

اختبارات شاملة لوحدة المجتمعات متعددة الثقافات والهندسة المعمارية غير محلولة



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المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف التاسع العام



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

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التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف التاسع العام والمادة لغة انجليزية في الفصل الثالث

اختبارات شاملة لوحدة المجتمعات متعددة الثقافات والهندسة المعمارية غير محلولة

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Make Yourself at Home – Unit Quiz (Week 6: What is Beautiful Architecture?)

Name: _____

Date: _____

Total Score: ____ / 100

A. Reading – Multiple Choice (10 questions, 30 points)

Read the text carefully. Then choose the correct answer (A, B, C, or D) for each question.

What Makes Architecture Beautiful?

For centuries, humans have debated the question: what makes a building beautiful? Is beauty purely subjective, or are there universal principles that transcend culture and time? The answer, according to architects and philosophers, lies somewhere in between.

The Classical Ideal

Ancient Greek and Roman architects believed that beauty emerged from harmony, proportion, and symmetry. The Parthenon in Athens, constructed in the 5th century BCE, exemplifies this philosophy. Its columns, pediments, and geometric ratios were meticulously calculated to create a sense of balance and order. This approach, known as classical architecture, dominated Western building design for over two millennia. Features such as domes, arches, and colonnades became synonymous with grandeur and permanence.

The Modernist Revolution

In the early 20th century, a radical shift occurred. Modernist architects rejected ornamentation and historical references. "Less is more," proclaimed Ludwig Mies van der Rohe, a pioneer of the movement. Instead of decorative flourishes, modernists prioritised function, simplicity, and industrial materials such as steel, glass, and concrete. Buildings like the Bauhaus school in Germany and Le Corbusier's Villa Savoye in France emphasised clean lines, open floor plans, and the honest expression of structure.

This was not merely a change in style. It represented a fundamental rethinking of what architecture should achieve. For modernists, a beautiful building was not one that imitated the past but one that responded honestly to the needs of contemporary life. Ornamentation, they argued, was a crime against functionality.

Contemporary Perspectives

Today, architects draw from both traditions. Some celebrate postmodern playfulness, reincorporating historical references and bright colours. Others pursue parametric design, using computer algorithms to generate complex, organic forms that would have been impossible to build a century ago. Buildings like Frank Gehry's Guggenheim Museum Bilbao challenge traditional notions of symmetry and harmony, yet many consider them breathtakingly beautiful.

So, what makes architecture beautiful? Perhaps the answer is not a single formula but an ongoing conversation. Beauty may lie in the balance between innovation and tradition, between function and expression, between the building and its environment.

Choose A, B, C, or D for questions 1–10.

1. According to the text, what did ancient Greek and Roman architects believe beauty emerged from?
 - A. Ornamentation and decoration
 - B. Harmony, proportion, and symmetry
 - C. Industrial materials like steel and glass
 - D. Computer algorithms and parametric design
2. The Parthenon is mentioned as an example of:
 - A. Modernist architecture
 - B. Postmodern architecture
 - C. Classical architecture
 - D. Parametric design
3. What characterised the Modernist revolution in architecture?
 - A. A return to Greek and Roman styles
 - B. Rejection of ornamentation and emphasis on function
 - C. The use of bright colours and historical references
 - D. Complex, organic forms generated by computers
4. Who proclaimed "Less is more"?
 - A. Frank Gehry
 - B. Le Corbusier
 - C. Ludwig Mies van der Rohe
 - D. The builders of the Parthenon

5. What materials did modernist architects prioritise?
 - A. Marble and stone
 - B. Wood and brick
 - C. Steel, glass, and concrete
 - D. Gold and silver
 6. According to modernists, what was "a crime against functionality"?
 - A. Open floor plans
 - B. Honest expression of structure
 - C. Ornamentation
 - D. Industrial materials
 7. What does the text say about the Bauhaus school?
 - A. It was built in ancient Greece
 - B. It exemplifies modernist principles
 - C. It rejected clean lines and simplicity
 - D. It was designed by Frank Gehry
 8. What is parametric design, as described in the text?
 - A. A return to classical symmetry
 - B. The use of computer algorithms to generate complex forms
 - C. A rejection of all technology in architecture
 - D. A style that only uses glass
 9. The Guggenheim Museum Bilbao is described as:
 - A. A perfect example of classical harmony
 - B. A building that challenges traditional notions of symmetry
 - C. A modernist building with clean lines
 - D. A building that everyone finds ugly
 10. What conclusion does the text reach about architectural beauty?
 - A. There is a single formula that always works
 - B. Only classical buildings can be beautiful
 - C. Beauty is an ongoing conversation, not a fixed answer
 - D. Modernist buildings are always more beautiful than classical ones
-

B. Vocabulary – Multiple Choice (10 questions, 30 points)

Choose the correct word (A, B, C, or D) to complete each sentence.

Questions 1–5: Complete the sentence.

1. The _____ of the Sydney Opera House is instantly recognisable around the world.
A. architecture
B. structure
C. feature
D. symbol
2. Zaha Hadid was a famous _____ known for her futuristic, flowing building designs.
A. monument
B. architect
C. feature
D. harmony
3. The Eiffel Tower was originally criticised, but today it is a _____ of Paris.
A. symbol
B. design
C. function
D. contrast
4. The _____ of a building refers to its purpose or how it is used.
A. function
B. structure
C. ornamentation
D. symmetry
5. The _____ between the old castle and the modern glass tower was striking.
A. harmony
B. contrast
C. feature
D. design

Questions 6–10: Choose the word that is closest in meaning or matches the definition.

6. **innovative**
A. Old and traditional
B. New, original, and advanced
C. Simple and plain
D. Symmetrical and balanced
7. **harmony**
A. A state of conflict or disagreement
B. A pleasing combination of different elements
C. A single, simple shape
D. A type of industrial material

8. **ornamentation**
- A. Decorative elements added to a building
 - B. The basic structure of a building
 - C. The function of a building
 - D. The materials used in construction
9. **minimalist**
- A. Highly decorated with many details
 - B. Very simple, with only essential elements
 - C. Extremely large in size
 - D. Brightly coloured and playful
10. **symmetrical**
- A. Having two halves that are mirror images of each other
 - B. Completely random and uneven
 - C. Curved and organic in shape
 - D. Made entirely of glass
-

C. Grammar – Multiple Choice (10 questions, 30 points)

Choose the correct answer (A, B, C, or D) to complete each sentence.

