

LITERATURE-FLAMINGO
[PROSE]

Term-I

1

THE LAST LESSON

—Alphonse Daudet
(1840 - 1897)



STAND ALONE MCQs

[1 Mark each]

Q. 1. Why did Franz look for opportunities to skip school?

- (A) To work on mills.
- (B) To go fishing.
- (C) To water the plants.
- (D) To collect birds' eggs.

Ans. Option (D) is correct.

Explanation: Franz was a fun loving, carefree child and to collect birds' eggs was his favourite pastime.

Q. 2. M. Hamel, introduced as a ruler-wielding teacher, shows that he is:

- (A) concerned.
- (B) adamant.
- (C) unfeeling.
- (D) hard taskmaster.

Ans. Option (D) is correct.


Explanation: To wield means to handle a tool effectively with ease to show power. Here ruler wielding master therefore, means a strict disciplinarian, a tough teacher.

Q. 3. Which human tendency is highlighted through the story 'The Last Lesson'?

- (A) Male Chauvinism
- (B) Procrastination
- (C) Courage
- (D) Cowardice

Ans. Option (B) is correct.

Explanation: M. Hamel pointed out during his last lesson that the people of the village were never serious about learning French and they always postponed the learning and tried to replace it with other daily activities. He said the same even about himself that he also postponed teaching to enjoy fishing. Thus, human tendency of procrastination is aptly pointed out.

 Q. 4. Which of the following situations, according to Franz, could have been advantageous for him when he was late for his class?

- (A) If M. Hamel would be teaching on the blackboard.
- (B) If there would be commotion in the class.
- (C) If Hauser would help him to sneak in without getting noticed.
- (D) If he walked in quietly when everyone would be preoccupied with participles.

Ans. Option (B) is correct.

Explanation: Franz was expecting that when he would reach the class, it would be full of noise and disturbance and it would be easy to get in without getting noticed. On the contrary, the class was absolutely quiet when he reached there.

Q. 5. Franz thinks, 'Will they make them sing in German, even the pigeons?' What could this mean?

- (A) The Germans would use brutal force over the French.
- (B) Harsh orders will be passed.
- (C) When people are deprived of their essence, even the surroundings are affected.
- (D) The Germans would rob France of its language.

Ans. Option (C) is correct.

Explanation: When Franz wondered whether they would make even the pigeons sing in German, he meant that they had grown up using French as their language. Now, taking it away from them would be unfair and unkind. The language was as natural to them as cooing is to the pigeons. Robbing them of it and forcing German on them would be not only difficult, but next to impossible.

Q. 6. M. Hamel's motionless posture reflected that:

- (A) the school was dismissed.
- (B) there was a sense of finality in his actions.
- (C) the order of life was going to change.
- (D) he had a feeling of nostalgia.

Ans. Option (B) is correct.

Explanation: M. Hamel's motionless posture showed that he was depressed and had nothing more to express as it was his last lesson.

Q. 7. Franz saw a huge crowd assembled in front of the bulletin board, but did not stop. How would you evaluate his reaction? (CBSE QB, 2021)

- (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.

Ans. Option (D) is correct.

Q. 8. 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? (CBSE QB, 2021)

- (A) Shock and awe
- (B) Disappointment and anxiety
- (C) Confusion and distress
- (D) Curiosity and uncertainty

Ans. Option (A) is correct.

Q. 9. "I never saw him look so tall". Which of the following best captures M. Hamel on the last day of school?

(CBSE QB, 2021)

- (A) Cranky, miserable, dedicated, resigned
- (B) Patient, dignified, emotional, courageous
- (C) calm, nostalgic, disappointed, patriotic
- (D) Proud, reproachful, persistent, heroic

Ans. Option (B) is correct.

