

2nd Term Worksheet [2018 – 19]

Subject – English Literature

Class – VIII

Name :

Sec. :

[Poem]

[In the Bazaars of Hyderabad]

Words to know:

[61]

ye: _____

brocade: _____

pedlars: _____

girdles: _____

scabbard: _____

cithar: _____

aeons: _____

azure: _____

chaplets : _____

new-garnered: _____

Comprehension:

[A] Answer the following questions: **[61]**

1. Where is the poem set?

Ans. _____

2. What are the mirrors and dagger handles made of?

Ans. _____

3. What do the vendors and pedlars sell?

Ans. _____

4. How has the poet described the anklets on the feet of blue pigeons?

Ans. _____

5. What fruits are being sold in bazaar?

Ans. _____

6. What are being made by the goldsmiths?

Ans. _____

7. Explain the rhyme scheme in the poem 'In the Bazaars of Hyderabad'.

Ans. _____

8. Identify the repetition used in the poem.

Ans. _____

[B] Answer the following questions with reference to context: [61]

1. *What do you sell, O ye merchants?*
Richly your wares are displayed,
Turbans of crimson and silver,
Tunics of purple brocade
Mirrors with panel of amber

(a) What are the different objects being sold by the merchants?

Ans. _____

(b) Describe the play of colours mentioned in the first stanza.

Ans. _____

(c) What is decorated with amber?

Ans. _____

2. *What do you grind, o ye maidens?*

Sandalwood, henna and spice

What do you call, O ye pedlars?

Chessman and ivory dice.

(a) Who is the speaker addressing in these lines?

Ans. _____

(b) Which are the spices mentioned here?

Ans. _____

(c) What are the pedlars doing?

Ans. _____

3. *What do you weave, O ye flower-girls*

With tassels of azure and red?

Crowns for the brow of a bridegroom,

Chaplets to garden his bed.

Sheets of white blossoms new-garnered

To perfume the sleep of the bed

(a) What colours are the flower-girls working with? What are they weaving?

Ans. _____

(b) What are the two events mentioned here?

Ans. _____

(c) What perfumes *the sleep of the dead*?

Ans. _____

[C] Think, discuss and then answer the following questions: [62]

1. Describe everything one might hear and see at the bazaar in this poem.

Ans. _____

2. Which lines in this poem fascinate you? Why?

Ans. _____

[Chapter – 5]
[A Pound of Flesh]

Words to know: [74]

feigned: _____

demeanor: _____

fright: _____

loathe: _____

abject: _____

impugn: _____

Comprehension:

[A]

Answer the following questions:

[74]

1. Why did Shylock and Antonio hate each other?

Ans.

2. What was the bargain struck between Shylock and Antonio?

Ans.

3. What is the role of the Duke of Venice? What were his views on the matter being presented?

Ans.

4. What was Portia’s solution?

Ans.

5. How did Shylock meet his doom?

Ans.

6. What is the moral of the play?

Ans. _____

[B] Answer the following questions with reference to context: [74]

1. *You'll ask me, why I rather choose to have/ A pound of carrion flesh than to receive/Three thousand ducats?*

(a) Who is the speaker of the line?

Ans. _____

(b) Who has borrowed money from him?

Ans. _____

(c) Why does she want to take a pound of flesh instead of money?

Ans. _____

2. *The quality of mercy is not strain'd,/ it droppeth as the gentle rain from heaven...*

(a) What do the lines above mean? Who is the speaker here?

Ans. _____

(b) What else does the speaker say about the qualities of mercy?

Ans. _____

(c) According to the speaker, why must Shylock show mercy? What reason does he give for refusing it?

Ans. _____

3. *To do a great right, do a little wrong,
And curb this cruel devil of his will.'*

(a) Who speaks this line in the play?

Ans. _____

(b) To whom is he requesting?

Ans. _____

(c) Who is the cruel devil?

Ans. _____

[C] Think, discuss and then answer the following questions: [75]

1. While Shylock is clearly painted as villain here, he makes some good arguments when demanding what is his. What are they? Do you think he is justified in his hatred for Antonio? Why or why not?

Ans. _____

2. Did Shylock get more justice than he bargained for? Support your answers with reasons from the text.

Ans. _____

[Chapter – 6]
[When the Earth Shook]

Words to know: [84]

aftershocks: _____

estimated: _____

obliterating: _____

glaciologist: _____

treacherous: _____

rehabilitation: _____

rubble: _____

debris: _____

tectonic: _____

amplitude: _____

Comprehension:

[A] Answer the following questions: [85]

1. When did the two major earthquakes of 2015 hit Nepal?

Ans. _____

2. What was the impact of the Nepal earthquake on life?

Ans. _____

3. Name at least two famous monuments damaged or destroyed by the earthquake in Nepal.

Ans. _____

4. How are tsunami caused?

Ans. _____

5. Who invented the Richter scale?

Ans. _____

6. According to estimates, how many earthquakes that measure below 2.5 on the Richter scale occur annually?

Ans. _____

[B] Answer the following questions with reference to context: [85]

1. *The world's tallest peak has always been treacherous to climb. The 2015 tragedy, however, has devastating effects.*

(a) What natural calamity occurred on Mt Everest due to the Nepal earthquakes?