Past Simple Passive (G.10.2) – Questions 1–5

Complete the sentence with the correct passive form.

1. The Parthenon _____ in the 5th century BCE by Greek architects.
 - A. built
 - B. was built
 - C. were built
 - D. is built
2. Many famous cathedrals _____ during the medieval period.
 - A. constructed
 - B. was constructed
 - C. were constructed
 - D. is constructed
3. The building's original plans _____ by fire in 1923.
 - A. destroyed
 - B. was destroyed

- C. were destroyed
D. is destroyed
4. The new museum _____ by a team of international architects.
A. designed
B. was designed
C. were designed
D. is designed
5. These ancient stones _____ from a quarry over 200 kilometres away.
A. brought
B. was brought
C. were brought
D. is brought

Present Simple Passive (G.10.1) – Questions 6–10

Complete the sentence with the correct passive form.

6. In traditional Japanese architecture, natural materials _____ extensively.
A. use
B. is used
C. are used
D. used
7. The building's structural integrity _____ by engineers every ten years.
A. check
B. is checked
C. are checked
D. checking
8. These traditional techniques still _____ by craftsmen in rural areas.
A. employ
B. is employed
C. are employed
D. employing
9. The harmony between form and function _____ as essential in modernist design.
A. consider
B. is considered
C. are considered
D. considering
10. Very little ornamentation _____ in minimalist architecture.
A. allow
B. is allowed

- C. are allowed
 - D. allowing
-

D. Writing – Comparative Analysis (10 points)

Write **one extended text** of approximately **180–200 words**.

Use present simple passive (G.10.1) and past simple passive (G.10.2).

Use adverbial linkers (G.2.5) to connect your ideas (e.g., however, in contrast, moreover, consequently, on the other hand).

Interpret and describe key features, similarities, and differences between traditional and modern architecture.

Instructions:

Write a paragraph analysing the differences and similarities between **traditional architecture** (e.g., classical Greek, Roman, Gothic, or vernacular styles) and **modern architecture** (e.g., Bauhaus, International Style, minimalism).

Use these questions to help you structure your response:

- What are the key features of traditional architecture? (materials, ornamentation, symmetry, function)
- What are the key features of modern architecture? (materials, simplicity, function, ornamentation)
- How do the two approaches differ in their use of decoration?
- How do they differ in their attitude toward historical styles?
- What, if anything, do they have in common?
- Which do you find more beautiful or effective? Why?

Vocabulary prompts to include (choose at least four):

architecture materials design features traditional modern ornamentation
minimalist symmetrical contrast harmony innovative

Adverbial linkers to use (choose at least three):

However In contrast On the other hand Moreover Furthermore Consequently
Nevertheless Similarly In addition

Write your comparative analysis here:

E. Functional Language – Expressing Opinion (Bonus – 2 points)

Write 3–4 sentences expressing your opinion on the following question. Use appropriate language for giving opinions at a B2–C1 level.

Question:

Do you believe that governments should spend public money on building striking, innovative monuments (like the Guggenheim Museum), or should they prioritise functional, affordable housing? Why?

Useful advanced opinion phrases:

From my perspective... I would argue that... It could be contended that... While some may believe..., I maintain that... There is no doubt that... I am strongly convinced that...

End of Quiz

Multicultural Communities – Unit Quiz (Week 7: "When in Rome..." / Sorry!)

Name: _____

Date: _____

Total Score: ____ / 100

A. Listening Comprehension – Multiple Choice (10 questions, 30 points)

Instructions: Read each short passage carefully. Pay attention to the context and the emotional cues. Then choose the correct answer (A, B, C, or D) for each question.

In a real classroom, the teacher would read each passage aloud with appropriate intonation. Here, read each item carefully and infer the intended meaning and emotion.

Questions 1–3:

Read each sentence. Identify the speaker's likely emotion or attitude based on context and implied intonation.

1. "Oh, wonderful. Another meeting about cultural sensitivity. Just what I needed today."
What is the speaker's likely attitude?
 - A. Genuinely excited
 - B. Sarcastic and annoyed
 - C. Curious and interested
 - D. Confused and lost
2. "You ate WHAT for breakfast? Fermented beans? At seven in the morning?"
What emotion is the speaker most likely expressing?
 - A. Admiration
 - B. Surprise and perhaps slight disgust
 - C. Boredom
 - D. Envy

3. "I am so, so sorry. I cannot believe I did that. Please forgive me."
What emotion is the speaker expressing?
- A. Anger
 - B. Genuine regret and embarrassment
 - C. Joy
 - D. Indifference
-

Questions 4–6:

Read each short dialogue. Choose the best interpretation of the speaker's meaning.

4. **Person A:** "In my country, we always take off our shoes before entering a home."
Person B: "Really? That's... interesting. We just walk right in here."
What does Person B's hesitation ("...interesting") likely indicate?
- A. Person B thinks it is a wonderful idea
 - B. Person B finds the custom strange but is being polite
 - C. Person B already knew about this custom
 - D. Person B is angry about the custom
5. **Person A:** "I accidentally used my left hand to eat at my host family's dinner."
Person B: "Oh no. In their culture, the left hand is considered unclean."
Person A: "I felt absolutely terrible when I found out."
What is Person A's emotional state?
- A. Proud of trying new things
 - B. Embarrassed and regretful about breaking a cultural norm
 - C. Angry at the host family
 - D. Confused about which hand to use
6. **Speaker:** "Looking back, I should have researched the local customs before I arrived. It would have saved me so much embarrassment."
What is the speaker expressing?
- A. Excitement about future travel
 - B. Regret about a past action
 - C. Happiness about a positive experience
 - D. Indifference to cultural differences
-

Questions 7–10:

Read each passage. Answer the comprehension question.

