

**RD 115**  
**FINAL EXAM REVIEW**  
**SPRING 2009**  
**Dr. Martha J. Bianco**

This final review is exactly what the final exam will look like, except that the final exam will be based on a different reading.

**To prepare for the final exam:**

- Read “**The Age of Globalization,**” pp. 687-702 from *Opening Doors ahead of time* so that you are familiar with it. **This is the reading that most of the final exam will cover.**
  - The final is **open book**, but you may prefer to bring an annotated, highlighted, and marked-up **photocopy** of “The Age of Globalization” to class for the final, if you have been trying not to write in your book.
  - Take the practice final**, below; check your answers online at <http://www.marthabianco.com/RD115/key.pdf>, and follow through on studying areas where you need help.
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**PRACTICE FINAL EXAM**

**Introduction:**

- This practice final exam is based on reading 11-1 in Chapter 11, “**Cultural Diversity: Family Strengths and Challenges,**” pp. 725-743.
  - You may want to prepare for the practice final **exactly like you would prepare for the real final.**
    - Read and study Reading 11-1 on p. 725-743 **before** attempting the practice final.
    - Annotate, highlight, and mark up the reading and have it ready when you begin (either a photocopy or in the book itself).
    - You may use your book during the practice final, but remember, you will have only one hour in class, so try to complete the practice final within that time frame. **You’ll need to know the reading skills material in advance.** During the time of the final is not when you should be learning the material for the first time!
    - I suggest that once you are completely ready to take the practice exam, you time yourself to make sure you can do it within one hour or, if you need more time, how much extra time you are going to need.
  - The exam is **all multiple choice**. Each question is worth **2 points**, for a **total of 100 points**.
    - The entire final is worth 120 points; the first 20 points will come from our class discussion on our novel and the film.
  - The **first 35 questions** are based on the **reading selection** and emphasize **reading skills** we’ve worked on all term.
  - The **last 15 items** are **vocabulary questions**, approximately half of which are word parts from *Vocabulary Connections* and half of which are vocabulary words drawn from *The Absolutely True Diary of a Part-Time Indian* (only words that have been given in your weekly packets are included).
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**Instructions:** Choose the *best* answer for each question. Write your answers on the answer sheet. You may circle the answer on this exam, too, and refer back to it at the end if you have time to check your work. **Good luck!**

1. **The italicized introduction in the blue box on p. 726 refers to the U.S. as “not so much a ‘melting pot’ in which...distinct cultures meld together, as it is a ‘salad bowl,’ in which each of the ingredients retains its distinct flavor.” What type of figurative language is being used here?**
  - A. metaphor
  - B. simile
  - C. hyperbole
  - D. personification
  
2. **The italicized introduction in the blue box on p. 726 also says that the U.S. can be “likened to a symphony, and its various cultural groups to instruments.” What type of figurative language is being used here?**
  - A. metaphor
  - B. simile
  - C. hyperbole
  - D. personification

3. **How is the word “distinct” used in the italicized introduction?**
- A. as a neutral denotation, meaning “different, separate”
  - B. as a positive connotation, meaning “special, unique”
  - C. as a negative connotation, meaning, “weird, unusual”
  - D. as a neutral denotation, meaning “distinguished, remarkable”
4. **Based on the material in ¶ 1, what do you predict this reading selection will be about?**
- A. discussing the various levels (individual, family, cultural) where the strengths of cultural groups can be found
  - B. identifying the differences between individual achievement and group connection
  - C. explaining reasons why the country has prospered
  - D. identifying the strengths of different ethnic groups in the U.S.
5. **What is the authors’ point of view in ¶ 1-4?**
- A. that we should focus on one another’s differences
  - B. that we should learn how one another’s differences can be strengths, too
  - C. that seeking out opportunities to talk with people from different ethnic backgrounds can weaken our ability to identify strengths
  - D. the authors don’t really have a particular point of view in these paragraphs; they are neutral
6. **What is the authors’ intended meaning in ¶ 5?**
- A. that most of the world’s population is not Christian, and that is a bad thing
  - B. that a higher percentage of the world’s population would be able to read if computers were more widely distributed
  - C. that North and South America – and especially the U.S. – have an unfair amount of power and wealth and that this isn’t a good thing
  - D. that the Americans with more than 50 percent of the world’s wealth should contribute to organizations like Habitat for Humanity to provide improved shelter for those in need
7. **Which of the following sentences from ¶ 6-8 is *most clearly not* an opinion?**
- A. One’s cultural identity is an important aspect of being human (¶ 6)
  - B. Whereas many people learn about their specific ethnic identities from their parents, many more children are born with parents from several ethnic groups (¶ 7)
  - C. As this increases in the United States, more young people are unclear about their ethnic identity and are simply calling themselves American (¶ 7)
  - D. Ethnicity “plays a major role in determining what we eat and how we work, relate, celebrate holidays and rituals, and feel about life and death and illness” (¶ 8)
8. **What is the topic in ¶ 9?**
- A. Cultural diversity
  - B. Cultural diversity of the United States
  - C. Major ethnic minority groups
  - D. Major ethnic minority groups in the United States

