation. She is -----</p> <p>(a) Fussy (b) shy (c) perfectionist)</p>	<p>(a) shy (b) conservative (c) harsh</p> <p>(10) No matter how much success Jane has, she never boasts. She is -----</p> <p>(a) modest (b) reliable (c) analytical</p>
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