

**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  
(b) sense of finality  
(c) changing order of life  
(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.