9. What is the **main idea** in ¶ 9?
- A. The United States today is one of the most culturally diverse nations in the world.
  - B. Cultural diversity of the United States
  - C. Major ethnic minority groups
  - D. The major ethnic minority groups in the United States are African Americans (or Blacks), Latinos (or Hispanics), Asian Americans, and American Indians (or Native Americans)
10. What is the authors' **dominant writing pattern** in ¶ 9?
- A. Listing / division / classification
  - B. Sequence / time order / process
  - C. Definition / definition with example
  - D. Comparison-contrast
11. What is the authors' **dominant writing pattern** in ¶ 10?
- A. Listing / division / classification
  - B. Sequence / time order / process
  - C. Definition / definition with example
  - D. Comparison-contrast
12. Which of the following words does not really describe the **tone** of ¶ 12?
- A. disapproving
  - B. mocking
  - C. authoritative
  - D. humble
13. What is the authors' **intended meaning** in ¶ 12?
- A. For a number of reasons, Jews should be considered a race just as legitimately as should Asians
  - B. The whole concept of "race" is why Hitler and the Nazis felt that Jews should be eliminated from society.
  - C. Shepherds and dentists may seem very different, but as long as they have the same physical characteristics, it's important to consider their racial makeup.
  - D. The concept of "race" is outdated and even ridiculous, since there is often more variation within a race than between races.
14. What is the authors' **primary purpose** in ¶ 12?
- A. inform/instruct
  - B. entertain
  - C. persuade
  - D. both A and C
15. What is the **primary topic** in ¶ 14-18?
- A. Illegal immigrants in the U.S.
  - B. Changes in America's diversity
  - C. Changes in median income
  - D. The decline of the Caucasian race

16. What is the **overall main idea** in ¶ 14-18?

- A. Caucasians remain the majority group in the U.S., at 75.1 percent of the population
- B. Asian Americans have the highest median household income as compared to Caucasians and other ethnicities.
- C. The 2000 census shows America's diversity, and the ethnic composition of the U.S. population continues to change.
- D. The number of illegal immigrants in the U.S. continues to increase, and most of these are from Mexico.

17. What is the authors' **attitude**, as expressed through their **tone**, regarding the overall main idea, or thesis, in ¶ 14-18?

- A. Optimistic; positive
- B. Unemotional; neutral
- C. Critical; disapproving
- D. Concerned; cautious

18. What is the **primary topic** in ¶ 19?

- A. Kinship
- B. Brothers and sisters
- C. Kinship relationships across cultures
- D. Specific kinship principles

19. What is the **main idea** in ¶ 19?

- A. Most of us learn about kinship by identifying with the people rather than by learning about kinship principles and theory.
- B. Kin include brothers and sisters and aunts, uncles, and cousins.
- C. We know who Uncle Jack and Aunt Libby are long before we understand kinship concepts.
- D. Although kinship theory is important, actual relationships tell us more.

20. Which of the following is **not** a **supporting detail** for the main idea in ¶ 19?

- A. We learn about brothers and sisters and about aunts, uncles, and cousins
- B. We know who Uncle Jack and Aunt Libby are long before we understand the concepts of "mother's brother" or "father's sister."
- C. We identify relatives as people rather than focus on specific kinship principles
- D. Most of us learn about kinship by identifying with the people rather than by learning about kinship principles and theory.

