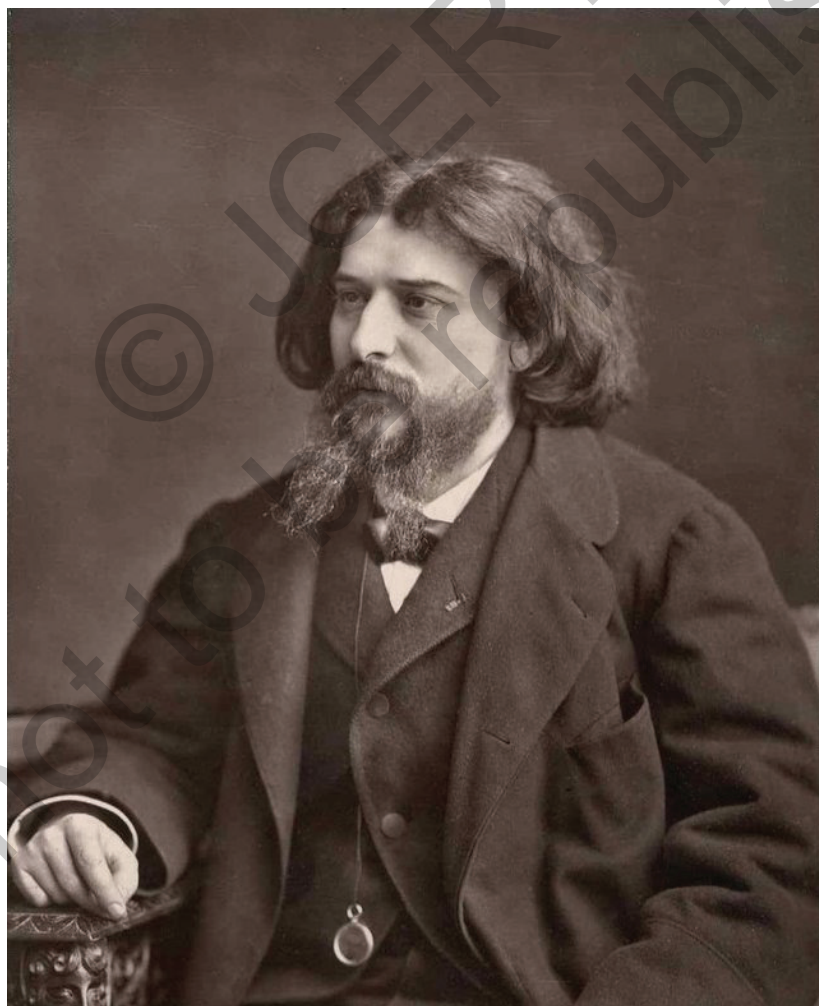


# The Last Lesson



**Alphonse Daudet**

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## ABOUT THE AUTHOR

**Name:** Alphonse Daudet

**Lifetime:** 13 May 1840 – 16 December 1897

**Profession:** a French novelist and short-story writer.

**Major works:** Les Amoureuses, Robert Helmont, Rose and Ninette, The last Lesson

## INTRODUCTION

The Last Lesson is set in the days

of the Franco-Prussian War (1870-1871) in which France was defeated by Prussia led by Bismarck. Prussia then consisted of what now are the nations of Germany, Poland and parts of Austria. In this story the French districts of Alsace and Lorraine have passed into Prussian hands.

## SUMMARY

### 1. Late for School

The narrator (Franz) started for school very late that morning. He feared his class-teacher, M. Hamel. He would question the students on participles. The narrator didn't know even the first word about them. He feared a scolding. He thought of running away and spending the day out of doors. The weather was very warm and bright. On his second thought, he decided otherwise. He hurried off to school.





## 2. Crowd in Front of the Bulletin Board

As Franz walked past the town-hall, he saw a big crowd in front of the bulletin board. For the last two years, all the bad news had come from there. The people got the news of the lost battles and other important information only from there.

## 3. Unusual Calm at School

Usually, when school began, there was a lot of hustle and bustle. The opening and closing of desks and lessons orally repeated loudly in unison created a lot of commotion. But now it was all so still. Franz could depend on the commotion to get to his desk without being noticed. But now he went in before everybody. He blushed and was quite frightened. But nothing happened. No punishment. M. Hamel saw and asked him very kindly to take his seat.

