

2. M. Hamel attributed the neglect of learning French partly to:

- a) The parents' desire for children to work
- b) Lack of good teachers
- c) Political tensions
- d) Government restrictions

3. The atmosphere in the classroom during the last lesson can best be described as:

- a) Chaotic and tense
- b) Solemn and mournful
- c) Hopeful and excited
- d) Indifferent and lazy

4. What symbolic item did M. Hamel wear on the last day?

- a) His gold chain
- b) His Sunday clothes
- c) A tricolor ribbon
- d) His old woolen coat

5. Franz's sudden interest in the lesson signifies:

- a) Intellectual maturity
- b) Realization of lost opportunities
- c) Mocking obedience
- d) Fear of punishment

6. The decree from Berlin made:

- a) German compulsory in all schools of Alsace and Lorraine
- b) French the national language
- c) Schooling optional
- d) History the only subject taught

7. M. Hamel's movement near the window signifies:

- a) His longing for France's freedom
- b) His disappointment with students
- c) His desire to retire
- d) His preparation for new duties

8. Hauser, the old man in the classroom, came to:

- a) Apologize to M. Hamel
- b) Attend school for the first time
- c) Pay respect to the French language
- d) Deliver the decree

9. Franz compares the recitation of the old men to:

- a) The choir of birds
- b) The humming of bees
- c) The rustling of leaves
- d) The sound of drums

10. M. Hamel's statement that French is the "most beautiful language" highlights:

- a) National pride
- b) Linguistic superiority
- c) Political propaganda
- d) Personal ego

11. The presence of villagers in the classroom shows:

- a) Fear of Prussians
- b) Respect for the language they neglected
- c) Desire to restart schooling
- d) Obedience to Berlin

12. The primary emotion Franz experiences as he listens to the lesson is:

- a) Boredom
- b) Regret
- c) Anger
- d) Happiness

13. M. Hamel's chalk breaking at the end symbolizes:

- a) End of his career
- b) His anger
- c) His helplessness
- d) Surrender to Prussian rule

14. The order from Berlin reflects:

- a) Cultural assimilation
- b) A demand for modernization
- c) Educational reform
- d) Removal of illiteracy

15. Why does Franz describe the pigeons as asking "Will they make them sing in German?"

- a) To mock Prussians
- b) To show that nature defies political control
- c) To indicate language change among animals
- d) To show pigeons are trained

16. What quality of M. Hamel is revealed in his final address?

- a) Harshness
- b) Nationalistic devotion
- c) Indifference
- d) Strict discipline

17. The villagers regret their earlier neglect because:

- a) They fear fines
- b) They realize what they have lost
- c) M. Hamel scolds them
- d) Berlin orders them to attend

18. Franz's feelings toward M. Hamel on the last day changed from:

- a) Admiration to fear
- b) Hatred to respect
- c) Fear to affection
- d) Respect to anger

19. The story's tone can best be described as:

- a) Ironic tragedy
- b) Nostalgic lament
- c) Heroic triumph
- d) Humorous satire

20. "We've all a great deal to reproach ourselves with." This refers to:

- a) The German invasion
- b) Collective failure to value education
- c) Students' laziness only
- d) Teachers' incompetence

2. Assertion–Reason (20)

1. A: Franz was shocked to see the villagers in the class.

R: They came to show respect for the last French lesson.

2. A: M. Hamel blamed parents for students' poor learning.

R: Parents preferred sending their children to work.

3. A: The classroom was unusually quiet on the day of the last lesson.

R: Franz was prepared for a test in participles.

4. A: M. Hamel wore special clothes for the last lesson.

R: He wanted to impress the Prussian officers.

5. A: Franz suddenly found the lesson easy.

R: He felt a heightened emotional connection to his language.

6. A: The Berlin order aimed to teach German in schools.

R: The Prussians wanted cultural domination.

7. A: The villagers regretted not attending school earlier.

R: They realized how precious the French language was.

