

MULTIPLE CHOICE QUESTIONS

THE LAST LESSON

1. For the last two years, where did all the bad news come from?

- (a) the Bulletin Board
- (b) Town Hall
- (c) school
- (d) M. Hamel's House

2. Who asked Franz not to hurry to school?

- (a) Old Hauser
- (b) former Mayor
- (c) former Postmaster
- (d) blacksmith Watcher

3. What was M. Hamel going to question Franz about?

- (a) participles
- (b) adjectives
- (c) old primer
- (d) Ba be bi bo bu

4. What was unusual about M. Hamel's dress?

- (a) wore clean clothes
- (b) wore a brand new outfit
- (c) wore clothes he wore on prize days
- (d) wore traditional French clothes

5. Who sat on the back bench on the last lesson?

- (a) Franz
- (b) Prussians
- (c) the village people
- (d) The new teacher

6. What order had come from Berlin?

- (a) to close the school
- (b) teach German in schools of Alsace and Lorraine
- (c) to open a new school in Alsace and Lorraine
- (d) that Hamel would have to leave

7. Why did Hamel blame himself?

- (a) not having taught them enough French
- (b) not being strict
- (c) giving students a holiday at times
- (d) not being responsible

8. What does the last lesson taught by Hamel symbolize?

- (a) no more teaching of French
- (b) domination of Prussia
- (c) learning of German
- (d) loss of language and loss of freedom

9. What is the moral that the Alphonse Daudet wants to bring out?

- (a) not to put off things that one can do that day
- (b) old order changed to new
- (c) one should accept everything that happens
- (d) teachers should be respected

10. What does the marching of soldiers under the windows represent?

- (a) the departure of Hamel
- (b) dawn of Prussia in France
- (c) freedom for Franz
- (d) sorrow of the villagers

11. What does M. Hamel's motionless posture reflect?

- (a) the school is dismissed
- (c) changing order of life
- (b) sense of finality
- (d) feeling of nostalgia

12. Why does Hamel blame the parents?

- (a) they preferred children to work in farms
- (b) they were not strict
- (c) they did not come to M. Hamel's class
- (d) they did not love the French language

13. Franz thinks- will they make them sing in German- even the pigeons? What could this mean?

- (a) German would use brutal force over everyone
- (b) harsh orders will be passed
- (c) when people are deprived of their essence even the surroundings are affected.
- (d) the Germans will rob France of its language.

14. Why does the author urge the reader to respect his language?

- (a) It is what makes you respect your countrymen.
- (b) It is the key to freedom.
- (c) You can express yourself.
- (d) It is unique and reflects literature and art.

15. M. Hamel is introduced as a ruler-wielding teacher. This demonstrates that:

- (a) he is concerned.
- (b) he is adamant.
- (c) he is unfeeling.
- (d) he is a hard taskmaster.

16. M. Hamel emerges as a when he teaches his last lesson.

- (a) meek person
- (b) true patriot
- (c) repentant man
- (d) defeated the man

17. What was Franz banking on to enter the class as he was late?

- (a) M. Hamel's teaching on the blackboard
- (b) commotion in the class
- (c) Hauser helping him sneak in
- (d) to quietly walk in when everyone was preoccupied with participles

18. Which district came under the Prussian rule?

- (a) Alsace and Berlin
- (b) Berlin and Lorraine
- (c) Alsace and Lorraine
- (d) the southern districts of France

19. Franz looked for opportunities to skip school to do what?

- (a) work on mills
- (b) go fishing
- (c) water the plants
- (d) collect birds eggs

20. 'Viva la France' became an emotional evidence of M. Hamel's?

- (a) sadness and patriotism.
- (b) finality and depression.
- (c) nostalgia and emotional outburst.
- (d) love for the school and teaching as a profession.