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The Last Lesson

Fastrack« Revision

Main Points

- ▶ **Franz's worry**
 - Late for school
 - Participles not prepared
- ▶ **Rush at the bulletin-board**
- ▶ **Atmosphere in classroom**
 - All classmates already in places
 - Hamel wearing special fine Sunday clothes
 - Village people also sitting quietly
 - Sadness in the air
- ▶ **Hamel's address**
 - The last lesson
 - Ref. to news at the bulletin-board
 - No more French
 - German to be taught
- ▶ **Casual approach towards French**
 - Children preferred postponing learning; parents preferred their children earning money
 - Hamel preferred children watering his plants; he gave them holidays as he wanted to go fishing
- ▶ **His opinion about French**
 - The most beautiful language in the world
 - The clearest and the most logical
 - In slavery—the key to their prison
- ▶ **The last lesson in the class**
 - Grammar, writing and history
 - Old Hauser spelt letters from primer with bables crying
 - Mr. Hamel pale, throat choked, wrote 'Vive La France!'

Summary at a Glance

- ▶ 'The Last Lesson' is written by a French writer *Alphonse Daudet*. The story is narrated by a small boy Franz in the

first person. He is a student in Mr. Hamel's class at a school in Alsace. Actually the story 'The Last Lesson' is set in the days of Franco-Prussian War (1870-1871) in which France was defeated by Prussia led by Bismarck. So, the French districts of Alsace and Lorraine passed into Prussian hands. The Prussians wanted to acquire and rule over not only the territory of France, but also the minds and hearts of people. One day a notice came from Berlin informing the French that French (language) would no longer be taught in the schools of Alsace and Lorraine. Only German would be taught instead. When Mr. Hamel disclosed this news to the class, everyone including Franz was taken aback. Mr. Hamel told the students about the importance of one's native language. He also told them to keep their French language alive because it was the key to their prison in slavery. Franz felt extremely bad for not learning his lessons seriously. Then, Mr. Hamel taught his last lesson in French. The students learnt with rapt attention. They suddenly realised how important learning was. As the class came to an end, Mr. Hamel looked very sad and emotional. Before he dismissed the class, he wrote on the blackboard in large letters, "Vive La France!" Long Live France!

Theme

- ▶ The story highlights the human tendency to postpone learning of things for one feels there is plenty of time to do so. One never knows when the doomsday will dawn and bring an end to all our plans, hopes and aspirations.

The natives of Alsace realise their folly of not giving due importance to the study of French in their school days. So, they become victims of Linguistic Chauvinism with the occupation of their districts by Prussia.

The story also brings to light the brutality of war which makes man insensitive to human feelings and sentiments.



Practice Exercise



Extract Based Questions

Directions: Read the extracts given below and answer the questions that follow:

1. 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. (CBSE SQP 2023-24)

- List any two sensory details present in this extract.
- Why does the protagonist feel anxious about entering the classroom on this particular day?
 - The classmates have started the lesson
 - The teacher is in a bad mood
 - The classroom is too quiet
 - The protagonist is running late
- Complete the sentence appropriately.
The phrase 'as quiet as Sunday morning' suggests that
- Pick evidence from the extract that helps one infer that this was not the protagonist's first time being late to school.
- What does the term 'terrible iron ruler' indicate about M. Hamel?
- Which of the following headlines best suggests the central idea of the extract?
 - The Fears of a Latecomer
 - The Importance of Punctuality
 - The Rigidity of the School System
 - The Anxiety of a Young Student

Answers

- (i) The sounds of the opening and closing of desks.
(ii) The lessons repeated in unison loudly.
- (i) The classmates have started the lesson
- The phrase 'as quiet as Sunday morning' suggests that the school was unusually quiet, as if it were a day of holiday, rather than a bustling school day.
- The protagonist says, "I had counted on the commotion to get to my desk without being

seen." This implies that he may have been late before and so he was developed a plan to sneak into the class without being noticed.

