

L-1 The Last Lesson		Text-Flamingo
Q3	Multiple Choice Questions based on an extract	
A.	<i>Poor man! It was in honour of this last lesson that he had put on his fine Sunday clothes, and now I understood why the old men of the village were sitting there in the back of the room. It was because they were sorry, too, that they had not gone to school more. It was their way of thanking our master for his forty years of faithful service and of showing their respect for the country that was theirs no more.</i>	
i	<p>Why does the narrator refer to M. Hamel as 'Poor man!'?</p> <p>a) He empathizes with M. Hamel as he had to leave the village. b) He believes that M. Hamel's "fine Sunday clothes" clearly reflected that he was not rich. c) He feels sorry for M. Hamel as it was his last French lesson. d) He thinks that M. Hamel's patriotism and sense of duty resulted in his poverty.</p>	
ii	<p>Which of the following idioms might describe the villagers' act of attending the last lesson most accurately?</p> <p>a) 'Too good to miss' b) 'Too little, too late' c) 'Too many cooks spoil the broth' d) 'Too cool for school'</p>	
iii	<p>Choose the option that might raise a question about M. Hamel's "faithful service".</p> <p>a) When Franz came late, M. Hamel told him that he was about to begin class without him. b) Franz mentioned how cranky M. Hamel was and his "great ruler rapping on the table". c) M. Hamel often sent students to water his flowers, and gave a holiday when he wanted to go fishing. d) M. Hamel permitted villagers put their children "to work on a farm or at the mills" for some extra money.</p>	
iv	<p>Choose the option that most appropriately fills in the blanks, for the following description of the given extract.</p> <p>The villagers and their children sat in class, forging with their old master a (i) _____ togetherness. In that moment, the class room stood (ii) _____. It was France itself, and the last French lesson a desperate hope to (iii) _____ to the remnants of what they had known and taken for granted. Their own (iv) _____.</p> <p>a) (i) graceful; (ii) still; (iii) hang on; (iv) country b) (i) bygone; (ii) up; (iii) keep on; (iv) education</p>	

	<p>c) (i) beautiful; (ii) mesmerised; (iii) carry on; (iv) unity d) (i) forgotten; (ii) transformed; (iii) hold on; (iv) identity</p>
B.	<p><i>M. Hamel went on to talk of the French language, saying that it was the most beautiful language in the world — the clearest, the most logical; that we must guard it among us and never forget it, because when a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison. Then he opened a grammar book and read us our lesson. I was amazed to see how well I understood it. All he said seemed so easy, so easy!</i></p>
i	<p>Which of the following can be attributed to M. Hamel's declaration about the French language?</p> <p>a) subject expertise b) nostalgic pride c) factual accuracy d) patriotic magnification</p>
ii	<p>Read the quotes given below. Choose the option that might best describe M. Hamel's viewpoint.</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>(i) Those who know nothing of foreign languages know nothing of their own. — Johann Wolfgang von Goethe</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>(ii) Language is the road map of a culture. It tells you where its people come from and where they are going. — Rita Mae Brown</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>(iii) A poor man is like a foreigner in his own country. — Ali Ibn Abi Talib</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>(iv) The greatest propaganda in the world is our mother tongue, that is what we learn as children, and which we learn unconsciously. That shapes our perceptions for life. — Marshal McLuhan</p> </div> </div> <p>a) Option (i) b) Option (ii) c) Option (iii) d) Option (iv)</p>
iii	<p><i>"I was amazed to see how well I understood it."</i> Select the option that does NOT explain why Franz found the grammar lesson "easy".</p> <p>a) Franz was paying careful attention in class this time. b) M. Hamel was being extremely patient and calm in his teaching. c) Franz was inspired and had found a new meaning and purpose to learning.</p>