8. A: M. Hamel became emotional while teaching grammar.

R: He realized it was his final opportunity.

9. A: The old men sat on the back benches.

R: They wanted to show solidarity with M. Hamel.

10. A: The pigeons pointed to the irony of the situation.

R: Nature cannot be controlled by political orders.

11. A: Franz felt guilty about neglecting his lessons.

R: He blamed M. Hamel for being strict.

12. A: The story emphasizes linguistic pride.

R: Loss of a language can symbolize loss of identity.

13. A: M. Hamel felt the French language was beautiful.

R: It was considered the clearest and most logical language.

14. A: Franz thought he understood grammar perfectly.

R: He actually studied hard for the test.

15. A: The villagers' attendance was symbolic.

R: It represented the end of an era.

16. A: M. Hamel decided not to scold students.

R: He believed kindness would motivate them.

17. A: The Prussians enforced German as the medium of instruction.

R: Political power often dictates cultural norms.

18. A: Franz admired M. Hamel during the last lesson.

R: He realized Hamel's dedication and sacrifice.

19. A: The breaking of chalk signified defeat.

R: M. Hamel was angry at Berlin's officials.

20. A: The story depicts forced cultural assimilation.

R: Language is a primary tool for political control.

3. Case-Based Questions (20)

Case 1

Read the extract:

"Then I heard M. Hamel say to me, 'I won't scold you, little Franz; you must feel bad enough.'"

1. Why does M. Hamel refuse to scold Franz?

2. What tone does this reveal in M. Hamel?

3. How does this line support the central theme of regret?

Case 2

Extract:

“The last lesson! The very words struck me.”

4. What realization does Franz experience here?

5. Why is the moment emotionally impactful?

6. Explain how this reflects irreversible loss.

Case 3

Extract:

“All at once the church clock struck twelve.”

7. What is the symbolic significance of the clock?

8. What transition does this moment mark?

9. How does it affect the classroom atmosphere?

Case 4

Extract:

“The pigeons cooed on the roof. ‘Will they make them sing in German?’”

10. Explain the irony in this observation.

11. What thematic issue is highlighted?

12. How does this deepen Franz's understanding?

Case 5

Extract:

"Hauser had brought an old primer, all thumbbed at the edges."

13. What does Hauser's action symbolize?

14. Why is the primer important?

15. What does this reveal about the villagers?

Case 6

Extract:

"M. Hamel mounted his chair and looked very pale."

16. Why does M. Hamel appear pale?

17. What does his act of mounting the chair signify?

18. How does this build emotional tension?

Case 7

Extract:

“Poor man! It was in honour of this last lesson.”

19. What is being honored?

20. How does this line summarize the emotional core of the story?

ANSWERS

MCQs

1-a, 2-a, 3-b, 4-b, 5-b, 6-a, 7-a, 8-c, 9-b, 10-a, 11-b, 12-b, 13-c, 14-a, 15-b, 16-b, 17-b, 18-c, 19-b, 20-b.

Assertion–Reason

- 1-A&B true; R correct
- 2-A&B true; R correct
- 3-A true, R false
- 4-A true, R false
- 5-A&B true; R correct
- 6-A&B true; R correct
- 7-A&B true; R correct
- 8-A&B true; R correct
- 9-A&B true; R correct
- 10-A&B true; R correct
- 11-A true, R false
- 12-A&B true; R correct
- 13-A&B true; R correct
- 14-A true, R false
- 15-A&B true; R correct
- 16-A true, R false
- 17-A&B true; R correct
- 18-A&B true; R correct
- 19-A true, R false
- 20-A&B true; R correct

Case-Based (Sample Key Points)

- 1–3: Compassion, regret, emotional maturity
- 4–6: Finality, shock, loss
- 7–9: Passage of time, end of freedom, tension
- 10–12: Irony, cultural suppression, deeper awareness
- 13–15: Value of language, nostalgia, guilt
- 16–18: Anxiety, leadership, tension
- 19–20: Honour of language, emotional climax