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The Last Lesson — CBSE Class 12 English Core Chapter Test

FREE CHAPTER TEST · CLASS XII · ENGLISH CORE (301) · PATTERN OF THE CBSE SAMPLE QUESTION PAPER 2026-27

TIME ALLOWED	MAXIMUM MARKS	QUESTIONS	NAME / ROLL NO.
45 minutes	21	13 (A 8 · B 4 · C 1)	

GENERAL INSTRUCTIONS

Read the following instructions very carefully and strictly follow them:

1. This question paper contains 13 questions. All questions are compulsory.
2. This question paper is divided into three sections: A, B and C.
3. Section A (Q1–8) contains objective questions of 1 mark each.
4. Section B (Q9–12) contains short answer questions of 2 marks each; answer in 40–50 words.
5. Section C (Q13) contains a long answer question of 5 marks with an internal choice; answer in 120–150 words and attempt only one of the alternatives.
6. Answer in your own words, within the word limits.
7. This chapter test follows the question types, marks and word limits of the Literature section (Section C) of the CBSE Class XII English Core (301) Sample Question Paper 2026-27, for one chapter: 21 marks in 45 minutes.
8. The answer key and the marking scheme are at the end of this booklet. Attempt the paper in 45 minutes before you look at them.

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Chapter: The Last Lesson (Flamingo) · **Topics:** Franz and M. Hamel · The order from Berlin · Language and identity · Regret and procrastination · Irony and tone

SECTION A

This section comprises 8 objective questions of 1 mark each, testing comprehension, interpretation, inference and appreciation of the chapter.

1. Why was Franz afraid of going to school on the morning of the last lesson? 1

(A) He had been absent the day before.

(B) He had not learnt the rules for participles, on which M. Hamel was to question the class.

(C) He had been caught watching the Prussian soldiers drill.

(D) He had lost his French grammar book.

2. What surprised Franz most when he reached the school? 1

(A) The usual noise of lessons being repeated aloud could be heard from the street.

(B) The teacher was absent.

(C) Everything was as still and quiet as on a Sunday morning.

(D) The class had been moved to another room.

3. M. Hamel was wearing his beautiful green coat, frilled shirt and embroidered silk cap because 1

(A) it was an inspection day

(B) the prizes were to be given out

(C) it was his birthday

(D) he was giving the last French lesson and wanted to honour it

4. Who were sitting on the back benches, which were usually empty? 1

(A) Old Hauser, the former mayor, the former postmaster and other villagers

(B) The new German master and his assistants

(C) Prussian officers sent to watch the class

(D) The parents of the younger pupils only

5. What was the order that had come from Berlin? 1

(A) All schools in Alsace and Lorraine were to be closed.

(B) Only German was to be taught in the schools of Alsace and Lorraine.

(C) Teachers in Alsace and Lorraine were to teach both French and German.

(D) All French teachers were to leave the country at once.

6. According to M. Hamel, as long as an enslaved people hold fast to their language, it is as if they 1

(A) could win back their land by force

(B) were free to travel anywhere

(C) had the key to their prison

(D) would never have to obey their rulers

7. Franz's question whether they would make even the pigeons sing in German mainly shows 1

(A) his fear of the Prussian soldiers

(B) his love of birds

(C) that he had started to like German

(D) the absurdity of forcing a language upon a people

8. What did M. Hamel write on the blackboard at the end of the lesson? 1

(A) Vive La France!

(B) The last lesson

(C) Long live Alsace!

(D) School is dismissed

SECTION B

This section comprises 4 short answer questions of 2 marks each. Answer each in 40–50 words.

9. How did Franz react when M. Hamel announced that this was their last French lesson? (40–50 words) 2

10. Why had the old men of the village come to sit in the classroom that day? (40–50 words) 2

11. M. Hamel felt that everyone had a great deal to reproach himself with. Whom did he blame, and for what? (40–50 words) 2

12. What was the significance of the bulletin board at the town hall in the story? (40–50 words) 2

SECTION C

This section comprises 1 long answer question of 5 marks. Answer in 120–150 words.