Q. 10. 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 matches items of Column A with Column B.

| 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 trying to learn with the children, even as he cried. | (ii) 'A House called Tomorrow' (Alberto Rios) |
| 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 that Good night' (Dylan Thomas) |

(CBSE QB, 2021)

- (A) 1 – (i); 2 – (ii); 3 – (iii); 4 – (iv)
(C) 1 – (iii); 2 – (iv); 3 – (i); 4 – (ii)

- (B) 1 – (ii); 2 – (iii); 3 – (iv); 4 – (i)
(D) 1 – (iv); 2 – (i); 3 – (ii); 4 – (iii)



EXTRACT BASED MCQs

Read the given passages and answer the questions that follow:

(1 × 4 = 4 marks)

- 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. (CBSE QB, 2021)

Q. 1. Why does the narrator refer to M. Hamel as 'Poor man'?

- (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.

Ans. Option (C) is correct.

Q. 2. Which of the following idioms might describe the villagers' act of attending the last lesson most accurately?

- (A) 'Too good to miss' (B) 'Too little, too late'
(C) 'Too many cooks spoil the broth' (D) 'Too cool for school'

Ans. Option (B) is correct.

Q. 3. Choose the option that might raise a question about M. Hamel's "faithful service".

- (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.

Ans. Option (C) is correct.

Q. 4. Choose the options that most appropriately fill in the blanks, for the following description of the given extract.

The villagers and their children sat in class, forging with their old master a (i) _____ togetherness. In that moment, the classroom 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) _____.

- (A) (i) graceful; (ii) still; (iii) hang on; (iv) country
(B) (i) bygone; (ii) up; (iii) keep on; (iv) education
(C) (i) beautiful; (ii) mesmerised; (iii) carry on; (iv) unity
(D) (i) forgotten; (ii) transformed; (iii) hold on; (iv) identity

Ans. Option (D) is correct.

- II. 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 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! (CBSE QB, 2021)

Q. 1. Which of the following can be attributed to M. Hamel's declaration about the French language?

- (A) Subject expertise (B) Nostalgic pride
(C) Factual accuracy (D) Patriotic magnification

Ans. Option (D) is correct.

Q. 2. Read the quotes given below.

- (i) Those who know nothing of foreign languages, know nothing of their own. – Johann Wolfgang von Goethe
(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
(iii) A poor man is like a foreigner in his own country. – Ali Ibn Abi Talib
(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

Choose the option that might best describe M. Hamel's viewpoint.

- (A) Option (i) (B) Option (ii)
(C) Option (iii) (D) Option (iv)

Ans. Option (B) is correct.

Q. 3. "I was amazed to see how well I understood it."
Select the option that does NOT explain why Franz found the grammar lesson "easy".

- (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.
- (D) Franz had realized that French was the clearest and most logical language.

Ans. Option (D) is correct.

Q. 4. Franz was able to understand the grammar lesson easily because he was _____.

- (A) receptive
- (B) appreciative
- (C) introspective
- (D) competitive

Ans. Option (A) is correct.

III. I started for school very late that morning and was in great dread of a scolding, especially because Mr. 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!

Q. 1. Who is the speaker of these lines?

- (a) Franz
- (B) The Mayor
- (C) The blacksmith
- (D) The postmaster

Ans. Option (A) is correct.

Q. 2. Who was Mr. Hamel?

- (A) Principal
- (B) French teacher
- (C) Village Sarpanch
- (D) Franz's father

Ans. Option (B) is correct.

Q. 3. Why was Franz in great dread?

- (A) He had not prepared for his grammar lesson.
- (B) He had bunked the class the previous day.
- (C) He had not brought his notebook.
- (D) None of these

Ans. Option (A) is correct.

Q. 4. What did Franz think for a moment?

- (A) Teaching a lesson to his teacher
- (B) Pranking the Principal
- (C) Bunking the class
- (D) Joining the Civil Movement

Ans. Option (C) is correct.

IV. 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.

Q. 1. From which lesson has the extract been taken?

- (A) Deep Water
- (B) Indigo
- (C) Lost Spring
- (D) The Last Lesson

Ans. Option (D) is correct.

