

I. Question and answers:

1. What kind of news was usually put upon the bulletin board?  
All the bad news about the lost battles, the draft, the orders of the commanding officer were put on the bulletin board usually.
2. What was the usual scene when school began everyday?  
Usually when the school began, there was a great bustle, opening and closing of desks, lessons repeated in unison and the teacher's ruler tapping on the table could be heard.
3. Other than the students, who else were present in the class?  
Other than the students, the village people were present in the class. Hauser with his three cornered hat, the former mayor, the former post master and several others were present in the class.
4. Why did Mr. Hamel say it was the last French lesson?  
The order had come from Berlin to teach only German in the schools of Alsace and Lorraine. The new master was to come the next day. Hence Mr. Hamel said it was the last French lesson.
5. What was Franz asked to tell? Was he able to answer?  
Franz was asked to recite that dreadful rule for the participle. No he wasn't able to answer it.
6. Why did Mr. Hamel blame himself?  
M. Hamel blamed himself for sending him to water his flowers instead of making the students learn lessons. He also said that it was his mistake to grant them a holiday when he went for fishing.
7. What did M. Hamel say about the French language?  
M. Hamel said that the French language was the most beautiful, clearest and logical language; that must be guarded and never forgotten.

8. How many years had M. Hamel been in the village?

M. Hamel had been in the village for forty years. The narrator expected commotion on that day but it was quiet as Sunday.

II. Answer the following questions in two or three sentences:

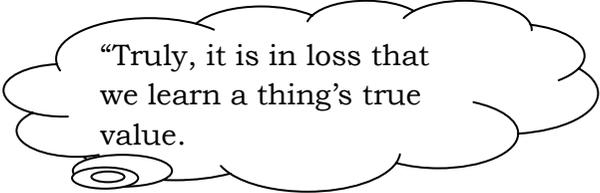
1. Why did Franz dread to go to school that day?  
Franz dreaded to go to school that day because M. Hamel was going to question him on participles and Franz did not know anything about participles.
2. What were the various things that tempted Franz to spend his day outdoors?  
The warm bright day, chirping birds in the woods and the Prussian soldiers drilling in the open field tempted Franz to spend his day outside.
3. Why was the narrator not able to get to his desk without being seen?  
The narrator expected commotion on that day but , it was quiet as Sunday and he could see his classmates, already on their places. So he was not able to get to his desk without being seen.
4. What was Franz sorry for?  
Franz did not know to write French. As it was the last lesson, he could never learn anymore. So he felt sorry.
5. Why were the old villagers sitting in the last desk?  
It was the last day for Mr. Hamel, the French teacher who had taught for forty years. The villagers came to the class, to pay respect to him and thank him for his service.
6. What were the thoughts of the narrator's parents?  
The narrator's parents were not anxious to send him to school for learning. They preferred to send him to work on a farm or a mill to have little more money.
7. Why does Mr. Hamel say that we must guard our language?  
Mr. Hamel says that they must guard the language because it would help them get freedom from their slavery.
8. M. Hamel was gazing at many things. What were they?  
Hamel was gazing at one thing after the other in the school room. He also gazed at the garden outside and the walnut trees and the hopvine planted by him.

9. When and how did Hamel bid farewell to the class?

When the church clock struck twelve and the Prussian soldiers were returning from their drill, Hamel stood up, wrote 'Long Live France' on the board and bid fare well to the class.

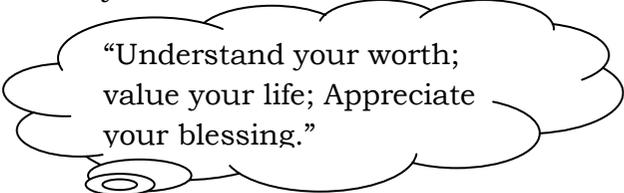
III. Answer the following in a paragraph:

1. "We appreciate the value of something only when we are about to lose it." Explain this with reference to the French language and M. Hamel .



"Truly, it is in loss that we learn a thing's true value."

The theme of patriotism, freedom of languages and the love for one's mother tongue are predominant in the story 'The Last Lesson', which was written by Alphonse Daudet. This story describes the year 1870 when the Prussian forces under Bismarck attacked and captured France. Alsace and Lorraine, the districts of France went into Prussian's hands. The new Prussian ruler issued an order that only German should be taught in all schools. The French teachers were asked to leave with immediate effect. The story describes the last day of one such French class under M. Hamel. He had taught French for forty years. But most of the students never knew the value of the teacher's devotion and dedicated service. The students neglected the language and thought that they had plenty of time to learn French. But when the order came from Berlin that only German must be taught in schools. Emotions surged up from the heart of the students that they could have learnt French without wasting their time. There were mixed emotions from the teacher, the students and the villagers. Thus the story highlights the importance of mother tongue of a person. It also throws light on the importance of customs of a country.