7. Maria moved to Japan for work. At her first team dinner, she poured her own drink. Her colleagues looked uncomfortable. Later, she learned that in Japan, it is customary to pour drinks for others, not yourself.
What cultural norm did Maria unknowingly violate?
A. She ate the wrong food
B. She poured her own drink instead of letting others pour
C. She arrived late to the dinner
D. She spoke too loudly
8. In some cultures, saying "no" directly is considered rude. Instead, people say "I will think about it" or "That might be difficult." A tourist who does not understand this might leave a conversation thinking an agreement was made when it was not.
What is the main idea of this passage?
A. Some cultures avoid saying "no" directly
B. All cultures communicate the same way
C. Tourists should always say "no" loudly
D. Direct communication is always best
9. When Ahmed first arrived in Canada, he felt amazed by how often people said "sorry." Someone apologised to him when *he* accidentally stepped on *their* foot. He later realised that "sorry" in Canada is often used as a polite way to acknowledge minor inconveniences, not just to admit fault.
What did Ahmed learn about Canadian culture?
A. Canadians never apologise
B. "Sorry" is used frequently and does not always mean someone is admitting fault
C. Canadians only say "sorry" when they have done something terrible
D. "Sorry" is considered very rude in Canada
10. "I was absolutely shocked when my host family offered me leftovers for breakfast. In my culture, leftovers are only eaten for lunch or dinner. But then I remembered: 'When in Rome, do as the Romans do.' So I ate the leftovers and smiled."
What lesson did the speaker learn?
A. To refuse food that is unfamiliar
B. To adapt to local cultural norms even when they are different
C. To complain about the food to the host family
D. To bring their own food from home
-

B. Vocabulary – Multiple Choice (10 questions, 30 points)

Choose the correct word (A, B, C, or D) to complete each sentence.

Questions 1–5: Complete the sentence.

1. When visiting a foreign country, it is important to _____ to local customs rather than expecting everyone to adapt to you.
A. adapt
B. behave
C. admit
D. resolve
2. She felt deeply _____ when she accidentally insulted her host family by wearing shoes inside the house.
A. amazed
B. surprised
C. embarrassed
D. guilty
3. After the argument, we finally _____ our differences and apologised to each other.
A. resolved
B. adapted
C. admitted
D. behaved
4. He _____ that he had made a mistake and asked for forgiveness.
A. apologised
B. admitted
C. resolved
D. behaved
5. _____ at first I was angry, but _____ I understood that it was an accident.
A. Eventually / At first
B. At first / eventually
C. Looking back / at first
D. Embarrassed / resolved

Questions 6–10: Choose the word that is closest in meaning or matches the definition.

6. **cultural norms**
A. Laws written by the government
B. Unwritten rules and expectations of behaviour in a society

- C. Tourist attractions in a foreign country
 - D. Traditional foods of a culture
 - 7. **to behave**
 - A. To act in a particular way
 - B. To travel to another country
 - C. To cook traditional food
 - D. To build a house
 - 8. **amazed**
 - A. Very sad
 - B. Very surprised and impressed
 - C. Very angry
 - D. Very bored
 - 9. **leftovers**
 - A. Food that is eaten immediately after cooking
 - B. Food that remains uneaten after a meal
 - C. Food that is thrown away without being eaten
 - D. Food that is served only at breakfast
 - 10. **air conditioning**
 - A. A system for heating a building
 - B. A system for cooling and dehumidifying air in a building
 - C. A type of traditional architecture
 - D. A method of cooking food
-

C. Grammar – Multiple Choice (10 questions, 30 points)

Choose the correct answer (A, B, C, or D) to complete each sentence.

Adverbs of Degree (G.2.8) – Questions 1–5

Complete the sentence with the correct adverb of degree.

- 1. I was _____ exhausted after the long flight, so I went straight to bed.
 - A. completely
 - B. slightly
 - C. a bit
 - D. fairly
- 2. She was _____ surprised by the custom of removing shoes, but she adapted quickly.
 - A. absolutely

- B. totally
C. somewhat
D. completely
3. He felt _____ guilty about forgetting to say thank you to his host mother.
A. entirely
B. quite
C. utterly
D. a little
4. The food was _____ too spicy for me, but I ate it to be polite.
A. rather
B. completely
C. absolutely
D. slightly
5. I _____ understand why you were offended. I would have felt the same way.
A. somewhat
B. partially
C. completely
D. slightly

Sequencing Adverbs (G.2.2) – Questions 6–10

Complete the sentence with the correct sequencing word or phrase.

6. _____, I had no idea that I had done anything wrong. _____, I realised that my host family looked uncomfortable. _____, someone explained the cultural norm to me.
A. Eventually / At first / Then
B. At first / Then / Eventually
C. Then / At first / Eventually
D. Eventually / Then / At first
7. _____, I apologised sincerely. _____, my friend forgave me. _____, I felt much better.
A. First / Next / Finally
B. Finally / Next / First
C. At first / Eventually / Then
D. Looking back / First / Next
8. She felt embarrassed _____, but _____ she laughed about the misunderstanding.
A. at first / eventually
B. eventually / at first
C. looking back / at first
D. finally / initially

9. _____, we need to understand the local customs. _____, we should plan how to adapt to them.
- A. Finally / First
 - B. First / Then
 - C. Eventually / Initially
 - D. At first / Eventually
10. _____ on the experience, I realise that I should have asked more questions before travelling.
- A. At first
 - B. Eventually
 - C. Looking back
 - D. Next
-

D. Writing – Recounting an Apology Experience (10 points)

Write **one extended text** of approximately **180–200 words** recounting a personal apology experience.

Use sequencing adverbs (G.2.2) to show chronological order.

Use FL.40 (Expressing regret).

Clearly express feelings and reasons for those feelings (ENG.06.S.IP.3.1).

Instructions:

Recount a detailed personal story about a time when you apologised to someone or someone apologised to you. Describe what happened in chronological order and explain your emotions at each stage.

Use these questions to help you structure your response:

- What happened? What was the situation?
- What did you (or the other person) do wrong?
- How did you feel at first? (guilty, embarrassed, angry, etc.)
- What did you say or do to apologise?
- How did the other person respond?
- Did they forgive you? How did that feel?

E. Functional Language – Expressing Regret (Bonus – 2 points)

Write 3–4 sentences expressing regret about a past action or decision. Use FL.40 (Expressing regret) and appropriate B2–C1 level language.

Useful phrases for expressing regret:

I regret that... If only I had... I should have... I wish I had... Looking back,
I realise that... It was a mistake to... I feel terrible that...