- (e) The term 'terrible iron ruler' indicates about the strictness and severity of M. Hamel's discipline.
 - (f) (ii) The Importance of Punctuality
2. 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.
- Why was 'I' in a hurry?
 - Why does 'I' say 'I thought of running away'?
 - He was sick
 - He had not learnt his lesson
 - He had an urgent piece of work
 - None of the above
 - Prussian soldiers were
 - Who is the author?
 - What does the word 'edge' mean?
 - Who is 'I' in the given extract?
 - M. Hamel
 - One of the elders present in the class
 - The narrator
 - None of the above

Answers

- 'I' was in a hurry because he started for school very late that morning.
 - (ii) He had not learnt his lesson
 - drilling at the back of the sawmill
 - The author is Alphonse Daudet.
 - The word 'edge' means border or brink.
 - (iii) The narrator
3. What a thunderclap these words were to me! Oh, the wretches; that was what they had put up at the town hall! (CBSE 2018, Modified)
- Who is the speaker of the words which were a 'thunderclap'?

(i) Franz	(ii) M. Hamel
(iii) Hauser	(iv) The blacksmith
 - Choose the antonym of 'put up'.

(i) Build	(ii) Erect
(iii) Create	(iv) Ruin
 - Who does 'me' in the above lines refer to?
 - Which words were a 'thunderclap' for the person?
 - What had been put up at the town hall?
 - The word 'wretches' means



Answers

- (a) (ii) M. Hamel
 - (b) (iv) Ruin
 - (c) 'Me' in the above lines refers to Franz.
 - (d) The words that were a 'thunderclap' for the person were 'this is your last French lesson'.
 - (e) The bulletin-board at the town hall stated that only German would be taught in the schools of Alsace and Lorraine.
 - (f) The word 'wretches' means persons that you feel sympathy for or sad about.
4. 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.
- (a) Who called after the narrator?
 - (b) The crowd was
 - (c) Who passed the town hall?
 - (i) Franz
 - (ii) M. Hamel
 - (iii) The blacksmith, Wachter
 - (iv) None of the above
 - (d) Why was the bulletin-board an attraction to the crowd?
 - (i) There were beautiful pictures pasted on it
 - (ii) It had the list of winners in the competition
 - (iii) For the last two years all bad news had come from it
 - (iv) None of the above
 - (e) Give an antonym of 'apprentice'.
 - (f) What was the blacksmith doing?

Answers

- (a) The blacksmith, Wachter, called after the narrator.
 - (b) In front of the bulletin-board
 - (c) (i) Franz
 - (d) (iii) For the last two years all bad news had come from it
 - (e) An antonym of 'apprentice' is veteran.
 - (f) The blacksmith was reading the bulletin.
5. 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.

- (a) Who is the speaker here?
 - (i) M. Hamel
 - (ii) Franz
 - (iii) Hauser
 - (iv) None of these
- (b) What was it that surprised Franz the most?
- (c) M. Hamel wore his special dress because
- (d) What did the narrator notice after 'getting over his fright'?
 - (i) The back benches were occupied by the children
 - (ii) The old Hauser was writing something
 - (iii) M. Hamel was in his special dress
 - (iv) None of the above
- (e) What is the name of the lesson?
- (f) What does the word 'Fright' mean?

Answers

- (a) (ii) Franz
 - (b) The thing that surprised Franz the most was that the back benches were occupied by the village people who were sitting quietly.
 - (c) it was his last lesson to the class
 - (d) (iii) M. Hamel was in his special dress
 - (e) The name of the lesson is 'The Last Lesson'.
 - (f) The word 'fright' means fear or dread.
6. "Bah! I've plenty of time. I'll learn it tomorrow." And now you see where we've come out. Ah, that's the great trouble with Alsace; she puts off learning till tomorrow. Now those fellows out there will have the right to say to you, 'How is it; you pretend to be Frenchmen, and yet you can neither speak nor write your own language?' But you are not worst, poor little Franz. We've all a great deal to reproach ourselves with."
- (a) What does 'we've come out' imply?
 - (i) Become free
 - (ii) Attainment
 - (iii) Result
 - (iv) None of the above
 - (b) What does 'she' refer to in the extract?
 - (i) Franz's mother
 - (ii) A girl student
 - (iii) Alsace
 - (iv) None of these
 - (c) What do you think is the trouble with Alsace?
 - (d) Why do they all have a great deal to reproach themselves?
 - (e) The parents of the students were not
 - (f) What does 'pretend' mean?