## 4. The Last Lesson

M. Hamel was in formal clothes that he wore only on inspection and prize days. The whole school seemed quite

strange and silent. The most surprising thing was the presence of the village elders. They were sitting quietly on the back benches. M. Hamel mounted his chair and spoke in a grave and gentle tone, "My children, this is the last lesson I shall give you." He told them that an order had come from Berlin. Only German would be taught in the schools of Alsace. The new master would join the next day. It was their last lesson in French. He wanted them to be very attentive.



## 5. Sudden Love for French

The narrator felt sorry for not learning his lessons in French. He never liked his books. He didn't have any interest in grammar and history. But now he developed a fascination for them. Even he started liking M. Hamel. The idea that he would not teach them any more, made Franz forget all about his ruler. He even forgot how cranky his teacher was. Now it was his turn to recite. But he got mixed up and confused. M. Hamel didn't scold him.



## 6. M. Hamel Glorifies French

M. Hamel showed his concern that people of Alsace generally gave no importance to French. They put off learning their own native language. Franz was not the only exception. Many others were also guilty on this count. He declared that the French language was the most beautiful language in the world. It was the clearest and most logical. They must guard it among themselves and never forget it. It appeared that M. Hamel wanted to give them all he knew before going away.

## 7. “Vive La France !” (“Long Live France !”)

All at once the church-clock struck twelve.



The trumpets of the Prussian soldiers sounded under their windows. M. Hamel stood up, very pale, in his chair. He tried to speak but something choked him. He couldn't speak. Then he turned to the blackboard. He took a piece of chalk and wrote as large as he could: “Vive La France !” (Long Live France !”)



Then without a word, he made a gesture to them with his hand: “School is dismissed—you may go.”

### सारांश:

#### 1. स्कूल के लिए देर हो गई

वर्णनकर्ता (फ्रांज) उस सुबह बहुत देर से स्कूल के लिए निकला था। वह अपने कक्षा-शिक्षक एम. हामेल से डरता था। वह प्रतिभागियों पर छात्रों से सवाल करेंगे। वर्णनकर्ता को उनके बारे में पहला शब्द भी नहीं पता था। उसे डांट का डर था। उसने भागने और दरवाजे के बाहर दिन बिताने के बारे में सोचा। मौसम बहुत गर्म और उज्ज्वल था। अपने दूसरे विचार पर, उन्होंने अन्यथा निर्णय लिया। वह जल्दी से स्कूल के लिए रवाना हो गया।



## 2. बुलेटिन बोर्ड के सामने भीड़

जैसे ही फ्रांज टाउन-हॉल से गुजरा, उसने बुलेटिन बोर्ड के सामने एक बड़ी भीड़ देखी। पिछले दो साल से तमाम बुरी खबरें वहीं से आ रही थीं। लोगों को हारी हुई लड़ाइयों की खबर और अन्य महत्वपूर्ण जानकारी वहीं से मिली।

## 3. स्कूल में असामान्य शांति

आमतौर पर जब स्कूल शुरू होता था तो काफी चहल-पहल रहती थी। एक स्वर में मौखिक रूप से बार-बार दोहराए जाने वाले डेस्क और पाठों के खुलने और बंद होने से काफी हंगामा हुआ। पर अब सब कुछ इतना ही था। फ्रांज बिना ध्यान दिए अपनी मेज पर जाने के लिए हंगामे पर निर्भर हो सकता था। लेकिन अब वह सबके सामने गया। वह शरमा गया और काफी डरा हुआ था। लेकिन कुछ नहीं हुआ। कोई सजा नहीं। एम. हैमेल ने उसे देखा और बहुत विनम्रता से अपनी सीट लेने के लिए कहा।

## 4. अंतिम पाठ

एम. हैमेल औपचारिक कपड़ों में थे जो उन्होंने केवल निरीक्षण और पुरस्कार के दिनों में पहने थे। पूरा स्कूल काफी अजीब और खामोश लग रहा था। सबसे हैरान करने वाली बात गांव के बुजुर्गों की मौजूदगी रही। वे पीछे की बेंच पर चुपचाप बैठे थे। एम. हैमेल ने अपनी कुर्सी पर चढ़कर गंभीर और कोमल स्वर में कहा, “मेरे बच्चों, यह आखिरी सबक है जो मैं तुम्हें दूंगा।” उसने उन्हें बताया कि बर्लिन से एक

