

4.5 The Last Lesson

Warming up!

Chit-Chat

- How was this year for you?
- Are you happy with what you could study this year?
- What did you miss, or could not do?
- What do you plan to do about it- about the things you could not do/study well?
- What was the best moment for you this year?

Ans. Do it your own

Growing sentences

Form pairs. Write two sentences of two words. each.

Examples: (1) Stand up. (2) Don't disturb.

- Form groups of three. Write three sentences of three words each.

Examples:

- (1) Please come here.
- (2) Open your books.
- (3) You can go.

- Form groups of four. Write four sentences of four words each.

Examples:

- (1) Complete your notebooks now.
- (2) Is it your book?
- (3) I like my school.
- (4) Mother cooks nice food.

- Continue to write as many sentences as the number of students in the group, till you reach the number 10.

- After that, go on forming bigger groups and writing sentences with as many words as the number of students in the group. However, you may write only one or two sentences at each step after 10.

Examples:

Sentence of 5 words: Can you please help me? Sentence of 6 words: Avanish works hard for his future.

Sentence of 7 words: You are free to choose your career.

Sentence of 8 words: I got this gift on my tenth birthday.

Sentence of 9 words: My mother corrects me when I make a mistake.

Sentence of 10 words: We should follow the rules and regulations of our society.

• **See if you can make a sentence with as many words in it as there are students in your classroom.**

Ans. Do It your own

• **Write the sentence in big letters on chart paper and display it in the classroom.**

Ans. Do It your own

ENGLISH WORKSHOP

1. Find the meaning of the following words from a good dictionary.

(1) Sawmill - a factory where wood is cut with

(2) Prussian German inhabitant of Prussia

(3) Apprentice - a person who learns some skill needed in his/her job.

(4) nuisance – annoyance

(5) cranky - irritable

(6) hold fast to something to possess something (here language) firmly despite of many difficulties.

(7) at one stroke - with a single immediate action.

(8) might - strength.

2. List the people and their occupation in the passage.

Ans. (1) M. Hamel - French teacher

(2) Franz- the narrator student

3. Find five words ending with '-ing' and five words ending with '-ed' from the lesson.

Ans.

words ending with '-ing'	words ending with '-ed'
1. fluttering	1. dismissed
2. writing	2. turned
3. scratching	3. looked
4. choking	4. learned
5. bearing	5. chanted

4. Find five examples of commonly used past participles from the story. For example, said, learnt.

Ans. 1. Got

2. Saw

3. Wore

4. Came

5. Put

5. What is the meaning of the following words and phrases in the passage? Choose the correct alternative.

(1) was in great dread of

(i) was in a great hall

(ii) was in great demand

(iii) was afraid of

(iv) was angry with.

Ans. was afraid of

(2) did not know the first word about them

(i) did not know anything about them

(ii) did not care about them

(iii) knew all the words except the first word

(iv) had not learnt them by heart.

Ans. did not know anything about them

(3) terrible iron ruler

(i) a great king

(ii) a ruler made of poor quality iron

(iii) a magic ruler

(iv) ruler with which the master hit the student hard.

Ans. ruler with which the master hit the student hard.

(4)... got a little over my fright

(i) got very frightened

(ii) got something because I was frightened

(iii) became little

(iv) got less frightened

Ans. Got less frightened

(5) What a thunderclap these words were to me! way to me

(i) The words came as a shock.

(ii) He shouted the words at me.

(iii) There was thunder and lightning.

(iv) The words were accompanied by claps.

Ans. The words came as shock.

(6) she put off learning tomorrow

(i) she prepare for learning

(ii) she did not learn at that time

(iii) she cancelled tomorrow's learning

(iv) she studied the word 'tomorrow'.

Ans. Do it your own

6. Fill in the following blanks using proper words from 'who', 'when', 'what', 'how' or 'why':

(1) She started jumping for joy when she heard the news.

(2) You must tell why I mustn't do it.

(3) The person who is making the speech is my friend.

(4) They wondered what had happened to him.

(5) You must show me how to mix the solutions.

(6) I'll tell you when it is time to leave.

7. Write a short note on your mother tongue and the attempts you make to study it well.

Ans. My mother tongue is Marathi. It is spoken all over Maharashtra. Konkani, Malvani, Ahirani, Varhadi are some of the dialects of Marathi. According to many writers and philosophers, it is the most beautiful language in India.

The moment when I heard the first Marathi word 'Aai', I have been learning this language till today. I learnt it from my parents, grandparents, neighbours and my Marathi teachers. I read a lot of books including novels of renowned authors in Marathi. People say Marathi is rich in its literature. By reading Marathi newspapers, magazines and by listening to Marathi news bulletins I improved my vocabulary and even the beauty of structure. Being my mother tongue, I haven't taken any special efforts to learn this language as I learnt it from my surroundings.

8. Write points and counter points on the following topics:

• You should study all subjects in your mother tongue

Ans. Points:

(1) Language is a symbol that reflects the culture of one's community and ethnic identity and speaking in one's own mother tongue can create a sense of personal identity for the students across the globe.

(2) When students don't understand the instructions given by the teachers in English they

lose their confidence and they either choose to sit silently or repeat mechanically, leading to frustration and ultimately repetition, failure and school drop out.

Counter points :

(1) India is a country with too many languages with some being state specific and Hindi being the national language. English being an international language has now become language connecting the whole of India. On the other hand, we have our mother tongues which teach the kids about our culture and about our past.

(2) If the instructions are given in mother tongue then the question arises, "How will they cope up with English later on? The educationists and policy makers need to give it a thought.

• You must memorise the rules of grammar

Ans. Points:

(1) Language is the base of almost everything we do as human beings. We cannot communicate without language. If we want to understand linguistic dimension of our existence we need to learn the rules and regulations of grammar as it is fundamental organizing principle of language.

(2) It has been observed that the explicit teaching of grammar rules leads to better learning and understanding and this lasts over time. Learning about grammar provides basic knowledge for learning other languages.

Counter points:

(1) The difference between a literate and educated person is that an educated person knows to read and write. Anyone who knows to read and write knows grammar. It is a part of learning a language. Why to take it up as a separate thing to learn and add to the stress level of the students.

(2) Language is a means of communication, people have been communicating with each other for ages. Functional grammar is still acceptable but learning rules looks like wastage of time and energy.

There are pros and cons of everything and so is of learning grammar rules. I think that at least the basics of grammar should be taught till primary level and then we can shift to functional grammar.

9. Why was Franz sad?

Ans. When Franz came to know that M. Hamel was leaving, he realized that he had not learned a single word of French, his own language and now they will start teaching

German. He was also sad thinking about the condition of M. Hamel who was leaving the school after forty years of faithful service.

10. What should people never lose even when they lose freedom?

Ans. Even when the people lose their freedom, they should not lose their own language.