

DO NOT WRITE IN THIS BOOKLET

I. LISTENING - 20 PTS.

A. Listen to the conversation. Then choose the name of the person who has done each activity.



1. Angie Jonathan Karen



2. Angie Jonathan Karen



3. Angie Jonathan Karen



4. Angie Jonathan Karen



5. Angie Jonathan Karen



6. Angie Jonathan Karen



7. Angie Jonathan Karen



8. Angie. Jonathan. Karen

II. GRAMMAR – 20 PTS.

A. Choose the word that correctly completes each sentence.

Example: Have you had gelato (yet / ever)?

1. I've (**already** / before) been to India, but I'd like to go again.
2. Have they (**yet** / ever) been to the top of the Sears Tower in Chicago?
3. Sarah has eaten Mexican food, but she hasn't tried *sopapilla* (**already** / **yet**).
4. You don't need to introduce us. I've met Les (**ever** / **before**).
5. Has your friend (**already** / **yet**) visited the famous Louvre Museum in Paris?
6. We've planned a hiking trip, but we haven't chosen the destination (**already** / **yet**).

B. Complete the sentences using the present perfect. Do not use contractions.

Example: A: ~~Have you eaten~~ (eat) yet?

B: No, we haven't. Shall we eat together?

7. A: I(go) to China three times.
B: Wow! I am going for the first time next week.
8. A: (see) the new Brad Pitt movie yet?
B: No, they haven't. They're going to see it tonight.
9. A: I arrived in New York a few days ago
B:(go) sightseeing yet?
10. A: My mom (take) so many great pictures with her digital camera.
B: Nice! Can I see some of them?
11. A: (speak) to the new student yet?
B: No, but I plan to speak to her after school today.
12. A: I(not learn) how to use this computer.
B: You haven't? But it's so easy to learn!

C. Choose the sentence in each pair that is written correctly.

Example: a. I never been a good student.

.....✓..... b. I have never been a good student.

13. a. Bob climbed a mountain when he was only 13.
..... b. Bob has climbed a mountain when he was only 13.
14. a. We taken the neighbor's dog for a walk before.
..... b. We have taken the neighbor's dog for a walk before.
15. a. Matt has gone to another country.

- b. Matt has gone to another country last summer.
16. a. Emily visited the famous Eiffel Tower in Paris last year.
 b. Emily has visited the famous Eiffel Tower in Paris last year.
17. a. The team won the championship trophy in 2019.
 b. The team has won the championship trophy in 2019.

III. VOCABULARY – 20 PTS.

A. Complete each sentence using a participial adjective. Follow the example.

Example: A: The speaker fascinated us with her talk.

B: It was a fascinating lecture.

1. **A:** That dog frightens everyone in the neighborhood!
B: I am certainly of him!
2. **A:** The call from the doctor's office relieved me.
B: I felt when I told my mother about the call.
3. **A:** The hike up the mountain exhausted Manny.
B: Manny took a nap after the hike.
4. **A:** The magician amazed the audience with his tricks!
B: The audience wasby the magician's tricks!
5. **A:** The news of their engagement thrilled everyone!
B: I was when I heard about their engagement!
6. **A:** The roller coaster ride thrilled Sarah and Alex.
B: After the ride, they couldn't stop talking about it!

B. In each row, choose the word or phrase that does NOT belong in the category.

7. **topics for small talk:** a. the weather b. hugging c. your job
8. **greetings:** a. take pictures b. bow c. shake hands
9. **tourist activities:** a. take a tour b. take pictures c. get a job
10. **gestures:** a. point b. go sightseeing c. make a fist
11. **parts of the hand:** a. thumb b. anular c. pinkie

IV. READING – 20 PTS.

A. Read the article. Then choose the correct answer for each question.

Mean What You Say: The Art of Conversation

It's always a good idea to study the language of a foreign country before you travel there. But speaking with someone from another country can involve more than just words in a different language. People in different countries can have very different customs when they speak.

People in Indonesia, for example, always want to be agreeable and polite, and this means that they don't like to say "no." In their native language (Bahasa Indonesia), there are many ways to say "yes." But twelve of these "yes" words actually mean "no"!

Australians are friendly with people, but they value directness. Australians prefer a clear, direct response, even if it is not the one they wanted.

