

# 3<sup>rd</sup> Term Worksheet [2018 – 19]

Subject – English Literature

Class – VI

Name :

Sec. :

[Poem]

[Echoing Green]

Words to know:

[104]

skylark: \_\_\_\_\_

thrush: \_\_\_\_\_

**Comprehension:**

[A] Answer the following questions: [104]

1. What time of the year is the poem set in? Explain with an example from the poem.

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Who do you think is the narrator of the poem? What does he do in the poem?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How does Old John while away his time?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What do the weary kids do?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What happens after the sports ends?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What is the rhyme scheme of the poem?

Ans. \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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

[104-105]

1. *The merry bells ring*  
*To welcome the spring.*  
*The skylark and thrush,*  
*The birds of the bush,*  
*Sing louder around,*

(a) Why do the merry bells ring?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(b) Who are its companions? What do they do?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(c) What kind of activity is seen in nature when the bells rings?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. *Like birds in their nest,*  
*are ready for rest;*  
*And sport no more seen*  
*On the darkening green.*

(a) Who is referred to as birds here and what are their nests?

Ans. \_\_\_\_\_

\_\_\_\_\_

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[illegible][illegible]

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[illegible]

**[Chapter – 9]**

**[An Inspiring Tale of a Foot – and – Mouth Artist]**

**Words to know:**

**[107]**

endowed: \_\_\_\_\_  
\_\_\_\_\_

fascinated: \_\_\_\_\_  
\_\_\_\_\_

brandishing: \_\_\_\_\_  
\_\_\_\_\_

dismay: \_\_\_\_\_  
\_\_\_\_\_

easels: \_\_\_\_\_  
\_\_\_\_\_

aesthetic: \_\_\_\_\_  
\_\_\_\_\_

dignity: \_\_\_\_\_  
\_\_\_\_\_

counterparts: \_\_\_\_\_  
\_\_\_\_\_

indifferent: \_\_\_\_\_  
\_\_\_\_\_

beholding: \_\_\_\_\_  
\_\_\_\_\_

**Comprehension:**

[A] Answer the following questions:

**[110]**

1. How old was Janarthanan when the incident took place?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Who came as a ray of hope for the family?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How did Janarthanan cope with his disability?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What encouraged him to perform better?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What is the role of MFPA in helping foot – and – mouth artists?

Ans. \_\_\_\_\_

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6. Describe the equipment used by foot – and – mouth artists to paint.

Ans. \_\_\_\_\_

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\_\_\_\_\_

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

[111]

1. *“That was turning point for Janarthanan. He started drawing with his mouth. It was indeed a challenging task, but Janarthanan refused to give up.*

(a) What was the turning point in Janarthanan’s life?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(b) What was the challenging task?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(c) What does Janarthanan’s story teach us?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. *Just like Janarthanan, there are many heroes amongst us, who paint, design and sculpt beautiful master pieces with the help of their mouth or foot – which is a very tedious process indeed!*

(a) Who are the heroes mentioned here?

Ans. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(b) What do they do?

Ans. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(c) What kind of training do these individuals require?

Ans. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. *A number of organizations such as the The Mouth and Foot Painting Artists Association (MFPA) have been formed to create awareness about foot – and – mouth artists.*

(a) What does MFPA stand for?

Ans. \_\_\_\_\_  
 \_\_\_\_\_

(b) Why was it been formed?

Ans. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(c) How do the foot – and – mouth artists benefit from such organizations?

Ans. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

[111]

1. Research about various foot – and – mouth artists across the world and write about one of them.

Ans. \_\_\_\_\_  
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2. How do you plan to incorporate the lessons learnt from the story in your life?

Ans.

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**[Chapter – 10]**  
**[The Open Window]**

**Words to know:** **[119]**

poised:	<hr/> <hr/>
mope:	<hr/> <hr/>
rectory:	<hr/> <hr/>
regret:	<hr/> <hr/>
moor:	<hr/> <hr/>
snipe:	<hr/> <hr/>
bog:	<hr/> <hr/>
shudder:	<hr/> <hr/>
rabid:	<hr/> <hr/>

Comprehension:

[A]    Answer the following questions:    [119]

1.      Who is Mr Framton visiting? Why?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.      How is his host’s niece described at first?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

3.      Where had Mr Framton’s sister lives and how long ago?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.      Why is Mr Framton’s host concerned about the carpets?

Ans. \_\_\_\_\_

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\_\_\_\_\_

5.      What did Mr Framton’s doctors agree on and disagree on?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

6.      Describe the manner of Mr Framton’s exit from the house.

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_



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

[119-120]

1. *He very much doubted that these visits would help him the nerve cure he as meant to be undergoing.*

(a) Who is *he* in the given line?

Ans.

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(b) What visits does he have planned?

Ans.

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(c) Who forces him to make these visits?

Ans.

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2. *Their quiet countryside seemed like an odd spot for tragedies.*

(a) Who/what does *their* refer to in the above line?

Ans.

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(b) Who introduces the topic of the tragedy? How?

Ans.

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(c) What is the tragic event being discussed?

Ans.