Answers

- (a) (iii) Result
- (b) (iii) Alsace
- (c) The trouble with Alsace is that it is in the habit of 'postponing things until tomorrow'.



(d) They all have a great deal to reproach themselves because the students have been casual in their approach towards learning French and M. Hamel has also been casual in his approach towards teaching French quite often.

(e) anxious enough to have them learn

(f) Pretend means to behave in a particular way which is not true.

7. 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 and read us our lesson. I was amazed to see how well I understood it.

(a) How did M. Hamel explain the French language to the students?

(i) It was the most beautiful language in the world

(ii) It was easy to learn it

(iii) It was better than German

(iv) None of the above

(b) Why did Franz say 'I was amazed to see'?

(c) Which of the following words can replace 'amazed' in the passage?

(i) Sad

(ii) Gloomy

(iii) Astonished

(iv) Aloof

(d) What must 'we' guard?

(e) 'He' is

(f) Give an antonym of 'enslaved'.

Answers

(a) (i) It was the most beautiful language in the world

(b) Franz said 'I was amazed to see' because he had understood the lesson so well.

(c) (iii) Astonished

(d) 'We' must guard the French language.

(e) M. Hamel

(f) An antonym of 'enslaved' is liberated or emancipated.



Short Answer Type Questions

Q 1. How is the title 'The Last Lesson' relevant to the story?

Ans. The story centres around the last lesson in French. Alsace and Lorraine have been taken over by Prussia after its victory over France. As a result, German has been imposed in the schools of these two districts. Each and every event circles around the last lesson as from next day, German will be taught. For example, M. Hamel's way of dressing, coming of village elders, Franz's feeling for M. Hamel, M. Hamel's praise for the French language and so on. So, no other title would have been suitable to the story.

Q 2. Why does Franz think of bunking off the class?

Ans. Franz thinks of bunking off the class for several reasons. He has not prepared the participles, the

weather was so pleasant he was late for school and dreaded the teacher's scolding, the soldiers drill was another temptation.

Q 3. Why was Franz apprehensive on seeing the crowd around the bulletin-board?

Ans. Franz got apprehensive on seeing the crowd around the bulletin-board because for the last two years all the bad news had come from there—the lost battles, the draft, the orders of the commanding officer.

Q 4. What had been put up on the bulletin-board?

Ans. There was a notice about the order from Berlin which announced that from the next day only German would be taught in the schools of Alsace and Lorraine. The new teacher would join the school to teach German.

Q 5. Why did Franz not want to go to school that day?

(CBSE 2017)

Ans. Franz did not want to go to school that day because he had not learnt his lesson on participles and he was scared of being scolded by his teacher. Therefore, Franz wanted to avoid going to school.

Q 6. What did Franz notice in the school that seemed unusual about the school that day?

Ans. 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, but that day everything was as quiet as Sunday morning. M. Hamel was in his ceremonial clothes and the last benches which used to be empty, were occupied by the village elders.

Q 7. Who were sitting on the back benches during Mr. M. Hamel's last lesson? Why?

Or

Who occupied the back benches in the classroom on the day of the last lesson? Why?

(CBSE 2015)

Ans. The old men of the village were sitting on the back benches. It was so because they were sorry, too, that they had not gone to school more. It was their way of showing their gratitude to the master who had dedicated forty years of his life to the service of teaching French and of showing their respect for the country that was no longer theirs.

Q 8. What changes did the order from Berlin cause in the school that day?

Or

What was the order from Berlin and what changes did it cause in the school?

Ans. The order from Berlin stated that only German will be taught in the schools of Alsace and Lorraine. This meant that day was their Last French Lesson. M. Hamel had put on his ceremonial dress—his beautiful green coat, his frilled shirt and the little black silk cap, all embroidered. The elderly village people came to attend the last French lesson. Everything seemed to be as quiet as Sunday morning.

Q 9. What announcement did M. Hamel make to the students? What was its impact on little Franz?

Ans. M. Hamel mounted his chair and in the grave gentle tone 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. This announcement hit little Franz like a thunder clap. He felt sorry for neglecting his lessons.