आदेश आया है। अलसैस के स्कूलों में केवल जर्मन पढ़ाया जाएगा। नए मास्टर अगले दिन शामिल होंगे। यह उनका फ्रेंच में आखिरी पाठ था। वह चाहता था कि वे बहुत चौकस रहें।

## 5. फ्रेंच के लिए अचानक प्यार

फ्रेंच में अपना पाठ न सीखने के लिए वर्णनकर्ता को खेद हुआ। उन्हें अपनी किताबें कभी पसंद नहीं आईं। उन्हें व्याकरण और इतिहास में कोई दिलचस्पी नहीं थी। लेकिन अब उसने उनके लिए एक आकर्षण विकसित किया। यहां तक कि वह एम. हैमेल को भी पसंद करने लगे थे। यह विचार कि वह उन्हें और नहीं सिखाएगा, फ्रांज को अपने शासक के बारे में सब कुछ भूल गया। वह यह भी भूल गया कि उसका शिक्षक कितना क्रोधी था। अब पढ़ने की बारी उसकी थी। लेकिन वह उलझ गया और भ्रमित हो गया। एम. हैमेल ने उसे डांटा नहीं।

## 6. एम. हैमेल फ्रेंच का महिमामंडन करते हैं

एम. हैमेल ने अपनी चिंता व्यक्त की कि अलसैस के लोग आमतौर पर फ्रेंच को कोई महत्व नहीं देते थे। उन्होंने अपनी मूल भाषा सीखना बंद कर दिया। फ्रांज एकमात्र अपवाद नहीं था। इस मामले में कई अन्य लोग भी दोषी थे। उन्होंने घोषणा की कि फ्रेंच भाषा दुनिया की सबसे खूबसूरत भाषा है। यह सबसे स्पष्ट और सबसे तार्किक था। उन्हें आपस में इसकी रक्षा करनी चाहिए और इसे कभी नहीं भूलना चाहिए। ऐसा प्रतीत होता है कि एम. हैमेल जाने से पहले उन्हें वह सब कुछ देना चाहता था जो वह जानता था।

## 7. “विवे ला फ्रांसा” (“फ्रांस लंबे समय तक रहे।”)

एक ही बार में चर्च की घड़ी में बारह बज गए। उनकी खिड़कियों के नीचे प्रशिया के सैनिकों की तुरही बज रही थी। एम. हामेल अपनी कुर्सी पर बहुत पीलापन लिए खड़े हुए। उसने बोलने की कोशिश की लेकिन कुछ ने उसे दबा दिया। वह बोल नहीं सकता था। फिर उसने ब्लैकबोर्ड की ओर रुख किया। उसने चाक का एक टुकड़ा लिया और जितना हो सके उतना बड़ा लिखा: “विवे ला फ्रांसा!” (लॉन्ग लिव फ्रांसा!) फिर बिना एक शब्द के, उसने अपने हाथ से उन्हें इशारा किया: “स्कूल को बर्खास्त कर दिया गया है - आप जा सकते हैं।”

### WORD NOTE:

“**Chauvinism**” is a devotion for or against something, just based on what you feel (not necessarily what you may know). So, Linguistic chauvinism is the idea that one’s language is superior to that of others.