13. (a) Linguistic chauvinism means forcing one's language on others. How does The Last Lesson show its effect on the people of Alsace and Lorraine, and the value of one's own language? (120–150 words) 5

OR

(b) Describe how Franz's attitude towards M. Hamel and his French lessons changed on the day of the last lesson. (120–150 words)

END OF THE QUESTION PAPER

ANSWER KEY — SECTION A

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
(B)	(C)	(D)	(A)	(B)	(C)	(D)	(A)

MARKING SCHEME AND WORKED SOLUTIONS

Value points are shown with their marks in brackets. Credit any other relevant point made in the student's own words.

Q1. Answer (B). M. Hamel had said he would question them on participles, and Franz did not know the first word about them.

Q2. Answer (C). Usually the bustle could be heard from the street; that day it was as quiet as a Sunday morning, so he could not slip in unseen.

Q3. Answer (D). He wore them only on inspection and prize days; that day he wore them to honour the last lesson in French.

Q4. Answer (A). The village people had come to the last lesson; old Hauser had brought an old primer.

Q5. Answer (B). Only German was to be taught in the schools of Alsace and Lorraine, and the new master would come the next day.

Q6. Answer (C). He says the language is like the key to their prison: it keeps their identity alive.

Q7. Answer (D). The ironic question shows how unnatural and extreme the order is: language cannot be ordered, any more than birdsong.

Q8. Answer (A). Too moved to speak, he wrote Vive La France! as large as he could, and signed to the class that school was dismissed.

Q9. (2 marks) Answer: shocked; regret for wasted time; books became friends; forgave the teacher.
The announcement struck Franz like a thunderclap. [½] He was filled with regret for the lessons he had missed while hunting birds' eggs or sliding on the Saar. [½] His books, which had seemed a nuisance, now felt like old friends, [½] and he forgot all about M. Hamel's ruler and how cranky he was. [½]

Q10. (2 marks) Answer: to thank M. Hamel and to honour the country they were losing; regret.
They had come to thank M. Hamel for his forty years of faithful service [1] and to show their respect for the country that was theirs no more; they also regretted that they had not gone to school more when they could. [1]

Q11. (2 marks) Answer: parents, pupils and himself, each for neglecting learning.
Parents, who sent their children to work on farms or at the mills for a little more money; [½] children like Franz, who kept putting off learning till tomorrow; [½] and himself, for sending pupils to water his flowers instead of learning, and for giving a holiday whenever he wanted to go fishing. [1]

Q12. (2 marks) Answer: two years of bad news; that day the order from Berlin.
For two years all the bad news had come from it — the lost battles, the draft, the orders of the commanding officer. [1] The crowd round it that morning warned of fresh trouble: it was where the order from Berlin had been put up. [1]

Q13. (5 marks) Answer: loss of the mother tongue under Prussian rule; language as identity and the key to the prison. Value points [5]: after the Franco-Prussian War, Alsace and Lorraine passed into Prussian hands, and the order from Berlin allowed only German in their schools; the people suddenly realised what they were losing — the villagers fill the back benches, Hauser with his old primer; Franz, once careless, now regrets every missed lesson and understands M. Hamel; M. Hamel calls French the most beautiful, clearest and most logical language and says that a language held fast is like the key to an enslaved people's prison; the irony of whether the pigeons too would have to sing in German shows how unnatural such an order is; the story warns that a people's language is its identity and that we value things only when we are about to lose them. **OR** Value points [5]: earlier Franz was careless, afraid of the teacher's iron ruler, and tempted to spend the day outdoors; he had not learnt participles; the announcement came like a thunderclap; he regretted the time wasted hunting birds' eggs and sliding on the Saar; his grammar and history books became old friends; he forgot the ruler and pitied the teacher who had to leave the next day; he listened to every word, found the lesson clear and easy, and was surprised at how well he understood; he felt the teacher had never been so patient; he learnt the value of his language and of time.

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