Q 10. Why is the order from Berlin called a thunderclap by Franz?

"What a thunderclap these words were to me!" What were the words that shocked and surprised the narrator?

Or

"What a thunderclap these words were to me!" Which were the words that shocked and surprised little Franz?

Or

"What a thunderclap these words were to me!" What were those words and what was their effect on Franz? (CBSE 2017)

Ans. The narrator received a bolt from the blue as if, when the teacher, M. Hamel mounted on the chair and made the announcement that he was there to teach his last lesson in French that day. They had received orders from Berlin and consequently teaching of French was being banned, only German would be taught in the schools of Alsace and Lorraine.

Q 11. What did the narrator wish when he was asked to recite the rules of the participles by the teacher? How did he recite on the contrary?

Ans. In fact, the narrator had come totally unprepared to the school without learning his lesson about the rules of the participles. When he was asked to recite, he repented his carelessness. He wished he could recite his lessons flawlessly. But on the contrary he got all mixed up at the very first word and stood feeling guilty.

Q 12. Why did M. Hamel not scold Franz for not learning his lesson?

Ans. Mr. M. Hamel did not scold Franz for not learning his lesson because he wanted him to realise his mistake of always putting off his lessons for tomorrow. Such was the case with every Alsatian and how the worst had hit them. They could no longer learn their own language.

Q 13. What does M. Hamel mean when he says, "We have all a great deal to reproach ourselves with"?

Ans. This remark of M. Hamel indicates his regret. He felt that it were not the children alone who need to be blamed, even the adults had not been serious about the learning at school. The parents preferred to have their children work on their farms or at the mills to earn a little more money. Even Hamel had sent the children to water his plants thus making them miss their lessons.

Q 14. How was M. Hamel's last lesson in the class totally different from his previous classes?

Ans. M. Hamel was known to be a strict teacher. He never spared the rod in order to make the students learn

the lessons. Usually, he appeared cranky. But on the day he taught his last lesson, his voice mellowed down. It was grave and gentle instead of being rude and impolite. He was no longer aggressive and wasn't rapping his ruler on the table as he usually did.

Q 15. Why did M. Hamel insist that the people of Alsace should hold on to their language?

Or

Why does the teacher feel the need to safeguard their language?

Ans. M. Hamel insisted on making the people of Alsace realise what they were losing upon by not learning their lessons in time. He urged upon them to be conscious of the fact that French was the most beautiful language of the world—the clearest and the most logical one. They should guard their language and must not let it die as it was the key to their prison and a symbol of their identity.

Q 16. What was the people's reaction when they realised that they would never be able to learn their native language?

Ans. The people of Alsace realised how important their language is for their identity. There was an absolute silence in the class. Even the teacher was more patient as if he wanted to give away all he knew at one stroke. For Franz, his books which seemed a nuisance a while ago became his friends. Everyone was engrossed in the lesson.

Q 17. M. Hamel was an ideal teacher through and through. Comment.

Ans. M. Hamel has been projected as an ideal teacher. He has dedicated forty years of selfless service to educating the people of Alsace. He has seen the desks and benches wearing away and the trees and vines growing tall in front of him. He was a part and parcel of the school, making sincere efforts to teach French to his students.

Q 18. How does M. Hamel arouse patriotic feelings in the people of Alsace?

Ans. M. Hamel spoke a great deal on the French language in his last lesson. He made them conscious that their language was the key to their prison. He advised them to guard their language which is their identity. In the end, he wrote 'Vive La France' thereby made them realise that only they could fight for the liberation of their country and restore its identity.

Q 19. Why does M. Hamel reproach himself for the unsatisfactory progress of his students?

Ans. Despite being an ideal teacher, M. Hamel was casual in his approach towards teaching quite often. He sent his students to water his plants and gave them a holiday when he went fishing.

Q 20. Why do you think, towards the end of the story, M. Hamel made a gesture instead of speaking—that "School is dismissed—you may go"?

Ans. M. Hamel had taught French for the last forty years and now a German teacher was going to replace him. He grew so emotional that words went stuck in his

throat. He felt heart broken at the very thought of leaving. So, he made a gesture instead of speaking.

