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REVIEW TEST: UNIT 21**Grammar****PART 1****Choose the correct answer to complete the sentence.**

- 1 I told her **that / if / whether or not** I didn't understand what she meant.
- 2 Before the meeting she asked me **whether I was / if I am / are you** prepared for the presentation. I wasn't.
- 3 He **asked me / wondered / said to me** that I shouldn't have accepted the gift.
- 4 My boss told me **wrote / to write / write** a report by next Monday.
- 5 My teacher asked me **if where / where / where that** my homework was.
- 6 Annie told her husband that he **has to / had to / have to** stop working so hard.
- 7 My mom asked me **"where you were living." / where you were living? / where you were living.**
- 8 Mr. Fu told me that he **might / may / can** come to the party.
- 9 The woman said, **I can't hear you. / "she couldn't hear me." / "I can't hear you."**

PART 2**Complete the sentences with the words in parentheses.**

- 1 I told my boss that _____ (**I / will / be**) late for the meeting.
- 2 His professor asked him _____ (**he / turn**) in his assignment.
- 3 She said, " _____ (**I / understand**) what you're saying."
- 4 We asked Dad what time _____ (**we / must / arrive**) at his house.
- 5 My Mom always told me _____ (**look**) people in the eyes when speaking to them.
- 6 Mrs. Duarte said _____ (**she / not / can / hear**) my response.
- 7 Mr. Tran asked Inda, " _____ (**will / you / be**) late to class?"

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READING

PART 3

Read the letter. Then choose the correct answers.

Hi Mom and Dad,

Things are going pretty well in the MBA program so far, and I feel like I'm learning a lot. The other day we worked in groups for one of our marketing projects. It was a pretty diverse group of individuals, and I think because of that, things didn't go as smoothly as they could have gone in the initial stages of the project.

In our group we had some international students, Carol and Chloe, who kept speaking to each other in Chinese when we were working on the project. What really made us feel like we weren't working together as a group was that none of us could understand what they were saying. We asked them if they could speak English while we were working on the project, and we later found out that there were parts of the lecture and the reading that they didn't understand, and they were asking each other the meaning of some of the words and concepts. They actually told us that they had no idea that we were so distressed about them speaking their native language, and they spoke only English from that point on. After they switched over to speaking English, we got along quite well. I noticed that they were actually quite brilliant at remembering information and studying the details of the project. However, I found that their ability to lead discussions and synthesize information, which was a very focal point of our project, didn't match their ability to recite theories and concepts.

With another international student named Raj, it seemed like he was shaking his head whenever we were speaking. At first we felt irritated and asked him why he was so opposed to so many of our ideas, but he later informed us that in his culture, shaking his head meant that he understood what we were saying and that he was agreeing with us. After we were able to recognize the cultural differences we had in how we communicated nonverbally, we found out that he had a great deal of insightful ideas that contributed immensely to our project. His understanding of key concepts was displayed in his ability to seamlessly implement what we learned in class into our project.

There's actually a group member who's also from the Bay Area and who went to the same university as me named Bob. He seemed older than everyone in the group, so we just assumed he had a lot of work experience before entering the program. Most of us either got into the program straight from our undergraduate studies or after working for a few years. Based on our assumption that he had experience in the field, we let him dominate a lot of our discussions, but I think people started to question his legitimacy when he continued to seem indifferent to a lot of our input. Honestly, I wasn't very enthused by his ideas, and I noticed quite a few discrepancies between his information and what we learned in class, but I just let him talk because I didn't want to cause a scene—you know how I deal with confrontation. At the end of the project he actually mentioned to me that he and I had graduated the same year and that we were almost the same age.

Despite all the initial setbacks, we were able to pull together in the end and get the project done with positive feedback from Professor Fuchs. I'll update you on how school is going next week.

Love,
Frank

- 1 The main purpose of the reading is to ____.
- A describe the roles of each member in the project
 - B provide examples on how to communicate effectively
 - C describe the communication conflicts during the project

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- 2 Frank probably feels that the biggest conflict during the project arose from different _____.
A cultures
B languages
C personalities
- 3 Among the three choices, Frank would probably prefer to work with _____ again in the future.
A Raj
B Bob
C Carol

LISTENING**PART 4**

Listen to the conversation. Then choose the correct answers.

- 1 Which statement best describes the main idea of this conversation?
A Jason is asking Amy about the letter she wrote to her parents.
B Jason and Amy are comparing their communication difficulties with their parents.
C Amy is describing the communication difficulties she experiences with her parents.
- 2 Amy understands more Vietnamese than _____.
A Vince
B Jason
C her elder sister
- 3 Based on the conversation, what can you infer about Amy?
A Amy and Vince are both in difficult situations.
B Amy doesn't share the same beliefs as her sister.
C Amy has a closer relationship to her mother than her father.
- 4 Amy's parents speak English _____ Jason's parents.
A as well as
B worse than
C better than

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5 Which sentence best describes Amy's relationship with her parents?

- A Although they have difficulties with language, they share similar cultural backgrounds.
- B She respects her parents, and she expresses a desire to be able to communicate with them.
- C She shares similar values with her parents, but she finds the language barrier a difficulty with communication.

SPEAKING

PART 5

Read the conversation between Luc and Bruk. Then respond to these questions:

- *Have you ever had any misunderstandings when using technology to communicate?*
- *What do people say about the way you communicate?*

Remember to use both direct and indirect speech in your response.

Luc: Bruk, how do you usually communicate with your friends and family?

Bruk: I usually chat online with my parents every weekend. What's really convenient about it is that it's free. The convenience of online chatting is important because they're often overseas, so I can't always call them. I don't really like to chat or text my friends. I've had too many misunderstandings in the past, and I feel like texting and online chatting doesn't always accurately convey the emotion behind the words. What about you, Luc?

Luc: Oh, everything I do is either by text, chat, or email. I like how I don't have to respond to people right away, and I like the convenience of it. Of course, I've had some misunderstandings, but we also have misunderstandings when we talk to people face-to-face.

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WRITING

PART 6

Think of an example in which two parties had differences in communication. Compare and contrast the differences between each party. Also describe how the differences in communication led to misunderstandings between the two parties. If possible, give the resolutions to the misunderstandings. Organize your response in two or three coherent and well-developed paragraphs. Consider comparing the differences from one of the following categories. Remember to use both direct and indirect speech.

- family members
- cultures
- genders
- beliefs
- generations
- interests
- backgrounds
- personalities

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