Example: *"I regret that I did not research local customs before my trip. If only I had asked my host family about their expectations, I could have avoided embarrassing myself at dinner."*

End of Quiz

Multicultural Communities – Unit Quiz (Week 8: Intercultural Communication / An Anecdote About Miscommunication)

Name: _____

Date: _____

Total Score: ____ / 100

A. Reading – Multiple Choice (10 questions, 30 points)

Read the dialogue carefully. Then choose the correct answer (A, B, C, or D) for each question.

A Dialogue About Cultural Differences

Scene: Two university students, Amina and Carlos, are discussing an article they read about cultural universalism versus cultural relativism.

Amina: I've been thinking about this article we read for class. It argues that certain values—like honesty, respect for elders, and the prohibition of murder—are universal across all cultures. Do you agree?

Carlos: To some extent, yes. I think there are basic human values that almost every society shares. But the way those values are expressed can be completely different. Take respect for elders, for example. In some cultures, you show respect by avoiding direct eye contact. In others, you show it by maintaining eye contact. The value is universal, but the behaviour is culturally specific.

Amina: That's a good point. But what about things like punctuality? In Germany, being five minutes late is considered rude. In parts of Latin America or the Middle East, arriving thirty minutes late might be perfectly normal. Is punctuality a universal value?

Carlos: I don't think it is. And that's where the contradiction comes in. Some people argue that we shouldn't judge other cultures by our own standards. Others say there have to be some universal human rights that apply to everyone, regardless of culture.

Amina: Exactly. The article mentioned female genital mutilation as an example. It's a traditional practice in some societies, but most people would say it's a violation of

human rights. So where do we draw the line between respecting cultural diversity and protecting universal human rights?

Carlos: That's the million-dollar question, isn't it? I don't think there's an easy answer. But I do think we need to be humble. Just because a custom seems strange to us doesn't mean it's wrong. And just because something is traditional doesn't mean it's right.

Amina: I agree. The key, I think, is dialogue. We need to listen to people from other cultures, especially those who are criticising their own traditions from within. Their voices are often the most important.

Carlos: Absolutely. And we also need to recognise our own cultural biases. I know that I used to think my way of doing things was the "normal" way. Now I try to see it as just one way among many.

Amina: That's a sign of real intercultural understanding, I think. Anyway, we should probably get back to our assignment. But this has been really helpful.

Carlos: Same here. Thanks, Amina.

Choose A, B, C, or D for questions 1–10.

1. What is the main topic of Amina and Carlos's discussion?
 - A. The history of German and Latin American punctuality
 - B. The tension between cultural diversity and universal human values
 - C. The best way to write a university assignment
 - D. The importance of eye contact in different cultures
2. According to Carlos, how are universal values expressed across cultures?
 - A. In exactly the same way everywhere
 - B. In culturally specific ways that can be very different
 - C. Only in Western societies
 - D. Through written laws only
3. What example does Carlos give to show that the same value can be expressed differently?
 - A. Punctuality in Germany versus Latin America
 - B. Respect for elders through eye contact
 - C. Female genital mutilation
 - D. Honesty in business
4. What does Carlos say about punctuality?
 - A. It is a universal value in all cultures
 - B. It is not a universal value because different cultures have different expectations

- C. It is more important than respect for elders
 - D. It is only important in Germany
5. What "contradiction" does Carlos refer to?
- A. The contradiction between being late and being early
 - B. The contradiction between respecting cultural diversity and protecting universal human rights
 - C. The contradiction between eye contact and avoiding eye contact
 - D. The contradiction between writing and speaking
6. What example does Amina give of a traditional practice that many consider a human rights violation?
- A. Arriving late to a meeting
 - B. Avoiding eye contact with elders
 - C. Female genital mutilation
 - D. Slurping noodles in Japan
7. What does Carlos suggest about customs that seem strange to us?
- A. They are always wrong
 - B. They are always right
 - C. We should be humble and not assume they are wrong just because they are different
 - D. We should immediately try to change them
8. According to Amina, whose voices are the most important when criticising cultural traditions?
- A. Outsiders from Western countries
 - B. University professors
 - C. People from within the culture who are criticising their own traditions
 - D. Government officials
9. What does Carlos admit about his own past perspective?
- A. He used to think his way of doing things was the "normal" way
 - B. He has always been perfect at intercultural communication
 - C. He never had any cultural biases
 - D. He still thinks his culture is superior to all others
10. What does Amina say is a sign of real intercultural understanding?
- A. Believing that all cultures are exactly the same
 - B. Recognising one's own cultural biases
 - C. Never travelling to other countries
 - D. Always agreeing with everything from other cultures
-

B. Vocabulary – Multiple Choice (10 questions, 30 points)

Choose the correct word (A, B, C, or D) to complete each sentence.

Questions 1–5: Complete the sentence.

1. The ancient Greek _____ has had a profound influence on Western philosophy, politics, and art.
A. architecture
B. civilization
C. legacy
D. diversity
2. The _____ between what he said and what he did was impossible to ignore.
A. contradiction
B. custom
C. discovery
D. legacy
3. Cultural _____ refers to the variety of different cultures within a single society or the world as a whole.
A. diversity
B. architecture
C. invention
D. custom
4. It is considered _____ in many Asian cultures to remove your shoes before entering someone's home.
A. rude
B. acceptable
C. opposing
D. universal
5. She _____ her friend to forgive her, explaining that she had not meant any harm.
A. insisted
B. begged
C. stared
D. slurped

Questions 6–10: Choose the word that is closest in meaning or matches the definition.

6. **customs**
A. Laws written by the government
B. Traditional and usual practices of a particular culture
C. Buildings and structures in a city
D. Scientific discoveries and inventions

7. **insult**
A. To praise someone highly
B. To speak or act in a way that offends someone
C. To apologise sincerely
D. To ignore someone completely
8. **manners**
A. The way food is prepared in a culture
B. Socially acceptable ways of behaving
C. Traditional clothing
D. Religious beliefs
9. **rude**
A. Polite and respectful
B. Offensive or impolite
C. Kind and generous
D. Quiet and shy
10. **legacy**
A. Something that is destroyed and forgotten
B. Something handed down from the past, such as traditions or achievements
C. A temporary trend or fashion
D. A mistake or error
-

C. Grammar – Multiple Choice (10 questions, 30 points)

Choose the correct answer (A, B, C, or D) to complete each sentence.