Ans. _____

(b) Which local community did it effect the most? Why?

Ans. _____

(c) What effect did the earthquake have on Mt Everest?

Ans. _____

2. *The surface of the Earth is made up of tectonic plates.*

(a) How are tectonic plates involved in causing earthquakes?

Ans. _____

(b) What are seismic waves?

Ans. _____

(c) Which two tectonic plates does Nepal lie on?

Ans. _____

3. *Earthquakes are measured according to the Richter scale.*

(a) What is the formal name for the Richter scale? Give its full form.

Ans. _____

(b) What machine is required to measure the magnitude of an earthquake?

Ans. _____

(c) In what bracket on the Richter scale do the most intense earthquakes fall? How often do these occur?

Ans. _____

[C] Think, discuss and then answer the following questions: [85]

(a) How do you think the Nepal earthquake will affect tourism in the future?

Ans. _____

(b) What should be done to help those affected by the Nepal earthquake?

Ans. _____

[Poem]

[The Mouse and The Snake]

Words to know: [94]

unpoliced: _____

vicious: _____

hypnotic: _____

obscenely: _____

unfroze: _____

trunk: _____

flail: _____

clamped: _____

might and main: _____

ebbed: _____

surged: _____

mangled: _____

bereft: _____

commemorate: _____
elegiac: _____
metre: _____
extols: _____
stoic: _____

Comprehension:

[A] Answer the following questions: [94]

1. Where did the two mice want to go? Why were they warned not to go there?

Ans. _____

2. Briefly describe the snake. What makes him frightening?

Ans. _____

3. Why was the snake able to catch one of the mice? How did the second mouse escape?

Ans. _____

4. The mouse attacked the snake till he spat out her friend's body. What quality does this reveal?

Ans. _____

5. What is the theme of the poem 'The Mouse and the Snake'?

Ans. _____

[B] Answer the following questions with reference to context:

[94]

1. *But the two friends, unpoliced,
Broke in and began to feast;
And their laughter fell and rose,
Till their blood with horror froze.*

(a) Who were the two friends?

Ans. _____

(b) Where did they break in?

Ans. _____

(c) Why did their blood freeze?

Ans. _____

2. *And, when she stood shocked and still,
Sprang at once to make his kill,
Suddenly the mouse unfroze,
Glared at him, and twitched her nose.*

(a) Why was she shocked?

Ans. _____

(b) Who wanted to kill her?

Ans. _____

(c) Why did she glare at him?

Ans. _____

[C] Think, discuss and then answer the following questions: [95]

1. Have you ever acted against the advice of your friend? What happened when you didn't listen to the advice?

Ans. _____

2. Do you think that the mouse did the right thing by attacking the snake? What would you do in case your friend was injured by someone else?

Ans. _____

[Chapter – 7]
[The Great Sport]

Words to know: [102]

means: _____

fencing: _____

ahdere: _____

enforced: _____

reserve: _____

strategic: _____

anticipate: _____
stamina: _____

dual: _____
backbone: _____
decoy: _____
foul _____

Comprehension:

[A] Answer the following questions: [102]

1. What is football called in North America?

Ans. _____

2. How many players are there usually in each team?

Ans. _____

3. What is the duration of a game of football? How is the time divided?

Ans. _____

4. What is the difference between overtime and injury period?

Ans. _____

5. What is the striker’s main role?

Ans. _____

[B] Answer the following questions with reference to context: [102-103]

1. *It is a common belief that football (soccer rugby, and football too) originated from an ancient Greek game...*

(a) What is the name of this ancient game?

Ans. _____

(b) What were the rules of the game?

Ans.

(c) Name an English ruler who banned football. Why did he/she do so?

Ans.

2. *Besides preventing the ball from entering the goal, a goalkeeper has other responsibilities.*

(a) Where does the goalkeeper stand?

Ans.

(b) What are the goalkeeper's other duties?

Ans.

(c) Name any two famous goalkeepers.

Ans.

3. *The midfielder is the backbone of a team.*

(a) Explain how a midfielder is the backbone of a team.

Ans.

(b) What is a *playmaker*?

Ans.

(c) Name any two positions a midfielder can play.

Ans. _____

[C] Think, discuss and then answer the following questions: [103]

(a) Do you think it was wise of rulers to try and ban football? Why/Why not?

Ans. _____

(b) How do you think rules can improve a sport?

Ans. _____