	d) Franz had realized that French was the clearest and most logical language.						
iv	Franz was able to understand the grammar lesson easily because he was a) receptive. b) appreciative. c) introspective. d) competitive.						
Q 5. Stand-alone MCQs							
i	Franz saw a huge crowd assembled in front of the bulletin board, but did not stop. How would you evaluate his reaction? a) Franz was too little to care about the news of lost battles. b) Nobody in Franz's family was in the army, so it did not matter. c) Bad news had become very normal, so he went about his task. d) It was too crowded for Franz to find out what news was up on the board.						
ii	There was usually great bustle and noise when school began, but it was all very quiet. Which of the following describes Franz' emotions most accurately? a) shock and awe b) disappointment and anxiety c) confusion and distress d) curiosity and uncertainty						
iii	"I never saw him look so tall". Which of the following best captures M. Hamel on the last day of school? a) cranky, miserable, dedicated, resigned b) patient, dignified, emotional, courageous c) calm, nostalgic, disappointed, patriotic d) proud, reproachful, persistent, heroic						
iv	Look at the table below. Column A provides instances from the story 'The Last Lesson'. Column B provides titles of some famous English language poems. Choose the option that correctly match items of Column A with Column B.						
	<table border="1"> <thead> <tr> <th>Column A</th> <th>Column B</th> </tr> </thead> <tbody> <tr> <td>1. M. Hamel distributed new copies that looked like little French flags, and ended the class with an emphatic "Vive La France!".</td> <td>(i) 'Remorse is memory awake' (Emily Dickinson)</td> </tr> <tr> <td>2. Hauser sat at the end of the class, thumbing his primer, desperately</td> <td>(ii) 'A House called Tomorrow' (Alberto Rios)</td> </tr> </tbody> </table>	Column A	Column B	1. M. Hamel distributed new copies that looked like little French flags, and ended the class with an emphatic "Vive La France!".	(i) 'Remorse is memory awake' (Emily Dickinson)	2. Hauser sat at the end of the class, thumbing his primer, desperately	(ii) 'A House called Tomorrow' (Alberto Rios)
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2. Hauser sat at the end of the class, thumbing his primer, desperately	(ii) 'A House called Tomorrow' (Alberto Rios)						

	trying to learn with the children, even as he cried.	
	3. M. Hamel shared how Alsace always put off learning, and how its people always thought they had plenty of time.	(iii) 'For Whom the Bell Tolls' (John Donne)
	4. Class ended when the church-clock struck twelve. And then the Angelus. Simultaneously, Prussian trumpets sounded under the school windows.	(iv) 'Do Not Go gentle into the Good night' (Dylan Thomas)
	a) 1 – (i); 2 – (ii); 3 – (iii); 4 – (iv) b) 1 – (ii); 2 – (iii); 3 – (iv); 4 – (i) c) 1 – (iii); 2 – (iv); 3 – (i); 4 – (ii) d) 1 – (iv); 2 – (i); 3 – (ii); 4 – (iii)	
Q10	Answer in 30-40 words	



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Q10	Answer in 30-40 words
i	If this had been M. Hamel's first lesson, how do you think the school experience of the students might have been impacted?
ii	<p>Little Franz is the narrator of the story. The name 'Franz' means 'from France'.</p> <p>In what way does the story being told as a first-person narrative of Franz impact your reading and understanding of the story? Provide at least one evidence from the text to support your opinion.</p>
iii	<p>At the end of his last lesson, M. Hamel decides to leave a little note for each of his students for them to find the next day at their desks. Based on your reading of the story, what might his note to Franz read?</p> <p>You may begin like this:</p> <p><i>Dear Franz,</i> <i>I know you have always preferred to run in the open fields ...</i></p>
Q12	Answer in 120-150 words
i	<p>Though tempted by the bright day, Franz stated that he had "the strength to resist, and hurried off to school." As the story progresses, the reader realizes that Franz, M. Hamel and the villagers would perhaps need "the strength to resist" much larger forces.</p> <p>Discuss how the story provides strategies for resistance and protection of one's identity and community through its events and characters. Provide relevant textual details to support your argument.</p>
ii	On the day of the last lesson, Franz felt that the "whole school was strange".

	<p>Throughout the story, the reader encounters Franz' account of how school usually was, and what it was like on the last day of class with M. Hamel. This contrast comes across through events, and the actions and viewpoints of various characters.</p> <ul style="list-style-type: none"> • In what way can the story be seen as a comment on schooling in general? • Does Franz' description of school life resonate with your own experience? • Do you think the story might also provide advice on what good education entails? <p>Substantiate your argument with relevant instances from the text.</p>
Answer key for MCQs	
Q3	<p>A i – c ; ii – b ; iii – c ; iv – d</p> <p>B i – d ; ii – b ; iii – d ; iv – a</p>