### WORD MEANING

Dread- डर

Scolding - ताड़ना, डाँटना

Participles - जो शब्द विशेषण और क्रिया का काम करें

Chirping - चहचहा रहे थे।

Edge - छोर, किनारे

Woods- वृक्षों

Sawmill - लकड़ी चीरने का आराघर

Tempting - प्रलोभित करने वाला

Resist- काबू पाना / रोकना

Draft- योजना/ खाक/ प्रारूप Blacksmith- लोहार

Bub - लड़का

Out of breath - हाँफना

In unison - सभी एक साथ

Rapping - खटखटाते हुए

Counted on - निर्भर था

Commotion- अफरा-तफरी, शोर शराबा

Terrible- भयानक

Blushed लज्जा से लाल हो गया, शरमा गया

Frightened डरा हुआ

Fright - डर

Frilled - झालर लगी हुई

Embroidered- कशीदाकारी की हुई

Except - के शिवाय

Inspection जाँच, मुआयना

Solemn - गंभीर

Primer- कायदा, प्रारंभिक पुस्तक

Mounted - ऊपर बैठ गया

Grave - गंभीर

Thunderclap - गड़गड़ाहट की आवाज

Wretches - अभागे

Seeking-ढूँढना

Sliding - फिसलते हुए

Nuisance - आफत

Give up - त्यागना/छोड़ना

Cranky - सनकी

Recite - जोर से सुनाना

Dreadful - भयानक

Mixed up- विचलित हो गया

Dreadful - भयानक

Mixed up - विचलित हो गया

Beating- धड़क रहा था

Plenty - काफी

Put off - टालना / देरी करना

Pretend - दिखावा करते रहे।

Anxious - चिंतित

Preferred - ज्यादा महत्व दिया गया

Enslaved - दास बना दिए

Hold fast - मजबूती से पकड़ना

At one stroke - एक साथ ही, एक ही

Dismissed - भंग कर दिया गया

Gesture - संकेत

Leaned - झुकाया

Vive la France - फ्रांस अमर रहे

Choked - गला अवरुद्ध हो गया।

Pale - रंग उड़ जाना/पिला पड़ना

Trumpets-तुरहियां / नरसिंघे

Angelus - प्रार्थना की घंटी

Funny - विचित्र

Struck - बजाया

Trembled - काँप रही थी

Chanted गाकर सुनाया

Twined - गुथी हुई

Planted रू था

Hopvine - हाप की बेल

Walnut-trees - अखरोट की पेड़

Worn घिसा दी गई

Fancy - कलाना करो

Gazing - घूर के देखते हुए

## CHARACTER SKETCH:

### Franz

Franz is the story's protagonist and narrator. A young student at a school in Alsace, which Germany annexed from France during the Franco-Prussian War of 1870. Franz often skips school and doesn't prepare for lessons. One day he arrives at school to learn that the French language will no longer be taught in school after an order sent down from Berlin to the occupying Prussian forces. Franz regrets that he didn't pay better attention to his lessons when he had the chance.



## M. Hamel

M. Hamel is Franz's teacher and schoolmaster who the Prussians order to cease teaching French and leave for the country. While Hamel usually intimidates his students with an iron ruler that he slaps on their desks, Hamel is gentle, somber, and reflective as he conducts his last day of French lessons. At the end of the day, he writes "Vive la France!" on the chalkboard before sending the students away.

## Hauser

Hauser is an older gentleman Franz recognizes from the village. Franz is surprised to see Hauser sitting on the benches in the back of the schoolroom alongside several other adults from the village. By the end of the story, Hauser is in tears as he reads from a rudimentary language textbook and speaks simple syllables and letters aloud with the youngest students.

## Wachter

Wachter is the village blacksmith. He teases Franz for hurrying so fast to school, as Wachter has read the town hall bulletin and knows Franz will have an unconventional day at school.

## FLAMINGO CHAPTER – 1 THE LAST LESSON

### Exercise:

1. Notice these expressions in the text. Infer their meanings from the context.

- **In great dread of**

**Ans:** fearful in anticipation of something

- **Counted on**

**Ans:** to rely or trust on somebody/ something

- **Thumbed at the edges**

**Ans:** worn or soiled edges caused by frequent handling

- **In unison**

**Ans:** something happening or being done at the same time

- **A great bustle**

**Ans:** an excited (and often noisy) activity or a rapid, active commotion

- **Reproach ourselves with**

**Ans:** to express disapproval, criticism, or disappointment

### THINK AS YOU READ:

1. What was Franz expected to be prepared with for school that day?

**Ans:** The lesson on principle was expected to be prepared by Franz.

2. What did Franz notice that was unusual about the school that day?

**Ans:** The school had lots of hustle and bustle in the morning. There was commotion caused by the opening and closing of desks, lessons being repeated in unison, and the rapping of a ruler on the desk. Everything was missing that day. There was a strange stillness in the air that was actually a characteristic of a "Sunday Morning".

3. What had been put up on the bulletin board?

**Ans:** An order from Berlin for the general public was displayed on the bulletin board. It mentioned only German to be taught to students in the schools of Alsace and Lorraine.

### THINK AS YOU READ

1. What changes did the order from Berlin cause in school that day?

**Ans:** The order from Berlin stated that German would be taught in all the schools. There was a general sadness about not being able to learn and respect your mother tongue for long. They were forced to learn the language of the oppressors. The school came to a standstill and Mr. Hamel wore his green coat that he wore on special occasions. He taught the last lesson more lovingly and sympathetically. The villagers also came to attend the classes and sat on the backbenches as a tribute to Mr. Hamel for teaching their native language for so long.