21. Which of the following **writing patterns** is **not** present in ¶ 21-24?

- A. Listing / division / classification
- B. Sequence / time order / process
- C. Definition / definition with example
- D. Comparison-contrast

22. How do the authors organize the **supporting details** in ¶ 26-31?

- A. Two groups of characteristics (major details), broken down into three dimensions each (minor details)
- B. Three family systems (major details) across five different ethnic groups (minor details)
- C. Six family strengths (major details) across five ethnic groups (minor details)
- D. Three family system characteristics (major details) studied over 500 successful families (minor details)

23. Referring to ¶ 33 and Figure 2.2, which of the following statements is closer to a fact or supportable opinion than the others?
- A. Strong White families are very committed to one another and are able to give all family members the freedom and support they need to achieve their individual goals.
  - B. One of the most important characteristics of healthy Caucasian families is that they feel good about their communication with one another.
  - C. Strong Caucasian families have spiritual beliefs and values, often including religious beliefs that help them deal with ongoing life issues.
  - D. Sharing the positive feelings they have about one another helps keep relationships positive in strong White families.
24. Referring to ¶ 33 and Figure 2.2, which of the following is a logical inference, based on how the authors present information?
- A. The authors think that it's a negative thing that the U.S. is a society that glorifies winning, money, and things.
  - B. The authors believe that the ability to cope with stress and crisis is a weakness.
  - C. The authors suggest that balancing work and family is easy for Caucasians.
  - D. The authors seem to think that the U.S. economic systems helps protect the natural environment.
25. Referring to ¶ 34 and Figure 2.3, which of the following statements is closer to a fact or supportable opinion than the others?
- A. Compared with African American couples, White couples as a group are relative newcomers to the dual-job arena.
  - B. African American parents are apparently better than White parents at staying cool and using less punishment.
  - C. The extended family is very important to many African American families.
  - D. African American parents believe education is important, and many would like to see their children go to college.
26. Referring to ¶ 34 and Figure 2.3 which of the following is an assumption, or a factor the authors seem to take for granted, without providing specific evidence?
- A. That African Americans tend to take relatives into their households.
  - B. That 78 percent of White parents hit their 4-year-old children in a given year.
  - C. That whether or not parents hit their children is the primary indicator of whether parents can "stay cool."
  - D. That Dr. Martin Luther King, Jr., "achieved 'greatness . . . through the leadership developed and cultivated in the African American church.'"
27. Referring to Figure 2.4, what seems to be the authors' intended meaning behind the connotation that "handling relocation issues" is a challenge?
- A. It can cost a lot for Latinos to rent a U-Haul.
  - B. Illegal immigration is a problem for Latino families.
  - C. Relocation costs may not be tax deductible for Latin families.
  - D. The expression «*Mi casa es su casa*» ("My home is your home") is a flat-out lie.
28. What is the authors' point of view in ¶ 43 and Figure 2.5?
- A. That the respect Asians have for their elders is silly.
  - B. That "passive" children are quiet and well behaved, and that this is a good thing.
  - C. That the extended family can never be as important as the nuclear family, and this is a shame.
  - D. That Asian families really shouldn't be focusing on education from nursery school through college.

29. Referring to ¶ 48 and Figure 2.6 which of the following is an assumption, or a factor the authors seem to take for granted, without providing specific evidence?
- A. That nature is a powerful learning tool for family members and the tribe.
  - B. That American Indian tribal members emphasize mutual dependence among tribal members.
  - C. That American Indians are content because they identify with the cosmos and “feel one with the world.”
  - D. That American Indians do not emphasize living in harmony with nature.
30. What is the *issue* this reading is about?
- A. Individual versus family strengths in kinship units.
  - B. Global diversity.
  - C. Demographic trends in the U.S.
  - D. The strengths and diversity of different ethnic groups in the U.S.
31. What is the *authors’ argument*?
- A. That the most successful kinship units place an equal emphasis on the individual as on the family as a whole.
  - B. That it’s important to appreciate diversity and its strengths, and that when evaluating different ethnic groups in the U.S., one should look at individual and family characteristics, not just physical qualities.
  - C. That we must all become more prepared for increased U.S. diversity.
  - D. That the U.S. has too much power and wealth on a global basis.
32. What is the main type of support the authors offer?
- A. Facts and statistics showing how much money, power, and strength the U.S. has.
  - B. Facts and statistics comparing population numbers and percentages among different ethnic groups.
  - C. Graphs comparing income and education among different ethnic groups.
  - D. A discussion, with supportive data and references to experts, of the strengths and challenges in families across the different ethnic groups.
33. Which of the following is the greatest weakness about the authors’ argument and conclusions?
- A. The authors fail to provide adequate support and evidence for a number of their conclusions and assumptions.
  - B. The authors rely too much on data from the 2000 Census.
  - C. The reading is too long and seems to cover too many different topics, so it’s difficult to know what the authors’ main points really are.
  - D. The authors seem too distracted by the friction between men and women and the relationship between parents and their children.
34. Which of the following is also a major weakness about the authors’ argument and conclusions?
- A. In the “Suggested Readings” section at the end, there isn’t a single book published after 2000.
  - B. The authors do not include all of the reading’s important terms in the “Key Terms” section near the end.
  - C. That the authors were not always objective and sometimes let their opinion about what readers “should think” slip in.
  - D. There is absolutely no discussion of nontraditional family structures, such as gay families or polygamous families.
35. What is the main criticism about this reading that detracts, in the end, from its validity and credibility?
- A. The authors’ intended audience is much more advanced than the typical college undergraduate student.
  - B. The reader must accept some of the authors’ unproven assumptions and subjective biases in order to agree with their argument.
  - C. The authors fail to discuss individuals and families of mixed ethnicity.
  - D. The reader constantly has to “read between the lines” to understand what the authors are talking about.

