



INDIAN SCHOOL AL WADI AL KABIR

Class: XII

Department: ENGLISH (2020-2021)

Topic: MULTIPLE CHOICE QUESTIONS & ANSWERS

(THE LAST LESSON)

Q. 1. Read the given passage and answer the questions that follow:

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 were chirping at the edge of the woods; and in the open field back of the sawmill 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.

When I passed the town hall there was a crowd in front of the bulletin-board. For the last two years all our bad news had come from there — the lost battles, the draft, the orders of the commanding officer — and I thought to myself, without stopping, "What can be the matter now?"

Then, as I hurried by as fast as I could go, the blacksmith, Wachter, who was there, with his apprentice, reading the bulletin, called after me, "Don't go so fast, bub; you'll get to your school in plenty of time!"

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| a) Who is the author of these lines? | 1 |
| b) What was M. Hamel going to question Franz about? | 1 |
| c) For the last two years, all the bad news had come from | 1 |
| d) Who asked Franz not to hurry to school? | 1 |

Ans. a). *Alphonse Daudet is the author of these lines.*

b) *M. Hamel was going to ask Franz about participles.*

c) *the bulletin boards*

d) *The blacksmith Wachter asked Franz not to hurry to school.*

Q2. Read the given passage and answer the questions that follow:

I thought he was making fun of me and reached M. Hamel's little garden all out of breath. Usually, when school began, there was a great bustle, which could be heard out in the street, the opening and closing of desks, lessons repeated in unison, very loud, with our hands over our ears to understand better, and the teacher's great ruler rapping on the table. But now it was all so still! I had counted on the commotion to get to my desk without being seen; but, of course, that day everything had to be as quiet as Sunday morning. Through the window I saw my classmates, already in their places, and M. Hamel walking up and down with his terrible iron ruler under his arm. I had to open the door and go in before everybody. You can imagine how I blushed and how frightened I was. But nothing happened. M. Hamel saw me and said very kindly, "Go to your place quickly, little Franz. We were beginning without you." I jumped over the bench and sat down at my desk. Not till then, when I had got a little over my fright, did I see that our teacher had on his beautiful green coat, his frilled shirt, and the little black silk cap, all embroidered, that he never wore except on inspection and prize days. Besides, the whole school seemed so strange and solemn. But the thing that surprised me most was to see, on the back benches that were always empty, the village people sitting quietly like ourselves; old Hauser, with his three-cornered hat, the former mayor, the former postmaster, and several others besides. Everybody looked sad; and Hauser had brought an old primer, thumbed at the edges, and he held it open on his knees with his great spectacles lying across the pages.

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| a) What was Franz banking on to enter the class as he was late? | 1 |
| b) M. Hamel was wearing clothes which he used to wear on his ----- | 1 |

- c) Who sat on the back bench on the last lesson? 1
- d) M. Hamel is introduced as a ruler-wielding teacher.

This demonstrates that: (a) he is concerned. (b) he is adamant. (c) he is unfeeling. (d) he is a hard taskmaster. 1

- Ans. a) Franz was banking on the commotion in the classroom.
 b) prize days.
 c) The village people were sitting on the last bench on the last lesson.
 d) he is a hard task master.*

Q. 3. Read the given passage and answer the questions that follow: While I was wondering about it all, M. Hamel mounted his chair, and, in the same grave and gentle tone which he had used to me, said, "My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson. I want you to be very attentive." What a thunderclap these words were to me! Oh, the wretches; that was what they had put up at the town-hall! My last French lesson! Why, I hardly knew how to write! I should never learn anymore! I must stop there, then! Oh, how sorry I was for not learning my lessons, for seeking birds' eggs, or going sliding on the Saar! My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn't give up. And M. Hamel, too; the idea that he was going away, that I should never see him again, made me forget all about his ruler and how cranky he was.

- a) What order had come from Berlin? 1
- b) Which district came under the Prussian rule? 1
- c) What does the last lesson taught by Hamel symbolize? 1
- d) Franz looked for opportunities to collect by skipping school. 1

- Ans. a) The order had come to teach German in the schools of Alsace and Lorraine.
 b) The districts of Alsace and Lorraine had come under the Prussian rule.
 c) The last lesson taught by Hamel symbolise the loss of own language and the loss of freedom.
 d) bird's eggs*

Q. 4. Read the given passage and answer the questions that follow: All at once the church-clock struck twelve. Then the Angelus. At the same moment the trumpets of the Prussians, returning from drill, sounded under our windows. M. Hamel stood up, very pale, in his chair. I never saw him look so tall. "My friends," said he, "I—I—" But something choked him. He could not go on. Then he turned to the blackboard, took a piece of chalk, and, bearing on with all his might, he wrote as large as he could — "Vive La France!" Then he stopped and leaned his head against the wall, and, without a word, he made a gesture to us with his hand "School is dismissed — you may go."

- a) What does the marching of soldiers under the windows represent? 1
- b) What is the moral that the Alphonse Daudet wants to bring out? 1
- c) The language one speaks is the key to 1
- d)'Viva la France' became an emotional evidence of NC Hamel's?
 (a) sadness and patriotism. (b) finality and depression.
 (b) (c) nostalgia and emotional outburst. (d) love for the school and teaching as a profession. 1

- Ans. a)The marching of soldiers under the window represented the dawn or beginning of Prussia in France.
 b) The moral of the last lesson is that one must not put off things that one can do that day.
 c) the sense of freedom
 d) (a) sadness and patriotism.*