Q 21. When do the residents of Alsace realise how precious their language is to them? (CBSE 2023)

Ans. The residents of Alsace realise how precious their language is to them when they come to know about the order from Berlin that from the next day only German will be taught in the schools of Alsace and Lorraine. They realise that they will never be able to learn their native language which is essential to keep their identity intact.

Q 22. Why was M. Hamel dressed in formal clothes in school? (CBSE 2023)

Ans. M. Hamel was a French teacher. He had been teaching for forty years. He was a part and parcel of the school but that day was going to be his last French lesson at school. So, he dressed in his best formal clothes to mark this special occasion.



Long Answer Type Questions ↘

Q 1. How did the narrator react when the teacher announced that it was their last French lesson?

(NCERT)

Or How did Franz's feelings towards M. Hamel and school change?

Ans. Little Franz never liked to go to school and learn his lessons. Books seemed to be a burden to him. Instead of memorising the rules of the participles, he wanted to freak out. The teacher always seemed to be cranky and strict, always on the look out to scold him. He did not have a friendly feeling either for school or for his teacher. However, his feeling changed altogether when he reached school on the day of the last lesson. During the lesson, he suddenly realised that he could hardly write the language and now he was going to be deprived of the opportunity of learning his language. He was filled with a feeling of guilt for having neglected his studies and escaping school for seeking bird's eggs or going sliding on the Saar. Now his books which always seemed to be a burden and a nuisance for him, suddenly became his old friends. The very thought of losing his teacher, M. Hamel for ever pained him and made him forget his iron ruler and his cranky nature.

Q 2. How different from usual was the atmosphere at school on the day of the last lesson? (CBSE 2015)

Ans. The atmosphere at the school changed after the order from Berlin was received which declared that only German would be taught in the schools of Alsace and Lorraine. An absolute silence prevailed in place of the normal bedlam at the start of the school. The usual scenario like opening and closing of desks, lessons repeated in unison very loud was missing. Now it was all so still. M. Hamel instead of rapping his ruler was walking up and down with his terrible ruler under his arm. The teacher had also dressed differently and the strangest thing was

that the village elders had come to show respect to M. Hamel. Everybody looked sad and solemn as it was going to be their last French lesson.

Q 3. The order from Berlin banning the teaching of French stunned everyone. Comment. (CBSE 2019)

Ans. The order from Berlin came as a 'thunder bolt' to everyone. It banned the teaching of French in the schools of Alsace and Lorraine. This order deprived them of their own native language. Instead, they would be taught German. This shocking development suddenly caused a lot of change in the people of Alsace and Lorraine. M. Hamel who was quite strict and 'cranky' changed his behaviour and became soft cornered for Franz. Instead of rapping his iron ruler on the table, moving up and down with his ruler under his arms, pondering over the fact that it was his last lesson. He also dressed himself in ceremonial dress and taught the students with more patience. Franz who was always reluctant to study, realised with guilt in mind that he had been missing a lot. The village elders were also stunned and regretted for never giving a thought to learning French. Therefore, they turned up in full strength for the last lesson.

Q 4. "When a people are enslaved, as long as they hold fast to their language it is as if they hold the key to their prison". Comment on the basis of the story "The Last Lesson". (NCERT)

Ans. Generally speaking slavery is a curse. It deprives an individual or a nation of its identity. When it is a political slavery the natives of the country do not enjoy any kind of freedom, be it physical or mental. They have to abide by the rules of the ruling country or government. They have to lead a confined life. At such times of enslavement, it is their language, the native language which keeps their identity intact. It is their language which unites them against the foreigners who have taken them over. It serves as a key to their prison as it binds them together. It constantly reminds them of their enslavement and brings them together urging them to fight for the liberation of their motherland.

M. Hamel, the French teacher thus reminds his countrymen to safeguard their language after they received orders from Berlin barring the teaching of French in Alsatian schools. He tells them that if they held on to their language, only then will the coming generation remain awakened to the fact that they have been enslaved and they should struggle for freedom. The natives of a country can liberate themselves only if they recognise and maintain their identity through their mother tongue.

Q 5. What do you understand by 'Linguistic Chauvinism'? Analyse the order from Berlin in the light of this phrase. How do you justify M. Hamel's views about French and the new found love of the people towards their language?