"Understand your worth; value your life; Appreciate your blessing."

2. Give an account of the last day of M. Hamel in school. Prussian forces captured France. The new rulers discontinued the teaching of French in the schools. The French teacher could no longer teach French, which he had been doing for the last forty years. Still he gave the last lesson to his students with utmost devotion and sincerity as ever. Franz a lazy student never learnt French. On the last day he saw many villagers attending Hamel's class. He realized that it was his last class and the villagers came to show their respect. Franz felt sorry for not learning all these days. Hamel said that the parents, students and he himself were to be blamed. He told all the people in the class that they had to guard the language if they wanted freedom from their slavery. Hamel gazed at all the things in the class room and at the trees in the garden. When the clock struck twelve and the Prussian soldiers were returning, he grew emotional. He stood up and wrote "Long live France" on the board and bid fare well to all those in the class room.

"Our memories of yesterday will last a life time"

SUPPLEMENTARY

"THE LITTLE HERO OF HOLLAND"

- Mary Mapes Dodge

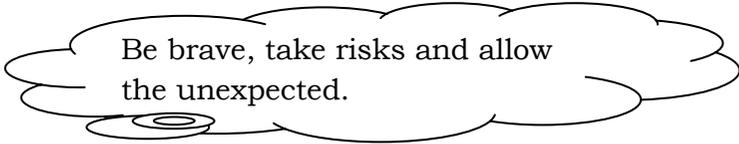
Narrate in your own words the circumstances that led Peter to be a brave little hero.

Title: The little Hero of Holland

Author: Mary Mapes Dodge

Characters: Peter, his father and mother, his friend- the blind man, people

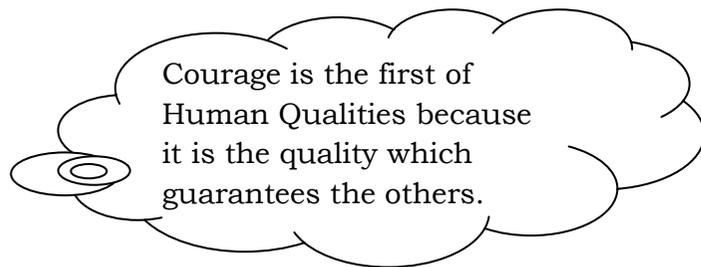
Theme: Patriotism, Love for fellow beings.



Be brave, take risks and allow the unexpected.

Mary Mapes Dodge was an American children's author and editor, best known for her novel 'Hans Brinker'. She was a recognized leader in juvenile literature for almost a third of the nineteenth century. The story took place in the country Holland,

where the lands mostly lie below sea level. So there were dikes to keep the water from not entering into the lands. Even the small children know the importance of the dikes. Peter, a boy of eight, lived with his father who tended the gates of the dike with his mother too. He used to visit his friend, a blind man, on the other side of the dike. Once while on such a visit to his friend, on his return to his house, he heard the sound of water trickling down. He saw a hole in the dike. Immediately he put his finger into the hole to stop the flow of water. That night, nobody came to help him. The next morning a man who came for work saw Peter crouching beside the dike with his finger in the hole. He understood the situation and raised an alarm. Then the people came and mended the hole in the dike. By his night's heroism, he had made himself a place in history and will always, be known as 'The Little Hero of Holland'



POEM  
NO MEN ARE FOREIGN

James Falconer Kirkup

Read the following lines and answer the questions given below.

1. Beneath all uniforms, a single body breathes  
Like ours: the land our brothers walk upon.  
Is earth like this, in which we all shall lie.

a) What is found beneath all uniforms?

Ans: The same human body that breathes is found beneath all uniforms.

b) What is same for everyone of us?

Ans: The earth we walk upon is the same for all of us.

c) Where are we all going to lie finally?

Ans: We are all going to lie beneath the earth.

2. They, too aware of sun and air and water,

Are fed by peaceful harvests, by war's long winter starv'd

a) What is common for all of us?

Ans: The sun, air and water are common for all of us.

b) How are we fed?

Ans: We are fed by peaceful harvest

c) Mention the season referred here.

Ans: Winter is the season referred here.