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3. *A chill ran down Framton's spine.*

(a) What does the above line mean?

Ans.

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(b) Why did this happen to Framton?

Ans.

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(c) What did he do immediately after that?

Ans.

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[C] Think, discuss and then answer the following questions: [73]

1. Do you think Framton might benefit from his stay in the countryside? Why?

Ans.

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2. Write a character sketch of Vera.

Ans.

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3. What impression do you think Framton made on his hosts?

Ans.

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**[Poem]**

**[Casabianca]**

**Words to know:**

**[126]**

whence: \_\_\_\_\_

\_\_\_\_\_

chieftain: \_\_\_\_\_

\_\_\_\_\_

despair: \_\_\_\_\_

\_\_\_\_\_

shroud: \_\_\_\_\_

\_\_\_\_\_

wrapt: \_\_\_\_\_

\_\_\_\_\_

gallant: \_\_\_\_\_

\_\_\_\_\_

mast: \_\_\_\_\_

\_\_\_\_\_

helm: \_\_\_\_\_

\_\_\_\_\_

pennon: \_\_\_\_\_

\_\_\_\_\_

**Comprehension:**

[A] Answer the following questions:

**[126]**

1. Who is Casabianca?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What is the setting of the poem?

Ans. \_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

3. How many people stood on the ship's deck? Who were they?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

4. Who did the boy call out?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Did he get any reply? Why or why not?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

6. What parts of the ship are mentioned in the poem 'Casabianca'?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[B] Answer the following questions with reference to context: [126-127]

1. *The flames rolled on – he would not go*

(a) Who is he? Where did he stand?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(b) How is he described in the beginning of the poem?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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(c) Why would he not leave?

Ans. \_\_\_\_\_

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\_\_\_\_\_

2. *They wrapt the ship in splendour wild,  
They caught the flag on high,*

(a) What is being described in the lines given above?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(b) How else are they described in the poem?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(c) Why has the ship been wrapt in their splendour wild?

Ans. \_\_\_\_\_

\_\_\_\_\_

3. *'There came a burst of thunder sound –*

(a) What created this sound?

Ans. \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

(b) Describe the resulting scene.

Ans. \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

(c) What all had been lost? Of these things, what would be missed the most?

Ans. \_\_\_\_\_

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[C] Think, discuss and then answer the following questions: [127]

1. Write a character sketch of the boy in 'Casabianca'.

Ans. \_\_\_\_\_

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2. Do you think the boy's father would have been proud of him? why/why not?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[illegible]

**[131]**

gilded:

sapphires:

ruby:

sword – hilt:

perch:

pity:

grief:

misery:

vagabonds:

messenger:

grate:

frost:

crumbs:

leaden:

snapped:

furnace:

dust – heap:

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Why was the Swallow filled with pity?

Ans.

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3. What did the prince tell the Swallow to do with the ruby?

Ans.

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4. Why could the Swallow not go to Egypt?

Ans.

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5. Why did the Angel choose the leaden heart and the Swallow as the most precious things on earth?

Ans.

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

[132]

1. *'He looks just like an angel, doesn't he?'*

(a) Who said these words and to whom?

Ans.

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(b) Who is he?

Ans.

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(c) What does he look like?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. *'Pluck out one of my eyes and give it to him.'*

(a) Who said these words to whom?

Ans. \_\_\_\_\_  
\_\_\_\_\_

(b) What were the eyes made of?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c) Who did he wish to give it to?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. *"My God! Look at how shabby the Happy Prince has become.*

(a) Who said these words?

Ans. \_\_\_\_\_  
\_\_\_\_\_

(b) Why had the Happy Prince become shabby?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c) What did the humans do to the Happy Prince? How did God reward them?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[C] Think, discuss and then answer the following questions: [132]

1. The Swallow was supposed to go to Egypt but he did not because of his friendship. How did the friendship develop?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2. In your opinion are the leaden heart and the swallow the most 'precious' things?

Ans.

[Chapter - 12]  
[Twelfth Night]

**Words to know:**

[144]

shipwreck:

honourable:

exquisite:

impertinent:

divinity:

inventory:

### Comprehension:

[A] Answer the following questions:

[144]

1. Who was Viola? Why did she disguise herself as Cesario?

Ans.

[illegible]

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

[illegible][illegible]

6. What were Viola's last words before leaving Olivia's home?

Ans.

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

[144-145]

1. *My message is only for you. I bring no declaration of war, and no taxation demands. I hold the olive in my hand. My words are full of peace.*

(a) Who is the speaker here?

Ans.

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(b) What is her message?

Ans.

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(c) Why is she saying that she holds the olive in her hand?

Ans.

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2. *'No! I am to dock here little longer. Would you mind asking your giant to step back, sweet lady?*

(a) Who is the speaker here?

Ans.

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(b) Who has been referred to as the giant here?

Ans.

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(c) Why as the giant being asked to step back?

Ans.

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Ans. \_\_\_\_\_

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Ans.

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Ans. \_\_\_\_\_

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[illegible]

2. According to you, was it right of Olivia to run down the Duke's message of love? Why/Why not?

Ans.

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