36. Which of these word parts means *time*?
- A. chrono
  - B. brevi
  - C. ante
  - D. post
37. Which of these word parts means *through*?
- A. circum
  - B. centro
  - C. dia
  - D. trans
38. Which of these word parts means *one*?
- A. bi
  - B. mini
  - C. micro
  - D. mono
39. Which of these word parts means *different*?
- A. homo
  - B. hetero
  - C. auto
  - D. equi
40. Which of these word parts means *lead*?
- A. duc
  - B. fug
  - C. loc
  - D. phil
41. Which of these word parts means *human*?
- A. anthropo
  - B. juv
  - C. nov
  - D. fac
42. Which of these word parts means *capable of*?
- A. ist
  - B. ism
  - C. tion
  - D. able
43. Which of these word parts means *good*?
- A. spec
  - B. bene
  - C. dict
  - D. mort

44. Which of these word parts means *send*?
- A. cent
  - B. ali
  - C. gen
  - D. mit
45. *Scintillating* means
- A. Sticking to something; not giving up
  - B. Conscientiousness in paying proper attention to a task
  - C. Sparkling, twinkling, exceptionally brilliant (applied to mental or personal qualities)
  - D. Continue to work on something until you have completed it
46. *Persevere* means
- A. Sparkling, twinkling, exceptionally brilliant (applied to mental or personal qualities)
  - B. Look at thoughtfully; observe deep in thought
  - C. Conscientiousness in paying proper attention to a task
  - D. Continue to work on something until you have completed it
47. *Imminent* means
- A. Reflect deeply on a subject
  - B. Close in time; about to occur.
  - C. Harass with persistent criticism or carping.
  - D. Tease in order to make someone angry
48. *Contemplate* means
- A. Reflect deeply on a subject
  - B. Close in time; about to occur
  - C. Harass with persistent criticism or carping.
  - D. Tease in order to make someone angry
49. *Taunt* means
- A. Reflect deeply on a subject
  - B. Close in time; about to occur
  - C. Tease in order to make someone angry
  - D. Sticking to something; not giving up
50. *Redundancy* means
- A. Be imminent or about to happen.
  - B. Unnecessary repetition or the employment of more words than are necessary
  - C. Harass with persistent criticism or carping
  - D. Paying proper attention to a task; giving a lot of care about something

Check your answers by visiting the **ANSWER KEY** online, at  
<http://www.marthabianco.com/RD115/key.pdf>



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**PRACTICE FINAL EXAM ANSWER SHEET**

**Tear off this sheet and write your answers to the multiple choice questions here. Turn this in, along with the exam itself.**

- |           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|
| _____ 1.  | _____ 11. | _____ 21. | _____ 31. | _____ 41. |
| _____ 2.  | _____ 12. | _____ 22. | _____ 32. | _____ 42. |
| _____ 3.  | _____ 13. | _____ 23. | _____ 33. | _____ 43. |
| _____ 4.  | _____ 14. | _____ 24. | _____ 34. | _____ 44. |
| _____ 5.  | _____ 15. | _____ 25. | _____ 35. | _____ 45. |
| _____ 6.  | _____ 16. | _____ 26. | _____ 36. | _____ 46. |
| _____ 7.  | _____ 17. | _____ 27. | _____ 37. | _____ 47. |
| _____ 8.  | _____ 18. | _____ 28. | _____ 38. | _____ 48. |
| _____ 9.  | _____ 19. | _____ 29. | _____ 39. | _____ 49. |
| _____ 10. | _____ 20. | _____ 30. | _____ 40. | _____ 50. |

Check your answers by visiting the **ANSWER KEY** online, at  
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