

ATOMIC ENERGY CENTRAL SCHOOL, MYSORE

CLASS XI-ENGLISH CORE

Worksheet – prose 1

1. Read the given extracts and answer the following questions.

.A. "M. Hamel went on to talk of the French language, saying that it was the most beautiful language in the world — the clearest, the most logical; 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 book and read us our lesson. I was amazed to see how well I understood it. All he said seemed so easy, so Easy! "

1. Which of the following can be attributed to M. Hamel's declaration about the French language?

- A. subject expertise
- B. nostalgic pride
- C. factual accuracy
- D. patriotic magnification

Answer: D

2. "I was amazed to see how well I understood it." Select the option that does NOT explain why Franz found the grammar lesson "easy".

- A. Franz was paying careful attention in class this time.
- B. M. Hamel was being extremely patient and calm in his teaching.
- C. Franz was inspired and had found a new meaning and purpose to learning.
- D. Franz had realized that French was the clearest and most logical language.

Answer: B

3. Franz was able to understand the grammar lesson easily because he was

- A. receptive.
- B. appreciative.
- C. introspective.
- D. competitive.

Ans: D

B. "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."

1. 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.

2. 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.

3. 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'

4. 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 France itself, and the last French lesson 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) mesmerised; (iii) carry on; (iv) unity
- D. (i) forgotten; (ii) transformed; (iii) hold on; (iv) identity

C. "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. It was all much more tempting than the rule for participles, but I had the strength to resist, and hurried off to school. 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, "Don't go so fast, bub; you'll get to your school in plenty of time!"

1. What does the extract say about the narrator's attitude towards French?

- A. French was equally appealing to him as the beauty of nature.
- B. He attends the lesson out of compulsion.
- C. He was eager to receive the French lesson
- D. He lacked interest in the lesson.

2. What can be inferred about the living condition of the place?

- A. Everybody lived in peace and harmony.
- B. Natives are intimidated by the foreign presence
- C. The inhabitants coexisted with external force without qualms
- D. There is a sense of uneasiness looming around the environment.

3. Identify the factor that does not serve the purpose of implying the theme.

- A. The reference to the bulletin board.
- B. The presence of Prussian soldiers
- C. The description of nature.
- D. The narrator's stand on French lesson.

4. Which word from the given extract fits the description?

A person who is learning a trade from a skilled employer, having agreed to work for a fixed period at low wages"

- A. Prussian
- B. Commanding Officer
- C. Apprentice
- D. Sawmill

D.. How it must have broken his heart to leave it all, poor man; to hear his sister moving about in the room above, packing their trunks! For they must leave the country next day.

1. Who are 'they' here?|

- A. M. Hamel and his sister.
- B. Franz
- C. Villager
- D. Houser

2. Why is M. Hamel's heart broken?

- A. Because he has to leave the country the next day
- B. Because of transfer
- C. Because of retirement
- D. Because of a student's misbehaviour.

3. Why do they have to leave the country?

- A. German would be taught in place of French.
- B. French will be taught now.
- C. New languages will be taught.
- D. He has got a new job.

4. Who is packing the trunks?

- A. M. Hamel's sister
- B. M. Hamel's wife
- C. M. Hamel's father
- D.M. Hamel's servant

2. Answer the following in about 30-40 words.

2 x 10 = 20 marks

1. What sort of a boy was Franz and what tempted him to stay away from school?
2. Why is the order from Berlin called a thunderclap by Franz?
3. How was the last lesson different from earlier lesson?
4. Everybody in the last lesson is filled with remorse and regret. Comment.
5. How did Franz and his friends enjoy the lesson in writing?
6. How did M Hamel feel and behave during the last lesson?
7. Why did the villagers come to school that? How did they look?
8. What happened when the lesson in History was over?
9. How did the last lesson come to an end?
10. How did Franz's feelings about M.Hamel and school change.

3. Answer the following in about 125-150 words.

3X5=15 marks

- i. Comment on the appropriateness of the title "The Last Lesson."
- ii. Does the story has a universal appeal? Explain.
- iii. What impression do you form of M.Hamel on the basis of your study of the story 'The Last Lesson'.