Present Simple Passive (G.10.1) – Questions 1–5

Complete the sentence with the correct passive form.

1. In many cultures, direct eye contact _____ as a sign of honesty.
A. consider
B. is considered
C. are considered
D. considering
2. Different social norms _____ by different generations within the same culture.
A. is understood
B. are understood

- C. understand
D. understanding
3. It _____ that cultural intelligence can be taught and developed over time.
A. believe
B. are believed
C. is believed
D. believing
4. Traditional customs _____ from parents to children across generations.
A. pass
B. is passed
C. are passed
D. passing
5. The line between respectful behaviour and rudeness _____ differently in every culture.
A. draw
B. is drawn
C. are drawn
D. drawing

Sequencing Adverbs (G.2.2) – Questions 6–10

Complete the sentence with the correct sequencing word or phrase.

6. _____, I had no idea that I had committed a cultural faux pas. _____, I noticed that everyone at the table had stopped talking. _____, someone explained to me what I had done wrong.
A. At first / Then / Finally
B. Finally / Then / At first
C. Then / At first / Finally
D. Eventually / At first / Then
7. She _____ explained what had happened. _____, she apologised for any offence caused. _____, she asked how she could avoid making the same mistake again.
A. finally / at first / then
B. first / next / then
C. eventually / initially / finally
D. at first / then / finally
8. _____ the meal, I was completely unaware that slurping was considered polite. _____, I learned that it actually shows enjoyment of the food.
A. At first / Later
B. Eventually / Initially

C. During / Afterwards

D. First / Finally

9. _____, she felt embarrassed about her mistake. _____, she decided to laugh about it and move on.

A. At first / Eventually

B. Eventually / At first

C. Then / Finally

D. Finally / Then

10. _____ the experience, I realise that I should have asked more questions before assuming I knew the correct behaviour.

A. At first

B. Looking back on

C. Next

D. Then

D. Writing – Recount of a Cultural Misunderstanding (10 points)

Write **one extended text** of approximately **180–200 words** recounting a cultural misunderstanding.

Use sequencing adverbs (G.2.2) to show logical sequence.

Use FL.31 (Describing past experiences and events).

Clearly express feelings and reasons for those feelings (ENG.06.WR.P.3.1).

Instructions:

Recount a detailed personal story about a time when you experienced or witnessed a cultural misunderstanding. Describe what happened in logical sequence and explain your emotions at each stage.

Use these questions to help you structure your response:

- Where and when did this happen? (in another country, in a multicultural classroom, at a restaurant, etc.)
- What happened? What did someone say or do?

- Why was it a misunderstanding? (different customs, different expectations, language barrier, etc.)
- How did you feel at first? (confused, embarrassed, surprised, amused, etc.)
- How was the misunderstanding resolved? Did someone explain?
- How do you feel about the experience now? What did you learn?

Vocabulary prompts to include (choose at least four):

misunderstanding insult manners rude slurp stared acceptable insisted
begged customs

Sequencing adverbs to use (choose at least three):

At first Then Next After that Eventually Finally Looking back During
Afterwards

Write your recount here:

E. Functional Language – Describing Past Experiences and Events (Bonus – 2 points)

Write 3–4 sentences describing a past intercultural experience. Use FL.31 (Describing past experiences and events) and appropriate B2–C1 level language.

Useful phrases for describing past experiences:

I remember when... There was a time when... What happened was... I'll never forget the time that... Looking back, I can see that... At the time, I felt...

Example: *"I remember when I first tried to greet someone from France with a handshake. What happened was that she leaned in for a kiss on both cheeks instead. At the time, I felt incredibly awkward, but looking back, I can see that I simply didn't know the local greeting custom."*

End of Quiz

Multicultural Communities – Unit Quiz (Week 9: Dining Customs)

Name: _____

Date: _____

Total Score: ____ / 100

A. Listening Comprehension – Multiple Choice (10 questions, 30 points)

Instructions: Read each passage carefully. Then choose the correct answer (A, B, C, or D) for each question.

In a real classroom, the teacher would read a conversation about setting a formal table. Here, read the simulated conversation and answer the questions.

Listening Text – A Conversation About Dining Customs

Speaker 1 (Maria): So, I'm really nervous about this dinner tomorrow. My boss invited me to a very formal restaurant, and I have no idea how to behave. I don't even know which fork to use!

Speaker 2 (James): Don't worry. I can help you. Formal dining has rules, but they're not that complicated once you understand the logic.

Maria: Okay, start from the beginning. When I sit down, what do I do with my napkin?

James: The napkin goes on your lap immediately. In formal settings, wait for your host to put their napkin on their lap first, then follow. At the end of the meal, place it loosely to the left of your plate—never crumpled or folded neatly.

Maria: Got it. Now, the silverware. There are so many pieces!

James: The basic rule is simple: work from the outside in. Your salad fork is the outermost fork on the left. Your dinner fork is next to the plate. On the right, your soup spoon is outermost, then your knife, then your teaspoon for dessert.

Maria: Outside in. That makes sense. What about the glasses?

James: Your water glass is directly above the knife. To its right, you might have a wine glass or champagne flute. Use them from right to left.

Maria: And when I'm eating? Any special rules?

James: A few. Never rest your elbows on the table while eating—it's considered informal. When you pause between bites, rest your knife and fork on the plate with the handles resting on the table. When you finish, place them parallel across the centre of the plate.

Maria: What about slurping? In some cultures, slurping noodles is a compliment to the chef.

James: In formal Western dining, absolutely not. Slurping is considered rude. Also, never reach across the table for something. Politely ask someone to pass it to you.

Maria: This is so different from my culture. In my home country, we eat with our hands, and sharing food from a common plate is normal. Everyone sits on the floor together.

James: That sounds wonderful. And honestly, neither way is better or worse. They're just different. Formal Western dining is very structured, while other customs are more communal. The key is to learn the customs of the place you're in.

Maria: That's true. Well, I think I'm ready now. Outside in, napkin on lap, no elbows, no reaching. Wish me luck!

James: You'll be fine. Enjoy your dinner!

Choose A, B, C, or D for questions 1–10.