Q. 2. Who is the teacher referred to here?

- (A) Mr. Hamel
- (B) Mr. Chris
- (C) Mr. Franz
- (D) None of these

Ans. Option (A) is correct.

Q. 3. What usual things happened every day at school?

- (A) Great bustle and noise
- (B) Proper discipline
- (C) Attendance
- (D) Morning assembly

Ans. Option (A) is correct.

Q. 4. The word 'rapping' means :

- (A) Singing
- (B) Slapping on the head
- (C) Striking to attract attention
- (D) Teaching strictly

Ans. Option (C) is correct.

V. 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.

Q. 1. Who is 'I' in the above extract?

- (A) Mr. Hamel
- (B) Franz
- (C) Franz's father
- (D) Village head

Ans. Option (B) is correct.

Q. 2. 'I had got over a little over my fright' means :

- (A) A bit afraid
- (B) A bit settled
- (C) Being cautious
- (D) All of these

Ans. Option (B) is correct.

Q. 3. What change did 'T' find in teacher's appearance?

- (A) Teaching uninterrupted
- (B) Speaking rudely
- (C) Dressed for special occasion
- (D) Looking old and tired

Ans. Option (C) is correct.

Q. 4. Before entering the class, what change did 'T' find there?

- (A) The class was cleaned
- (B) There was low attendance
- (C) The class was empty
- (D) The class was silent

Ans. Option (D) is correct.

VI. "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."

Q. 1. Who is the speaker of these lines?

- (A) Mr. Hamel
- (B) Franz
- (C) Village head
- (D) School Principal

Ans. Option (A) is correct.

Q. 2. Whom is he addressing to?

- (A) Franz and his classmates
- (B) Village seniors
- (C) Chief Guest
- (D) Everyone in the class

Ans. Option (D) is correct.

Q. 3. Which districts had come under Prussian rule?

- (A) Alsace
- (B) Lorraine
- (C) Both A and B
- (D) None of these

Ans. Option (C) is correct.

Q. 4. How was 'T' different in his last lesson?

- (A) Grave
- (B) Rude
- (C) Impolite
- (D) Disciplined

Ans. Option (A) is correct.

VII. 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.

Q. 1. Who is 'he' in the above lines?

- (A) Franz
- (B) Village Head
- (C) Mr. Hamel
- (D) None of these

Ans. Option (C) is correct.

Q. 2. Who is 'T' here?

- (A) Franz
- (B) Village Head
- (C) Mr. Hamel
- (D) School Principal

Ans. Option (A) is correct.

Q. 3. Why would 'T' never see him again?

- (A) He was leaving the school.
- (B) He was shifted to another class.
- (C) He was promoted to next school.
- (D) All of these.

Ans. Option (A) is correct.

Q. 4. What do these lines tell about 'he'?

- (A) He was cooperative.
- (B) He was nonchalant.
- (C) He was strict.
- (D) He was easy-go-lucky.

Ans. Option (C) is correct.

VIII. But I got mixed up on the first words and stood there, holding on to my desk, my heart beating, and not daring to look up.

Q. 1. Who is 'T' here?

- (A) Mr. Hamel
- (B) Franz
- (C) Village sarpanch
- (D) Not clear from the story

Ans. Option (B) is correct.

Q. 2. What was asked in the class from 'T'?

- (A) Rule of grammar
- (B) Addition rule
- (C) Multiplication table of 18
- (D) Essay on 'The Language'

Ans. Option (A) is correct.

Q. 3. Why did he stand holding the desk?

- (A) He was surprised at the question
- (B) He had not prepared his lesson
- (C) He was absent the previous day
- (D) He did not listen the question clearly

Ans. Option (B) is correct.

Q. 4. What was the reaction of the teacher?

- (A) Scolded him
- (B) Shouted at him
- (C) Sent him out of the class
- (D) Pitied him

Ans. Option (D) is correct.