Vikram’s English Academy (ICSE)

**Test: Romeo and Juliet, If, Village Schoolmaster**

Std VIII Marks 30 Duration: 40 min

Answer the following questions according to their weightage:-

Q.1. ***This troubled him, but it could not dissuade him…***

1. Who is ‘he’ referred here? What does the word ‘it’ refer to? (2)

‘He’ here is Romeo. ‘It’ refers to the fact that he had unknowingly engaged his heart to his foe, Juliet, the heir to the Lord Capulet.

1. What happened after midnight? (3)

Romeo left after midnight but unable to stay away from the house where he had left his heart, he leaped the wall of an orchard which was at the back of Juliet’s house. He had not been there for long when Juliet appeared above at a window. She asked Romeo why he was there to which Romeo answered that love had brought him there. Romeo had heard her confession of love and so Juliet confirmed the truth of what he had heard, with honesty.

1. Name the two families and how the feud affected people around them. (2)

The names of the two families were Capulet and Montague. The feud had affected the people around them to such an extent that the servants of the two houses could not meet each other and if a Capulet met a Montague by accident, there often would be fierce words and bloodshed, which disturbed the happy streets of Verona.

1. Mention what happened at the ball. (3)

Romeo went to Lord Capulet’s ball in disguise wearing a mask as his beloved Rosaline was present there. At the ball, Romeo was suddenly struck with the exceeding beauty of Juliet and was heard by a nephew of Lord Capulet while he praised Juliet’s beauty. He recognised Romeo from his voice and only stopped himself from killing Romeo on the advice of Lord Capulet.

Q.2. ***If you can make a heap of all your winnings…***

1. What is advised in the given and the following lines? (2)

In the given and following limes, the poet advises us to collect all our achievements and risk it on one turn of luck, lose and start again from our beginnings and never breathe a word about our loss.

1. Who are the two impostors? What should one do if they are encountered? (3)

Triumph and Disaster are the two impostors. If one encounters these two impostors, the narrator advises to remain uninfluenced. One should not be over-confident and brash due to triumph. He should have his feet grounded. On the other hand, one should not be dejected and hopeless if met with defeat.

1. Which word is repeatedly used in the poem? Why? (2)

The word ‘If’ is used repeatedly in the poem. It is a condition set by the narrator who is the poet. He tells his son that unless he follows those set of rules, he won’t be a ‘man’ as in human being in the truest sense.

1. Who is the speaker? To whom are the lines spoken? Is the theme of the poem universal? Justify. (3)

The speaker in the poem is a father. He is talking to his son. Yes, the theme of the poem is universal as the father is giving his son a lesson of value on how to become a good and strong person in this world and how to be a winner.

Q.3 ***The day’s disasters in his morning face…***

1. Who is ‘he’ here? Write a short note to describe him. (4)

The ‘he’ in the poem is the village schoolmaster. He was a serious man and stern to view. One could see the day’s disasters, that is, the misfortunes in his morning face and the dismal tidings when he frowned. He was kind and had love for learning. The entire village knew that he could write and calculate too and that he could measure lands and gauge the movement of the tides. He could argue with long words and make the parson admit his skill. The villages were amazed by the amount of knowledge he carried around in his small head.

1. How do the students react on ‘his’ approach? (2)

The students had learned to trace the day’s disasters in the schoolmaster’s morning face from the boding tremblers and they also laughed at his jokes with counterfeited glee.

1. Which ‘story’ ran among the people? How are the villagers described? What amazed them? (4)

The ‘story,’ that is, the rumour that ran among the people was that the schoolmaster could gauge and measure the lands and the movement of the tides. The villagers who are described as gazing rustics who moved around, gazing and wondering were amazed by the amount of knowledge the schoolmaster had in his small head.