

Name_____

Date_____

Additional Lesson-Objective Questions

Read the following passages and choose the best answer to the questions that follow.

Excerpted from Daudet's "The Last Lesson"

Passage 1

- 1 I started for school very late that morning and was in great dread of a scolding, especially because M. Hamel had said that he would question us on participles, and I did not know the first word about them. For a moment I thought of running away and spending the day out of doors. It was so warm, so bright! The birds
- 5 were chirping at the edge of the woods; and in the open field back of the saw-mill the Prussian soldiers were drilling. It was all much more tempting than the rule for participles, but I had the strength to resist, and hurried off to school.

1. A contrast of imagery is found in which of the following statements?
- a. "I started for school very late that morning and was in great dread of a scolding."
 - b. "For a moment I thought of running away and spending the day out of doors."
 - c. "The birds were chirping at the edge of the woods; and . . . the Prussian soldiers were drilling."
 - d. "It was all much more tempting than the rule for participles, but I had the strength to resist."
2. By using the first person point of view, the author
- a. creates distance between the speaker and the reader.
 - b. emphasizes the beauty of nature.
 - c. personalizes the instruction on participles.
 - d. connects the reader to the speaker's anxiety.
3. By using words such as "great dread of scolding" and "thought of running away," the author establishes a sense of
- a. foreboding.
 - b. pity.
 - c. urgency.
 - d. mockery.

Passage 2

- 1 After the grammar, we had a lesson in writing. That day M. Hamel had new copies for us, written in a beautiful round hand: France, Alsace, France, Alsace. They looked like little flags gloating everywhere in the school-room, hung from the rod at the top of our desks. You ought to have seen how every one set to work,
- 5 and how quiet it was! The only sound was the scratching of the pens over the paper. Once some beetles flew in; but nobody paid any attention to them, not even the littlest ones, who worked right

on tracing their fish-hooks, as if that was French, too. On the roof the pigeons cooed very low, and I thought to myself: "Will they make them sing in German, even the pigeons?"

4. The sarcastic tone is supported by the use of which of the following details?
- "They looked like little flags gloating everywhere."
 - "Nobody paid any attention to them."
 - "Will they make them sing in German, even the pigeons?"
 - "You ought to have seen how everyone set to work."
5. The imagery that illuminates the mood in the classroom is
- "That day M. Hamel had new copies for us, written in a beautiful round hand."
 - "On the roof the pigeons cooed very low."
 - "They looked like little flags gloating everywhere."
 - "The only sound was the scratching of the pens over the paper."
6. The use of the simile in lines 2-3 creates a sense of
- seriousness.
 - patriotism.
 - sentimentality.
 - whimsy.
7. By repeating France, Alsace, France, Alsace, the author is
- creating a distance between M. Hamel and his students.
 - emphasizing the loss of a beautiful language.
 - dramatizing the German invasion.
 - establishing a sense of pride.

Excerpted from *Lincoln's Second Inaugural Address*

Passage 3

- 1 On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it—all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy
- 5 it without war—seeking to dissolve the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would make war rather than let the nation survive; and the other would accept war rather than let it perish. And the war came.
8. All of the following devices are found in this passage EXCEPT
- metaphor.
 - parallel structure.
 - alliteration.
 - contrast.

9. The sentence type found in lines 6-7 is
- a. antithetical.
 - b. balanced.
 - c. periodic.
 - d. inverted.
10. The tone of the passage can best be described as
- a. bitter and accusatory.
 - b. detached yet didactic.
 - c. earnest and solemn.
 - d. sarcastic and sharp.

Passage 4

- 1 With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan--to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations.
11. The word choice used to create an emotional appeal (pathos) is
- a. "malice" and "charity."
 - b. "borne" and "battle."
 - c. "widow" and "orphan."
 - d. "firmness" and "right."
12. In the passage the author uses predominantly which of the following?
- a. appositive phrases
 - b. infinitive phrases
 - c. absolute phrases
 - d. participial phrases
13. The tone of this passage can BEST be described as
- a. somber and disdainful.
 - b. irreverent and allusive.
 - c. objective and sentimental.
 - d. hopeful and promising.

Answer the following questions with the use of the graph Armed Conflicts, 1999-2004.

14. As compared to other nations, the Middle East shows
- a. a steady decline in armed conflicts.
 - b. the most drastic increase in armed conflicts.
 - c. little change in the number of armed conflicts.
 - d. relatively no armed conflicts.
15. An inference supported by the bar graph is
- a. peace efforts were most successful in 1997.
 - b. the Americas lack the ability to control armed conflicts.

- c. total armed conflicts will continue to decrease in the next five years.
- d. Asia will continue to lead in the number of armed conflicts.