2. How did Franz's feelings about M. Hamel and school change?

**Ans:** Franz never enjoyed going to school. The news came as a shock to him and he was sad about this lesson being the last French lesson that Mr. Hamel would teach. He never liked him but grew sympathetic towards him, understanding the agony and pain he must be going through. The idea of being separated from him forever pained him and he forgot about his

crankiness and ruler. He wished that he would have paid attention in the classes earlier. Mr. Hamel taught so lovingly that day that even the difficult concepts appeared easy.

### UNDERSTANDING THE TEXT

1. The people in this story suddenly realize how precious their language is to them. What shows you this? Why does this happen?

**Ans:** The notice on the bulletin stated that German would be taught in all schools instead of French. The whole village was unhappy about this order from Berlin. In school, the regular commotion was replaced with silence. Few villagers came to attend the class as a last tribute to Mr. Hamel for teaching their mother tongue and their repentance for not putting enough effort to learn it. Mr. Hamel also stated that we realize the importance of something when we lose it and similar was the case with their language, French.

2. Franz thinks, "Will they make them sing in German, even the pigeons?" What could this mean?

(There could be more than one answer.)

**Ans:** Language carries the heritage and culture of the speaker. It connects an individual to their roots and culture. It's not only a means of communication but binds people speaking the same language together. Franz points out

the fact that the government can force them to learn their language forcibly at school but they can't change the love that the people have for the language. They might learn the language in school but still won't lose touch with their language and find every possible occasion to speak or sing in it. They can cage the spirit of the humans but the birds are free. They can't capture them nor their will to communicate and love their language.

## TALKING ABOUT THE TEXT

1. "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." Can you think of examples in history where a conquered people had their language taken away from them or had a language imposed on them?

**Ans:** Some examples of the native language taken away from its people and/or imposition of the language of the conqueror are:

- (a) Portuguese became the lingua franca of Angola.
- (b) English imposed on the various Celtic peoples.
- (c) Spanish imposed on the Basques and the Catalans.
- (d) Turkish imposed on the Kurds.

2. What happens to a linguistic minority in a state? How do you think they can keep their language alive?

For example Punjabis in Bangalore

Tamilians in Mumbai Kannadigas in Delhi Gujaratis in Kolkata

**Ans:** A linguistics minority doesn't have much liberty to propagate their language. They often have to learn the language of the majority of speakers so that they can blend and be accepted in society. Language becomes a barrier in communication because of this and blocks interaction. This makes universal language like English quite popular. The language represents the culture of an individual and must be respected and accepted. It allows an individual to be more authentic and keeps them alive and happy from within.

3. Is it possible to carry pride in one's language too far? Do you know what 'linguistic chauvinism' means?

**Ans:** Yes, it is surely possible to carry pride in one's language too far if one is fond of one's own language at the cost of others. Indifference towards other languages is not healthy for any democracy like India. When the sense of belonging to one's own language crosses the thin line between 'pride' and 'proud', it becomes linguistic chauvinism. If people feel good about their languages and traditions, they must have tolerance for other languages too. Everybody has the right to follow the religion as well as speak the language as per his/her desire. In fact, it is disparaging to distort the names of communities, for example, Bongs for Bengalis, Gujju for Gujaratis, etc.



## WORKING WITH WORDS

1. English is a language that contains words from many other languages. This inclusiveness is one of the reasons it is now a world language, for example Petite - French

**Kindergarten - German**

**Capital - Latin**

**Democracy - Greek**

**Bazaar - Hindi**

**Find out the origin of the following words.**

**Tycoon, tulip, logo, bandicoot, barbecue, veranda, robot, zero, ski, trek**

**Ans:**

Tycoon - Japanese

Tulip - French

Logo - Greek

Bandicoot - Telugu

Barbecue - Spanish

Veranda - Hindi

Robot - Czech

Zero - Italian

Ski - Norwegian

Trek - Dutch.

2. Notice the underlined words in these sentences and tick the option that best explains their meanings.

(a) "What a thunderclap these words were to me!"

The words were

(i) Loud and clear.

(ii) Startling and unexpected.

(iii) Pleasant and welcome.

**Ans:** (ii) startling and unexpected.

(b) "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."

It is as if they have the key to the prison as long as they

(i) Do not lose their language.

(ii) Are attached to their language.

(iii) Quickly learn the conqueror's language.

**Ans:** (ii) Are attached to their language.

(c) Don't go so fast, you will get to your school in plenty of time. You will get to your school

(i) Very late.

