1. 1. When communicating with people from different linguistic backgrounds, the use of idiomatic expressions may  
   (A) confuse non-native speakers  
   (B) always enhance clarity  
   (C) guarantee universal comprehension  
   (D) remove cultural barriers instantly
2. 2. In intercultural communication, direct eye contact may  
   (A) be interpreted differently across cultures  
   (B) always indicate confidence  
   (C) universally suggest disrespect  
   (D) never vary in meaning
3. 3. The use of humor in a multicultural setting may  
   (A) foster inclusivity when culturally appropriate  
   (B) always lead to better understanding  
   (C) be uniformly understood by all listeners  
   (D) never risk misunderstanding
4. 4. When working in a culturally diverse team, differences in turn-taking norms may  
   (A) create misperceptions about politeness levels  
   (B) have no impact on communication  
   (C) guarantee smoother interaction  
   (D) always standardize behavior
5. 5. A speaker using culture-specific metaphors in international dialogue may  
   (A) risk misinterpretation by others  
   (B) transcend all cultural barriers  
   (C) always guarantee clarity  
   (D) offer a universal reference point
6. 6. Multilingual workplaces often demand  
   (A) adaptation of speech for mutual intelligibility  
   (B) rigid use of regional vernacular  
   (C) intentional avoidance of shared linguistic norms  
   (D) communication without regard for comprehension
7. 7. Mispronunciation of culturally relevant names in a multicultural environment may  
   (A) signal insensitivity or lack of awareness  
   (B) always be irrelevant to mutual respect  
   (C) promote stronger relationships instantly  
   (D) never cause communication difficulties
8. 8. In intercultural interactions, variations in non-verbal gestures may  
   (A) lead to unintended miscommunication  
   (B) carry identical meanings universally  
   (C) never need contextual interpretation  
   (D) always strengthen clarity of speech
9. 9. When addressing a linguistically diverse audience, using plain English may  
   (A) improve comprehensibility and inclusiveness  
   (B) reduce clarity for everyone  
   (C) always appear condescending  
   (D) restrict collaborative participation

10. In a multicultural classroom, learners bringing diverse linguistic repertoires may  
(A) enrich the learning process with multiple perspectives  
(B) always obstruct knowledge sharing  
(C) create uniformity in language use  
(D) eliminate opportunities for collaboration