3. Their hands are ours, and in their lines we read

A labour not different from our own.

a) Who does 'their' refer to?

Ans: 'Their' refers to all the people from other countries of the world.

b) What does the poet mean by 'lines we read'?

Ans: The poet means, lines that show the hard work done by the hands.

c) What does not differ?

Ans: Labour does not differ. Hard work is the same for all human beings.

4. Let us remember, whenever we are told

To hate our brothers, it is ourselves

That we shall dispossess, betray, condemn.

a) Who tells us to hate our brothers?

Ans: War tells us to hate our brothers.

b) What happens when we hate our brothers?

Ans: When we hate our brothers we hate ourselves.

c) What do we do to ourselves?

Ans: We disown ourselves, we cheat ourselves and hate ourselves.

5. Our hells of fire and dust outrange the innocence

Of air that is everywhere our own,

Remember, no men are foreign, and no countries strange.

a) What outrages the innocence?

Ans: War which is futile spoiling the very earth with hells of fire and dust outrages the innocence.

b) Who are not foreign?

Ans: The people who belong to the earth and breathe the same air are not foreign.

c) What is not strange?

Ans: All the countries on earth are not strange.

6. Remember they have eyes like ours that wake

Or sleep, and strength that can be won by love.

a) Who do the words 'they' refer to?

Ans: 'They' refers to people of different countries whom we consider to be strangers.

b) How can we win other people?

Ans: The strength of the other people can be won by love and kindness.

c) Explain "They have eyes like ours that wake or sleep".

Ans: The strangers or foreigners are similar to us in every way. They sleep and wake up each new day just like us.

7. Remember, we who take arms against each other  
It is the human earth that we defile.

a) Why do we take arms against each other?

Ans: We take arms against each other when we decide to harm each other.

b) What is 'human earth'?

Ans: 'Human earth' is the human world that is comprised of all countries, races, cultures and creeds.

c) How do we defile 'human earth'?

Ans: We defile or pollute the human earth by using arms and ammunition to cause widespread death and destruction.

II. Read the given lines and answer the questions that follow:

1. Beneath all uniforms, a single body breathes  
Like ours: the land our brothers walk upon.

a) What is the figure of speech employed?

'Like ours' - simile

b) Pick out the alliterated words.

Beneath - body- breathes are alliterated words

2. Our hells of fire and dust outrage the innocence

a) What is the figure of speech used in this line?

Ans: Metaphor is used in the words 'Hells of fire'. Hells are compared to fire.

3. They, too, aware of sun and air and water,  
Are fed by peaceful harvests, by war's long winter starv'd

a) What is the poetic device used here?

The poetic device used here is transferred epithet. (Winter is not starved here, but the people are starved)

4. Let us remember, whenever we are told  
To hate our brothers, it is ourselves  
That we shall dispossess, betray, condemn  
Remember, we who take arms against each other

a) Mention the rhyme scheme of the above lines.

Ans: There is no rhyme scheme followed in the above lines. It is written in free verse.

5. Remember they have eyes like ours that wake  
or sleep, and strength that can be won

By love. In every land is common life.

a) What is the poetic device used here?

The poetic device used here is enjambment  
(Enjambment - running lines of poetry from one line to the next without using any kind of punctuation to indicate a stop)

Answer the following in a paragraph:

1. How does the poet suggest that all people on earth are the same?

(or)

The Poem 'No men are Foreign' has a greater relevance in today's world elucidate.

Ans: 'No Men are Foreign' is a thought provoking poem by James Falconer Kirkup. It tells us that all the divisions based on nation, caste, colour, creed or religion are baseless since we all are similar in our basic need of the common resources for our life. We all have a common source of origin, same resources for our survival. There is no difference between different people and the countries they live in. The uniforms worn by the people in different parts of the world may be different but the bodies beneath them are the same. The earth that one walks upon is the same for all people from different countries. 'Single body' refers to the inherent similarity between all human beings. All will one day or the other die and return to the earth only.

People in every part of the world get the sunshine, air and water in equal measures. They too prosper during peace but have to suffer poverty and during the war like us. They do the same jobs to earn their livelihood as we do. They are created just like us and sleep or wake up in a manner similar to ours. They too can be won over by love.

Thus, human life is the same in every part of the world. We must remember that when we hate, betray and condemn others or forcibly take away land and property from them, we actually harm ourselves. Our weapons of war make the earth dirty and spoil its atmosphere. Wars thus cause misery and destruction. In this way, the poem gives us the message of mutual and peaceful co-existence and warns us not to discriminate others.

United we stand, Divided we fall.