1. Why is Maria nervous at the beginning of the conversation?
 - A. She does not like her boss
 - B. She has been invited to a formal restaurant and does not know the customs

- C. She lost her napkin
 - D. She does not have any silverware
2. What is the "outside in" rule for silverware?
 - A. Use the largest fork first, then the smallest
 - B. Use the utensils farthest from the plate first, moving inward
 - C. Use the utensils closest to the plate first, moving outward
 - D. Only use one fork for the entire meal
 3. Where should the napkin be placed at the end of the meal?
 - A. Crumpled on the plate
 - B. Folded neatly on the table
 - C. Loosely to the left of the plate
 - D. On the chair
 4. What is the position of the water glass?
 - A. To the left of the plate
 - B. Directly above the knife
 - C. Below the soup spoon
 - D. Next to the dessert fork
 5. What should you do when you pause between bites?
 - A. Put your silverware on the table
 - B. Rest your elbows on the table
 - C. Rest your knife and fork on the plate with handles resting on the table
 - D. Leave the table immediately
 6. What does James say about slurping in formal Western dining?
 - A. It is considered a compliment to the chef
 - B. It is absolutely considered rude
 - C. It is acceptable only for soup
 - D. It depends on the restaurant
 7. What should you do if you need something from across the table?
 - A. Reach across the table to get it
 - B. Stand up and walk around the table
 - C. Politely ask someone to pass it to you
 - D. Ignore it and eat something else
 8. How does Maria describe dining customs in her home country?
 - A. Very formal with many utensils
 - B. Eating with hands, sharing food from a common plate, sitting on the floor
 - C. Using chopsticks for every meal
 - D. Eating alone in silence
 9. What does James say about comparing different dining customs?
 - A. Western dining is better than all others
 - B. Eating with hands is rude and primitive

- C. Neither way is better or worse—they are just different
 - D. Everyone should adopt Western dining customs
10. What is the main point James makes about dining customs?
- A. Only formal dining is correct
 - B. The key is to learn the customs of the place you are in
 - C. You should never adapt to local customs
 - D. Informal dining is always better
-

B. Vocabulary – Multiple Choice (10 questions, 30 points)

Choose the correct word (A, B, C, or D) to complete each sentence.

Questions 1–5: Complete the sentence.

1. In formal _____, there are strict rules about which fork to use for each course.
 - A. etiquette
 - B. custom
 - C. napkin
 - D. utensil
2. Please _____ the table before the guests arrive. The plates go in the centre, forks on the left, knives on the right.
 - A. serve
 - B. set
 - C. handle
 - D. slurp
3. In Japan, _____ noodles loudly is considered a sign that you are enjoying the meal.
 - A. slurping
 - B. serving
 - C. handling
 - D. setting
4. In many Western cultures, resting your elbows on the table while eating is considered _____.
 - A. formal
 - B. acceptable
 - C. informal
 - D. rude

5. A _____ dinner requires multiple courses and specific placement of silverware and glasses.
- A. formal
 - B. informal
 - C. casual
 - D. quick

Questions 6–10: Choose the word that is closest in meaning or matches the definition.

6. **etiquette**
- A. The set of rules for cooking food
 - B. The customary code of polite behaviour in society
 - C. The design of a restaurant
 - D. The type of food served at a meal
7. **utensil**
- A. A type of food
 - B. A tool used for eating or preparing food (e.g., fork, knife, spoon)
 - C. A piece of furniture
 - D. A type of napkin
8. **custom**
- A. A law written by the government
 - B. A traditional and usual practice of a particular culture
 - C. A temporary trend
 - D. A scientific discovery
9. **to serve**
- A. To prepare food in the kitchen
 - B. To clean the table after a meal
 - C. To present or offer food to someone
 - D. To eat quickly
10. **napkin**
- A. A piece of fabric or paper used to wipe the mouth and hands while eating
 - B. A type of plate
 - C. A utensil for cutting food
 - D. A glass for drinking wine

C. Grammar – Multiple Choice (10 questions, 30 points)

Choose the correct answer (A, B, C, or D) to complete each sentence.

Comparative Adjectives (G.1.2) – Questions 1–5

Complete the sentence with the correct comparative form.

1. Formal dining is _____ than informal dining in terms of rules and expectations.
A. strict
B. stricter
C. strictest
D. more strict
2. In some cultures, eating with your hands is considered _____ than using utensils because it connects you more directly to the food.
A. good
B. better
C. best
D. more good
3. The soup spoon is placed _____ to the plate than the salad fork.
A. close
B. closer
C. closest
D. more close
4. Japanese dining etiquette is often _____ than Western etiquette in certain aspects, such as the proper way to hold chopsticks.
A. detailed
B. more detailed
C. most detailed
D. the most detailed
5. Some people find formal dining _____ than casual dining because there are so many rules to remember.
A. stressful
B. more stressful
C. most stressful
D. the most stressful

Quantifiers (G.7.5) – Questions 6–10

Complete the sentence with the correct quantifier.

6. _____ cultures use chopsticks as their primary eating utensil.
A. Much
B. Many

- C. A little
D. Little
7. There are _____ rules to remember in formal dining, but most of them are logical.
A. a few
B. a little
C. much
D. little
8. _____ people find it difficult to adapt to new dining customs at first.
A. Much
B. A little
C. Most
D. Little
9. She had _____ knowledge of formal etiquette before the dinner, so she spent an hour studying.
A. many
B. a lot of
C. little
D. several
10. _____ of the guests at the formal dinner knew exactly which fork to use for the fish course.
A. The majority
B. A little
C. Much
D. Little
-

D. Writing – Interpreting Visual Data (10 points)

Write **one extended text** of approximately **180–200 words** interpreting the data in the table below.

Use comparative adjectives (G.1.2).

Use quantifiers (G.7.5).

Use FL.15 (Describing graphs, charts, tables, and diagrams).

Summarise key trends and paraphrase details (ENG.06.S.IP.6.1 & ENG.06.S.IP.7.1).

