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## **The Last Lesson (Class 12):**

**Answer these questions in not more than 30-40 words.**

1. Why was Franz reluctant to go to school on the day of the last lesson?
2. What did Franz notice about the atmosphere in the school when he arrived?
3. How was Mr. Hamel's behaviour different from usual on his last day of teaching?
4. What announcement did Mr. Hamel make in the class regarding the French language?
5. How did the villagers react to the news about the last French lesson?
6. Why did Franz feel ashamed of not learning his lessons regularly?
7. How did Mr. Hamel describe the French language in his farewell speech?
8. What changes did Franz notice in Mr. Hamel's appearance that day?
9. What message does Alphonse Daudet convey through The Last Lesson?
10. How does the chapter reflect on the theme of linguistic and cultural oppression?

**Answer the following in not more than 60-80 words.**

1. Describe the character of M. Hamel. How does his attitude change in his last French lesson? Discuss how his emotions and teaching methods reflect the themes of patriotism and regret.
2. Analyse the title "The Last Lesson." What significance does it hold in the context of the story, and how does it reflect the impact of language and identity on the people of Alsace?
3. Discuss the theme of linguistic oppression in "The Last Lesson." How does the imposition of German affect the cultural and emotional ties of the people of Alsace to their French language?
4. What role does Franz play in "The Last Lesson"? How does his attitude toward learning French change throughout the story, and what lessons does he learn about language, identity, and patriotism?
5. Examine the emotional impact of the Prussian order on the people of Alsace, as portrayed in "The Last Lesson." How do different characters, such as Franz, M. Hamel, and the villagers, respond to the loss of their language?
6. How does the story "The Last Lesson" highlight the importance of education and the sense of regret associated with missed opportunities? Analyze the characters' reflections on their past attitudes toward learning.
7. In "The Last Lesson," M. Hamel says that people often postpone learning for tomorrow. How does this statement reflect the regret and guilt felt by the people of Alsace after losing the right to learn French?

8. Discuss the significance of the village setting in "The Last Lesson." How does the depiction of rural life and the close-knit community contribute to the emotional weight of the story?
9. Compare and contrast the reactions of Franz and the other students in the classroom to M. Hamel's last lesson. How do their attitudes toward learning and their teacher evolve throughout the story?
10. How does Alphonse Daudet use symbolism in "The Last Lesson" to emphasize the importance of language, culture, and national identity? Discuss the symbolic significance of the school, the French language, and M. Hamel's farewell lesson.

## PRACTICE QUESTIONS THE THIRD LEVEL

### 1. MULTIPLE CHOICE QUESTION

- I. How would you describe Charley's vision of his grandfather's life and times
  - a) Wistful escapism
  - b) Idealised sentimentally
  - c) Nostalgic simplicity
  - d) Dreamy perfection
  
- II. "I passed a dozen men who looked just like me" This line is indicative of
  - a) Race of Life
  - b) Monotony
  - c) Insecurity
  - d) Fear
  
- III. How does Charley describe Galesburg as it used to be in 1984?
  - a) As a deserted place
  - b) As an overpopulated place
  - c) As a quiet, simple and peaceful place
  - d) As a chaotic place
  
- IV. "and if you're trying to skin me, you won't get very far,". In the line skin me implies
  - a) To punish
  - b) To cheat
  - c) To slap
  - d) To make fun of
  
- V. "I've tried often enough" shows the narrator's
  - a) Frustration
  - b) Desire
  - c) Regret
  - d) anger
  
- VI. How would you describe Charley
  - a) Confused, happy-go-lucky
  - b) Escapist, adventurous
  - c) Imaginative, nostalgic
  - d) Friendly, responsible
  
- VII. Charley wanted to travel to Galesburg as it was known for its
  - a) Huge lawns and big trees
  - b) Peaceful and leisurely
  - c) Big spacious old houses

d) Green environment and broad streets

VIII. The ticket clerk suspected Charley for what?

- a) Tendering old currency
- b) Tendering real currency
- c) Tendering fake currency
- d) Both (a) and (c)

IX. What evidence did Charley have that the third level existed?

- a) It was his birth place
- b) The stamp collection
- c) His trip to the third level
- d) The cover letter from Sam

### **2-3 MARKS QUESTIONS**

1. What does third level refer to ?
2. How did Charley reach the third level of Grand Central Station ?
3. Does Charley agree that stamp collecting habit is a way of escapism? Why?
4. How did Charley ascertain that he had reached the 1894 world ?
5. Why did Charley run away from the Third Level?
6. Why was Charley not able to get to the Third Level?
7. What made Charley conclude that Sam had reached the Galesburg?
8. What according to Sam is the reason behind Charley 's problem?
9. Why did the booking clerk refuse to accept money from Charley?
10. What is referred as 'a temporary refuge from reality? Why ?

### **LONG ANSWER TYPE QUESTIONS ( 5-6 MARKS )**

1. Justify the title 'The Third Level '
2. How did Sam's mail reach Charley?
3. Briefly describe Charley's strange experience in the third level ?

## Questions from the chapter 'lost spring'

1. Answer the following questions very briefly: -

- a) What is the meaning of Saheb's name, and how is it ironic?
- b) Where does Saheb work, and what is his daily routine?
- c) What are the living conditions like in Seemapuri?
- d) What does Saheb dream of doing instead of rag picking?
- e) How does the system in Firozabad keep children trapped in the bangle-making trade?
- f) Why are the children in Firozabad unable to break free from the cycle of poverty?
- g) What do the bangles symbolize in the lives of the children of Firozabad?
- h) How does Anees Jung describe the working conditions of the bangle makers?
- i) What role does tradition play in the lives of the children in Firozabad?
- j) What message does the author convey through the stories of Saheb and the bangle makers?

2. Answer the following questions in 40-50 words: -

- a) Why is the story called "Lost Spring"? How does "spring" symbolize the children's lives in Seemapuri and Firozabad?
- b) How does Anees Jung highlight poverty and inequality through Saheb and the bangle makers' stories?

- c) How do tradition and exploitation keep the bangle makers of Firozabad in poverty?
- d) What are Saheb's dreams, and how do they differ from his reality?
- e) How does the lack of education affect the children in Seemapuri and Firozabad?