(ii) Too early.

(iii) Early enough.

**Ans:** (iii) Early enough.

(d) I never saw him look so tall. M. Hamel

(a) Had grown physically taller.

(b) Seemed very confident.

(c) Stood on the chair.

**Ans:** (b) Seemed very confident.

## NOTICING FORM

1. Read this sentence.

M. Hamel had said that he would question us on participles.

In the sentence above, the verb form “had said” in the first part is used to indicate an “earlier past.” The whole story is narrated in the past. M. Hamel’s “saying” happened earlier than the events in this story.

This form of the verb is called the past perfect.

Pick out five sentences from the story with this form of the verb and say why this form has been used.

**Ans:** In the following sentences, two activities of the past, occurring at two different points of time in the past, are indicated.

The one that happens earlier takes the “had”+ past form of the verb (V3), while the one that follows it takes the simple past form of the verb (V2).

Sentences in past perfect form (Reason/ Explanation)

(i) For the last two years all our bad news has come from there.

**Reason:** The ‘coming’ of bad news happened earlier than the bulletin in the story.

(ii) Hauser had brought an old primer.

**Reason:** The event of ‘bringing’ happened earlier than Franz noticed it.

(iii) That was what they had put up at the town hall!

**Reason:** The ‘putting up’ of the bulletin happened earlier. Now it is recalled.

(iv) they had not gone to school more.

**Reason:** The action of not going\* happened much earlier.

(v) the hopvine that he had planted himself twined about the windows to the roof.

**Reason:** The ‘planting’ of hop vine happened earlier than its twining about the windows.

## OBJECTIVE SHORT QUESTIONS

Q1– ‘Who is the author of The Last Lesson?

- A) Jane Austen
- B) Rabindra Nath Tagore
- C) None
- D) Alphonse Daudet

**Ans: D) Alphonse Daudet**

Q2- Alphonse Daudet was from which country?

- A) India
- B) France

- C) England
- D) New Zealand

**Ans: B) France**

Q3- The story 'The Last Lesson' highlights which human tendency?

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

**Ans: B) Procrastination**

Q4- What were the things being taken for granted by the people of Alsace?

- A) Teachers of the school
- B) Time and school
- C) People around
- D) Money and power

**Ans: B) Time and school**

Q5- What does The Last Lesson symbolize?

- A) Loss
- B) Loss of freedom
- C) Loss of language
- D) Loss of language and freedom

**Ans: D) Loss of language and freedom**

Q6- What does The Last Lesson signify?

- A) Change of power
- B) change of Government
- C) change in life
- D) Change of teachers

**Ans: C) change in life**

Q7- What do the marching soldiers under the windows represent?

- A) The Dawn of Prussia in the defeat of French people
- B) The defeat of Prussia
- C) The victory of French
- D) None of these

**Ans: A) The Dawn of Prussia in the defeat of French people**

Q8- From where did the orders come to teach only German in the districts of Alsace and Lorraine?

- A) France
- B) Lorraine
- C) Berlin
- D) Germany

**Ans: C) Berlin**

Q9- What effects does this story speak about?

- A) Power
- B) Money



C) Transition

D) people

**Ans: C) Transition**

Q10- Why was Franz reluctant to go to school?

A) wanted to enjoy warm Sunlight

B) wanted to see soldiers drill

C) wanted to enjoy outdoor

D) lesson on participles was not prepared

**Ans: D) lesson on participles was not prepared**

Q11- What did Franz find on reaching the school?

A) People were dancing

B) school was closed

C) Police patrolling

D) strange quietness

**Ans: D) strange quietness**

Q12- Who occupied the back benches in the class?

A) weak students

B) teachers

C) monitors of the class

D) village elders

**Ans: D) village elders**

Q13- Why was Franz surprised?

A) Because of village elders

B) Because of police patrolling

C) because of students' behavior

D) because of M.Hamel's kind and polite behaviour

**Ans: D) because of M.Hamel's kind and polite behaviour**

Q14- Why was Franz feeling regretful and sad?

A) for reaching late

B) for not learning participles

C) for change of the Government

D) for not learning his mother tongue

**Ans: D) for not learning his mother tongue**

Q15- Whom did M.Hamel blame for not sending students to school?

A) Parents

B) friends

C) teachers

D) watchman

**Ans: A) Parents**

Q16- What did Hauser bring?