Data Table: Dining Customs Across Five Countries

Country	Primary Utensil	Typical Meal Duration	Tipping Expected?	Slurping Considered Rude?
Japan	Chopsticks	30-45 minutes	No (rude)	No (polite)
France	Fork & knife	2-3 hours	Yes (included)	Yes (very rude)
USA	Fork & knife	30-60 minutes	Yes (15-20%)	Yes (rude)
India	Hands (right)	45-90 minutes	No (sometimes)	Yes (rude)
Ethiopia	Hands (with injera)	60-90 minutes	No	Varies by region

Instructions:

Write a paragraph analysing the data in the table. Identify the overall trends, make comparisons between countries, and highlight key findings.

Use these questions to help you structure your response:

- What is the overall trend regarding primary utensils? Which countries use utensils versus hands?
- How do meal durations compare across countries? Which country has the longest meals? The shortest?
- What patterns do you notice about tipping expectations?
- Where is slurping acceptable? Where is it considered rude?
- What is a key finding from this data?

Vocabulary and phrases to include (choose at least four):

overall in summary the main point is in other words this suggests that according to the data a key finding is it can be seen that the majority/minority this indicates that

Write your data interpretation here:

E. Functional Language – Describing Visual Data (Bonus – 2 points)

Write 3–4 sentences describing a trend or pattern you notice in the table above. Use FL.15 (Describing graphs, charts, tables, and diagrams) and appropriate B2–C1 level language.

Useful phrases for describing data:

According to the data... It can be seen that... A key finding is... This suggests that... The majority of... In contrast... Interestingly... One notable trend is...

Example: "According to the data, France has the longest typical meal duration at 2–3 hours, whereas the USA and Japan have much shorter meals lasting only 30–60 minutes. This suggests that dining in France is more of a social event than a quick refuelling stop."

End of Quiz

Multicultural Communities – Unit Quiz (Week 10: National Stereotypes)

Name: _____

Date: _____

Total Score: ____ / 100

A. Reading – Multiple Choice (10 questions, 30 points)

Read the text carefully. Then choose the correct answer (A, B, C, or D) for each question.

Understanding National Stereotypes: Beyond the Clichés

Section 1: What Are National Stereotypes?

National stereotypes are oversimplified beliefs about the characteristics, behaviours, and attitudes of people from a particular country. Everyone has encountered them: Germans are efficient and punctual, Italians are passionate and disorganised, British people are reserved and polite, Americans are loud and optimistic. While these stereotypes often contain a kernel of truth, they are, by definition, generalisations that ignore individual variation.

The danger of stereotypes lies not in their existence—humans naturally categorise information—but in their application. When we assume that every German will be punctual or every Italian will be late, we risk misunderstanding and even offending individuals who do not conform to these expectations.

Section 2: Cultural Dimensions Theory

The Dutch social psychologist Geert Hofstede developed one of the most influential frameworks for understanding cultural differences. Based on surveys of IBM employees in over 50 countries, Hofstede identified several cultural dimensions that help explain why societies develop different norms and values.

One key dimension is **individualism versus collectivism**. Individualistic societies, such as the United States and Australia, prioritise personal achievement and independence. Collectivist societies, such as Japan and many Latin American countries, emphasise group harmony, family loyalty, and interdependence.

Another dimension is **power distance**—the extent to which less powerful members of society accept that power is distributed unequally. Countries with high power distance, like Malaysia and Mexico, tend to have hierarchical structures and respect for authority. Low power distance countries, like Denmark and Israel, value equality and question authority more readily.

Section 3: Indulgence Versus Restraint

Hofstede later added the dimension of **indulgence versus restraint**. Indulgent societies allow relatively free gratification of basic human desires related to enjoying life and having fun. Restrained societies suppress gratification and regulate it through strict social norms.

For example, Mexico and Sweden score high on indulgence, emphasising leisure time, freedom of speech, and personal happiness. In contrast, Egypt and Pakistan score high on restraint, where social norms discourage excessive enjoyment and prioritise discipline and duty.

Section 4: The Problem with Generalisations

Critics argue that cultural dimensions, while useful for understanding broad trends, can reinforce stereotypes if applied carelessly. A country's average score on a dimension does not predict any single individual's behaviour. Moreover, cultures are not static; they evolve over time in response to globalisation, migration, and technological change.

The key is adaptability. Rather than assuming we know how someone will behave based on their nationality, culturally intelligent individuals use their knowledge of general patterns as a starting point for observation and adaptation. They remain open to evidence that contradicts their expectations.

Section 5: Moving Beyond Stereotypes

Ultimately, national stereotypes are neither entirely true nor entirely false. They reflect real patterns of behaviour that emerge from shared history, institutions, and values. However, they become harmful when we treat them as fixed truths about individuals. The goal of intercultural understanding is not to memorise stereotypes but to develop the flexibility to navigate cultural differences with curiosity and respect.

Choose A, B, C, or D for questions 1–10.

1. According to Section 1, what is the main danger of national stereotypes?
A. They are always completely false

- B. They are applied to individuals without considering individual variation
 - C. They are impossible to change
 - D. They only exist in Western countries
2. Who developed the Cultural Dimensions Theory mentioned in the text?
- A. A German economist
 - B. Geert Hofstede, a Dutch social psychologist
 - C. An American anthropologist
 - D. A British philosopher
3. What does **individualism** prioritise, according to the text?
- A. Group harmony and family loyalty
 - B. Personal achievement and independence
 - C. Respect for authority and hierarchy
 - D. Suppression of personal desires
4. Which countries are given as examples of collectivist societies?
- A. United States and Australia
 - B. Japan and many Latin American countries
 - C. Denmark and Israel
 - D. Mexico and Sweden
5. What does **power distance** measure?
- A. How much money people have
 - B. How far people live from their workplace
 - C. The extent to which less powerful members accept unequal power distribution
 - D. The number of languages spoken in a country
6. Which countries are described as having low power distance?
- A. Malaysia and Mexico
 - B. Japan and Egypt
 - C. Denmark and Israel
 - D. Pakistan and Mexico
7. What is the main characteristic of **indulgent** societies?
- A. They suppress gratification and emphasise discipline
 - B. They allow relatively free gratification of desires related to enjoying life
 - C. They have no social norms at all
 - D. They prioritise work over leisure
8. According to Section 4, why can cultural dimensions be problematic?
- A. They are completely useless for understanding culture
 - B. They can reinforce stereotypes if applied carelessly
 - C. They have been proven scientifically false
 - D. They only apply to European countries
9. What does the text say about cultures and change?
- A. Cultures never change

- B. Cultures evolve over time in response to globalisation, migration, and technology
 - C. Cultures only change when forced by governments
 - D. Cultures become more stereotypical over time
10. What is the main conclusion of the text in Section 5?
- A. National stereotypes are completely true and should be trusted
 - B. National stereotypes are completely false and should be ignored
 - C. Stereotypes reflect real patterns but become harmful when applied rigidly to individuals
 - D. Only people from Western countries have stereotypes
-

B. Vocabulary – Multiple Choice (10 questions, 30 points)

Choose the correct word (A, B, C, or D) to complete each sentence.