The French appreciate the art of conversation, which can include arguing as a form of entertainment. In this case, speakers may interrupt each other frequently. This is considered active participation in the conversation by both people. It is better than one person lecturing the other.

As in many other Latin American countries, titles are very important in Costa Rica. People's titles can indicate their professions, such as *Doctor* (doctor) or *Ingeniero* (engineer). *Licenciado* is used when talking to someone with a college degree. If someone doesn't have a professional title, *Señor* (Mr.), *Señora* (Mrs.), or *Señorita* (Miss) are appropriate.

Example: In which country do people dislike saying *no* directly?

- a. France
- b. Australia
- [c. Indonesia]**
- d. Costa Rica

1. Australians prefer to
 - a. say "yes."
 - b. receive a direct answer.
 - c. say "no."
 - d. argue for entertainment.
2. In Indonesia, it is considered polite to
 - a. agree.
 - b. argue.
 - c. be direct.
 - d. be entertaining.
3. What can you expect to find during an argument in France?
 - a. anger
 - b. lecturing
 - c. interruptions
 - d. lots of jokes
4. In conversation, Costa Ricans like to
 - a. argue.
 - b. interrupt.
 - c. say "no."
 - d. refer to a person's profession.
5. What does "Licenciado" indicate when used in Costa Rica?
 - a. The person is a doctor.
 - b. The person holds a college degree.
 - c. The person is an engineer.
 - d. The person doesn't have a professional title.

B. Read the article. Then choose the correct answer for each question.

My International misunderstanding

During a recent trip to Indonesia, I encountered a fascinating cultural clash that left me both intrigued and amused. As a traveler who had studied the language and customs before visiting the country, I thought I was well-prepared for my interactions with the locals. However, I soon discovered that communication involved more than just language barriers. In Indonesia, people highly value politeness and avoiding saying "no" directly. Instead, they have numerous ways to say "yes," which can sometimes mean "no." This led to some confusion during my conversations, as I interpreted their affirmative responses as genuine agreement, only to find out later that they didn't entirely agree with me.

One particularly memorable encounter happened when I tried to invite a new friend out for a meal. They responded with what I perceived as an enthusiastic "yes" and accepted my invitation. However, when the time came to meet, they seemed hesitant and suggested alternative plans. I couldn't help but feel perplexed by this apparent contradiction. After discussing the situation with a local friend, I learned that their initial response was a way to show politeness and not reject my invitation outright, but their true intentions were different.

This cultural clash taught me a valuable lesson about the complexity of communication across different cultures. It highlighted the importance of not just understanding the language but also the nuances of how people express themselves. It was a fascinating experience that encouraged me to appreciate the diversity of communication styles around the world. Embracing these differences not only enhances our travel experiences but also fosters a deeper understanding and respect for other cultures.

1. During the trip to Indonesia, what did the traveler encounter that left them intrigued and amused?
 - a. An exciting adventure in the wilderness
 - b. A fascinating cultural clash in communication
 - c. A thrilling encounter with wild animals
 - d. A challenging language barrier
2. In Indonesia, why did the locals have many ways to say "yes"?
 - a. They enjoyed confusing travelers with different responses.
 - b. They valued directness and straightforward communication.
 - c. They wanted to showcase their language skills.
 - d. They sought to be polite and avoid saying "no" directly.
3. How did the traveler interpret the initial response when inviting their new friend for a meal?
 - a. They assumed the friend was genuinely excited and agreed to join.
 - b. They thought the friend declined the invitation politely.
 - c. They were unsure about the friend's response and sought clarification.
 - d. They believed the friend was being rude by not giving a clear answer.
4. What did the traveler learn after discussing the situation with a local friend?
 - a. Their new friend was not interested in having a meal together.
 - b. Their new friend had made alternative plans and could not meet.
 - c. The initial response was a polite way of expressing disagreement.
 - d. The new friend was too shy to accept the invitation directly.
5. What lesson did the cultural clash teach the traveler?
 - a. The importance of learning multiple languages before traveling.
 - b. The significance of understanding local customs and communication styles.
 - c. The need to avoid making new friends in foreign countries.
 - d. The value of traveling with a local guide to avoid misunderstandings.