Ans. Taking pride in one's language too far to respect the language of others leads to Linguistic Chauvinism. 'The Last Lesson' is the living example of Linguistic Chauvinism. The imposition of German language over the French speaking population can not be justified

from any angle. It is the worst kind of domination by the victorious country.

M. Hamel who has been teaching French for the last forty years in a single school is shocked beyond measure after the order from Berlin is received. His love for the French language is genuine. The order from Berlin arouses patriotic feelings in his heart. He feels that French is the most beautiful language of the world. He calls it the clearest and the most logical language. He is extremely frustrated at the thought that the people of Alsace never took the learning of French seriously. He impresses upon the students to safeguard their language because it is the key to their unity, freedom and identity. The people of Alsace realise how precious their language is to them. Franz too is not immune to the patriotic feelings. He feels earnestly sorry for neglecting his lessons. He loathes the very idea of German language. So, he remarks sarcastically, 'will they make them sing in German, even the pigeons?'

Q 6. A teacher should be, a friend, a philosopher and a guide for his student. Do you think M. Hamel fits into this image of a teacher? Discuss.

Ans. Mr. M. Hamel emerges as a true facilitator, a guide and a philosopher for his pupils to whom he teaches French. As soon as he learns that it was his last lesson, his domineering tone withers away and becomes gentle and polite, even to little Franz whom always scolds for his negligent approach towards learning. His concern about the education of his students becomes all the more prominent. Just like a true and sincere friend and guide he advises his students to shift their priorities and pay more attention to learning at school. Keeping his patience with Franz, he makes him realise why he always insisted on learning his lessons in time without postponing learning. In the story, he is also observed

to be loyal to his country and its language which is native to it. He calls upon his students to shake off their procrastination and safeguard their language as it was their key to prison and their true identity. We also find him a man with deep emotions when he proudly writes on the blackboard 'Vive La France' in the end. So, M. Hamel is thus an ideal teacher, true guide, philosopher and a patriot to the core.

Q 7. 'The Last Lesson' reflects the flaws in human character that led to the sad plight of people in Alsace. Substantiate your answer with evidences from the text. (CBSE 2023)

Ans. 'The Last Lesson' reflects the flaws in human character that led to the sad plight of people in Alsace and it is evident from the text.

'The Last Lesson' portrays the tragic consequences of the flaws in human character such as taking language and culture for granted and prioritising personal interests over the greater good.

One of the key flaws is the tendency of people to keep postponing things until tomorrow. This is evident from the following lines: "Everyday we have said to ourselves, 'Bah! I've plenty of time. I'll learn it tomorrow.' that's the great trouble with Alsace; she puts off learning till tomorrow." Another key flaw highlighted in the lesson is that people tend to prioritise personal interests over the greater good. The German officials were more concerned with imposing the German language over the French speaking population. They did not think about the emotional and cultural impact that their actions would have on the people of Alsace. This is evident from the lines: "Everybody looked sad."; "My last French lesson! Why, I hardly knew how to write!"; "Will they make them sing in German, even the pigeons?"; "Then he stopped and leaned his head against the wall."



Chapter Test

Extract Based Question

Q 1. "My friends," said he, "I-I-" but something chocked 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.

(a) What light does the sentence 'He could not go on' throw on M. Hamel?

- (i) He was physically weak
- (ii) He was hesitant
- (iii) He was emotionally full
- (iv) None of the above

(b) Why did M. Hamel turn to the blackboard?

(c) Why did M. Hamel lean his head against the wall?

- (i) He was tired
- (ii) He was feeling dizzy

(iii) He was emotionally broken

(iv) None of the above

(d) 'I' is

(e) Give a word that can replace 'lean' in the passage.

(f) What does 'Vive La France!' mean?

Short Answer Type Questions

Q 2. What was displayed on the bulletin-board?

Q 3. What did M. Hamel announce in the class? What was its effect?

Q 4. Do you think M. Hamel was an ideal teacher? Comment.

Long Answer Type Questions

Q 5. Is it appropriate to carry pride in one's language too far? Discuss.

Q 6. How did the people react to the order from Berlin?