Questions 1–5: Complete the sentence.

1. Many people feel pressure to _____ to social norms, even when those norms do not align with their personal values.
 - A. conform
 - B. tolerate
 - C. achieve
 - D. indulge
2. The company values _____, hiring employees from over thirty different countries.
 - A. diversity
 - B. conformity
 - C. stereotype
 - D. priority
3. In individualistic cultures, personal _____ is often celebrated more than group success.
 - A. achievement
 - B. adaptability
 - C. indulgence
 - D. power
4. _____ are oversimplified beliefs about groups of people that often ignore individual differences.
 - A. Stereotypes
 - B. Dimensions

- C. Priorities
- D. Achievements
- 5. Living in a foreign country requires a great deal of _____, as customs and expectations may be very different from what you are used to.
 - A. adaptability
 - B. conformity
 - C. indulgence
 - D. power

Questions 6–10: Choose the word that is closest in meaning or matches the definition.

- 6. **cultural norms**
 - A. Laws written by the government
 - B. Shared expectations and rules of behaviour within a culture
 - C. Tourist attractions in a foreign country
 - D. Traditional foods of a culture
 - 7. **tolerant**
 - A. Unwilling to accept different views or behaviours
 - B. Willing to accept different views or behaviours
 - C. Angry and aggressive
 - D. Confused and lost
 - 8. **priority**
 - A. Something considered less important
 - B. Something regarded as more important than others
 - C. A type of cultural stereotype
 - D. A measurement of power distance
 - 9. **individualism**
 - A. A focus on group harmony and collective success
 - B. A focus on personal independence and achievement
 - C. A rejection of all social norms
 - D. A preference for traditional values
 - 10. **conformity**
 - A. Behaviour that follows established social norms and expectations
 - B. Behaviour that deliberately breaks social rules
 - C. Behaviour that is completely random
 - D. Behaviour that only happens in collectivist cultures
-

C. Grammar – Multiple Choice (10 questions, 30 points)

Choose the correct answer (A, B, C, or D) to complete each sentence.

Present Simple Passive (G.10.1) – Questions 1–10

Complete the sentence with the correct passive form.

1. National stereotypes _____ from generation to generation through media, education, and family conversations.
A. pass
B. is passed
C. are passed
D. passing
2. In many collectivist cultures, group harmony _____ as more important than individual achievement.
A. consider
B. is considered
C. are considered
D. considering
3. High value _____ on punctuality in countries like Germany and Switzerland.
A. place
B. is placed
C. are placed
D. placing
4. Cultural dimensions _____ through surveys of thousands of employees across different countries.
A. measure
B. is measured
C. are measured
D. measuring
5. People who do not conform to social norms sometimes _____ as outsiders.
A. view
B. is viewed
C. are viewed
D. viewing
6. Great importance _____ to family loyalty in many Latin American and Asian cultures.
A. attach
B. is attached
C. are attached
D. attaching

7. In indulgent societies, personal happiness _____ as a primary life goal.
A. see
B. is seen
C. are seen
D. seeing
8. Socially acceptable behaviour _____ by cultural norms that vary from one country to another.
A. define
B. is defined
C. are defined
D. defining
9. Tolerance for uncertainty _____ as a key factor in understanding cultural differences.
A. identify
B. is identified
C. are identified
D. identifying
10. People _____ to adapt to local customs when they live in a foreign country.
A. expect
B. is expected
C. are expected
D. expecting
-

D. Writing – Essay (10 points)

Write a **well-organized essay** of approximately **250–300 words** about national culture and stereotypes.

Use present simple passive (G.10.1).

Use FL.41 (Describing causes and consequences).

Include an introduction, body paragraphs, and a conclusion (ENG.06.WR.P.4.1).

Use cohesive devices to connect ideas (ENG.06.WR.S.5.1).

Essay Prompt:

"National stereotypes are often inaccurate and harmful. Therefore, we should completely avoid making any generalisations about national cultures."

Do you agree or disagree with this statement? Write an essay explaining your position. Discuss both the potential harms of stereotypes and the possible usefulness of cultural generalisations when applied carefully.

Use these questions to help you structure your essay:

Introduction:

- What is the statement you are responding to?
- What is your overall position? (agree, disagree, or partially agree)

Body Paragraph 1:

- What are the harms of national stereotypes? (causes and consequences)
- How can stereotypes lead to misunderstanding or discrimination?

Body Paragraph 2:

- Can cultural generalisations ever be useful?
- How can frameworks like Hofstede's cultural dimensions help us understand broad patterns without stereotyping individuals?

Conclusion:

- What is your final position?
- What is the key to using cultural knowledge responsibly?

Vocabulary prompts to include (choose at least four):

expected to great importance on diversity cultural norms tolerant expected
priority conform national culture socially acceptable

Cohesive devices to use (choose at least three):

however moreover furthermore consequently on the other hand in contrast
nevertheless for example as a result

Write your essay here:

Introduction:

Body Paragraph 1:

Body Paragraph 2:

Conclusion:

E. Functional Language – Describing Causes and Consequences (Bonus – 2 points)

Write 3–4 sentences describing a cause-and-consequence relationship related to national stereotypes or cultural misunderstanding. Use FL.41 (Describing causes and consequences) and appropriate B2–C1 level language.

Useful phrases for describing causes and consequences:

leads to results in is caused by consequently as a result due to owing to
one consequence of X is Y the effect of X is Y

Example: *"Relying too heavily on national stereotypes leads to misunderstandings because it causes us to make assumptions about individuals that may not be true. One*

consequence of this is that people may feel unfairly judged or misrepresented. As a result, cross-cultural communication can break down before it even begins."

End of Quiz

Good luck!