



ENGLISH

THE LAST LESSON

Name: _____

Date: _____

Class: XII Sec: ____

Read the extracts and answer the questions that follow:

1) 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 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.**

ii 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’**

iii 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 to put their children “to work on a farm or at the mills” for some extra money.**



INDIAN SCHOOL NIZWA - WORKSHEET

iv. Choose the option that most appropriately fills 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 class room stood (ii) _____. It was the last French lesson and 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) mesmerized; (iii) carry on; (iv) unity
- d) (i) forgotten; (ii) transformed; (iii) hold on; (iv) identity

2) You could see that he, too, was crying; his voice trembled with emotion, and it was so funny to hear him that we all wanted to laugh and cry. Ah, how well I remember it, that last lesson!

- 1) Who is 'He' in the above text?
- 2) What two things had 'he' brought with him?
- 3) Which word in the extract means 'unsteady'?
- 4) Why did 'we' want to laugh and cry?

Short answer type questions:

- 1) "What a thunderclap these words were to me!" What were the words that shocked and surprised the narrator?
- 2) Mention two things about M Hamel that surprised Franz on his last day at school.
- 3) 'What can be the matter now?' Why did Franz make this comment?

Long answer type question:

- 1) What did the French teacher tell his students in his last French lesson? What impact did it have on them? Why?