- A) sweets
- B) children
- C) friends
- D) old Primer

**Ans: D) old Primer**

Q17- What made Franz forget M.Hamel's ruler and crankiness?

- A) Police Patrolling
- B) Strange Quietness
- C) Bustle on the streets
- D) The idea of his going away

**Ans: D) The idea of his going away**

Q18- For how many years did M. Hamel serve the school?

- A) 20 years
- B) 35 years
- C) 30 years
- D) 40 years

**Ans: D) 40 years**

Q19- Where did the parents send their children?

- A) school
- B) coaching
- C) farms and mills

D) movies

**Ans: C) farms and mills**

Q20- Why were the parents sending their children to the farms and mills?

- A) to play
- B) to meet friends
- C) to meet relatives
- D) to earn money

**Ans: D) to earn money**

Q21- Why did the villagers come to meet M. Hamel in the school?

- A) to complain
- B) to say goodbye
- C) to gossip
- D) to show gratitude

**Ans: D) to show gratitude**

Q22- Why did Mr. M. Hamel call the French language the most beautiful?

- A) Because it was the clearest and logical
- B) Because it was his native language
- C) Because people were from France
- D) None of these

**Ans: A) Because it was the clearest and logical**

Q23- What was Franz expected to be prepared for at school that day?

- A) song
- B) dance
- C) essay writing
- D) Participles

**Ans: D) Participles**

Q24- When people are enslaved, what key do they have to the prison, according to M.Hamel?

- A) their behaviour
- B) power
- C) aggressiveness
- D) mother tongue

**Ans: D) mother tongue**

Q25- What did Franz notice that was unusual that day?

- A) quietness in the school
- B) soldiers in the school
- C) crowd in school
- D) all of these

**Ans: A) quietness in the school**

Q26- What had been put up on the Bulletin Board that day?

- A) Teach only French
- B) Speak only English

- C) Teach only German
- D) Teach all these

**Ans: C) Teach only German**

Q27- What changes did the order from Berlin cause in school that day?

- A) hustle-bustle
- B) people were happy
- C) teachers were sad
- D) strange quietness and sadness

**Ans: D) strange quietness and sadness**

Q28- What changed Franz's feelings about M.Hamel and school?

- A) Police Patrolling
- B) Orders from Berlin
- C) Strict words from M. Hamel
- D) old Primer

**Ans: B) Orders from Berlin**

Q29- What made Franz and the people realize about the preciousness of their mother tongue?

- A) M. Hamel's words
- B) School orders
- C) Sudden orders from Berlin



D) School Principal

**Ans: C) Sudden orders from Berlin**

Q30- Expression 'Thunder Clap' in the lesson means \_.

A) loud but not clear

B) loud and clear

C) startling and unexpected

D) unpleasant

**Ans: C) startling and unexpected**

Q31- What did Mr. Hamel bring for his class on his last day in the school?

A) new pens

B) new notebooks

C) sweets

D) story books

**Ans: B) new notebooks**

Q32- "The Last Lesson" story was written in which year?

A) 1869 – 1870

B) 1870 – 1871

C) 1872 – 1873

D) 1870 – 1872

**Ans: B) 1870 – 1871**

Q33- Don't go so fast, you will get to your school in plenty of time means \_

A) getting late

B) very early

C) not early

D) early enough

**Ans: D) early enough**

Q34- What was there in front of the Bulletin Board?

A) children

B) police

C) hawkers

D) a crowd

**Ans: D) a crowd**

Q35- What bad news used to come from the Bulletin Board?

A) lost battles

B) the draft

C) orders of commanding officers

D) All of these

**Ans: D) All of these**

Q36- Which language would the students study from the next day?

A) English

B) German

C) Dutch

D) all of these

D) Spanish

**Ans: A) Because of his formal dress**

**Ans: B) German**

Q37- What does the expression “in great dread of scolding” mean?

A) to be happy about it

B) very badly scared of scolding

C) To be indifferent

D) None of these

**Ans: B) very badly scared of scolding**

Q38- Why was Franz shocked to see M. Hamel?

A) Because of his formal dress

B) because he gave sweets

C) because he had a flower in his hand

Q39- What attitude of M.Hamel surprised Franz?

A) soft and kind

B) rude

C) firm and strict

D) none of these

**Ans: A) soft and kind**

Q40- Who was M.Hamel?

A) a spy

B) language teacher

C) soldier

D) School Principal

**Ans: B) language teacher**