

Class: VIII

MAR THOMA RESIDENTIAL SCHOOL, THIRUVALLA
First Terminal Examination August, 2019
Paper II – English Literature

Time : 2hrs
Marks:80

Read the extracts and answer the questions that follow.

Extract- 1

I took a step forward. In an instant, his strange headgear began to move. From among his hair, there arose the squat diamond-shaped head and puffed neck of a loathsome serpent. "It is a swamp adder!" cried Holmes, "The deadliest snake in India. Dr Roylott must have died within ten seconds of being bitten."

- a) What did Holmes and Watson hear when they were in Julia's sister's room? What did Holmes do then? (3)
- b) What did they see on reaching Dr Roylott's room? (3)
- c) What happened when Watson took a step forward? What was it actually? (3)
- d) Explain: *Violence does, in truth, recoil upon the violent.* Why did Holmes comment so? (3)
- e) How did the idea of a snake occur to Holmes? (4)

Extract- 2

But Bruno is not convinced. While exploring his new environment, he meets Shmuel, from the other side of the fence, who shares his birthday, but has a very different life. The boys become friends. One day Shmuel ask Bruno to help him find his missing father. Bruno, whose greatest wish is to be an explorer, agrees to cross the fence and help Shmuel.

- a) What is the background in which the story is written? (3)
- b) Who was Bruno? What was he not convinced at? (3)
- c) How did Bruno meet Shmuel? What did Shmuel ask Bruno? Why did Bruno agree to it? (3)
- d) Where were Bruno and Shmuel going? What was different about their reasons for going there? (3)
- e) Why was Shmuel standing, unlike before? What did he carry with him? Why did he carry it? (4)

Extract- 3

So Bruno kept his word and the two boys spent an hour and a half searching the camp looking for evidence. They weren't sure what they were looking for, but Bruno kept stating that a good explorer would know it only when he found it. But they didn't find anything at all that might give them a clue to Shmuel's papa's disappearance, and it started to get darker.

- a) What did Bruno see on the other side of the fence? (3)

- (3)
- b) What do you mean by *kept his word*? Did Bruno try to keep his word? (3)
- c) Did the boys find what they were looking for? How did they feel about it? (3)
- d) What do you understand by *marches*? Who were made to march? Why didn't they return from marches? (3)
- e) What happened when the whistles blew again? What did Bruno hear from towards the back? (4)

Extract- 4

It was like taking time out of life - time to get things into perspective and assess my progress. Everything was so different that it confused me- this countryside after years of city streets, the sense of release from exams and study, the job with its daily challenge. And then there was my boss.

- a) Why did the narrator develop a great skill in zig- zagging round puddles? (3)
- b) What did the narrator say about mending a puncture? (3)
- c) What do you mean by *get things into perspective*? What confused the narrator? (3)
- d) Do you think the boss was a greedy person? How can you say that? (3)
- e) How did the boss trouble the narrator? What do you mean by *headlong*? (4)

Extract- 5

*As Arctic ice dissolves and polar bears decline,
Can the wolves of Ethiopia trust humankind?
Will the whitetip shark and angel shark avoid the fishing trawl?
How soon until the Mpingo tree takes its final fall?*

- a) What do you mean by *workings of a mine*? How does it affect the golden mole? (3)
- b) What is the hippo in danger of? What do you mean by *pine marten*? (3)
- c) What are the threats faced by polar bears, sharks and Mpingo tree? (3)
- d) What do you mean by *newt*? Explain: *Can we save our ponds for the Great crested newt*? (3)
- e) What does the speaker try to convey through the last stanza of the poem? (4)
