



**Indian School Al Wadi Al Kabir  
MID-TERM EXAM - 2024-2025**

**ENGLISH  
SET-1**

**CLASS : VII  
Date :24.9.24**

**Max. Marks: 80  
Time: 2½ Hours**

**General Instructions:**

- (i) All questions are compulsory.
  - (ii) Please write down the serial number of the questions before attempting it.
  - (iii) The question paper consists of four sections.  
Section A-Reading (20 marks), Section B- Grammar (20 marks), Section C- Writing (15 marks) and Section D- Literature (25 marks).
  - (iv) Attempt one section at a stretch and then move to the next section.
  - (v) Use of correcting fluid (whitener) is prohibited.
- Note:** This paper consists of **10** printed pages.

	<b><u>SECTION A: READING - 20 Marks</u></b>	
<b>Q. I</b>	<p><b>Read the passage and answer the questions that follow:</b></p> <p><b><u>Australia's 2019-2020 Bushfire Season was not Normal</u></b></p> <ol style="list-style-type: none"><li>1. Data from satellite sources assembled by the United Nations Environment Programme's (UNEP) World Environment Situation Room confirms that the wildfires in Australia in the last two months of 2019 and the first six weeks of 2020 were far from normal. 2019 was the second hottest year on record since 1880, and Australia recorded its warmest temperatures ever in December 2019.</li><li>2. "Rising temperatures continue to melt records. The past decade was the hottest on record. Scientists tell us that ocean temperatures are now rising at the equivalent of five Hiroshima bombs a second. One million species are in near-term danger of extinction. Our planet is burning," says United Nations Secretary-General António Guterres.</li><li>3. "The trend is very clear: 37 of the last 40 years were the warmest recorded since 1880, and the six warmest years recorded were the last six years," says Pascal Peduzzi, Director of UNEP's Global Resource Information Database in Geneva. "For those who think Australia is always burning, graphs clearly show that these fires were exceptional."</li><li>4. "This service, accessible via the UNEP's World Environment Situation Room, is provided for all countries at national and provincial levels. It identifies trends in wildfire activity since 2003, when the data first became available and monitoring began. We have sliced and diced the satellite-based data on wildfires worldwide from 2009 to the present day. We analyse the wildfires' data by month, type of land cover, protected area, province and nation to produce information products," Peduzzi adds. (Source: UN Environment)</li></ol>	<b>(1x10=10)</b>

**Choose the correct option to answer the questions based on the above passage.**

1. What do the reports confirm about the 2019-20 Australian fires?
  - (i) the fires were not normal
  - (ii) the fires were normal
  - (iii) the fires were natural
  - (iv) data inconclusive
2. What was the difference in the recorded temperatures in 2019 from the 1880s?
  - (i) 2019 recorded the wettest temperatures since 1880s
  - (ii) 2019 recorded the hottest temperatures ever
  - (iii) 2019 recorded cooler temperatures than 1880s
  - (iv) 2019 recorded the warmest temperatures since 1880s
3. What comparison has been made between the rising sea temperatures and Hiroshima?
  - (i) ocean temperatures are rising at the equivalent of three Hiroshima bombs a second
  - (ii) ocean temperatures are rising at the equivalent of five Hiroshima bombs a second
  - (iii) ocean temperatures are rising at the equivalent of five Hiroshima bombs an hour
  - (iv) none of these

4. Choose the option that lists the **CORRECT** answers for the following:

**A.** *“Rising temperatures continue to melt records. The past decade was the hottest on record. Scientists tell us that ocean temperatures are now rising at the equivalent of five Hiroshima bombs a second.”* Whose statement is this?

**B.** *“The trend is very clear: 37 of the last 40 years were the warmest recorded since 1880, and the six warmest years recorded were the last six years.”* Whose statement is this?

- (i) (A) is from United Nations Secretary and (B) is from the UN President
- (ii) (A) is from the UN President and (B) is from the UN General Secretary
- (iii) (A) is from United Nations Secretary and (B) is from the Director of UNEP
- (iv) (A) is from the UN General Secretary and (B) is from the UN President

5. Choose the option that lists the **CORRECT** statement.

- (i) Pascal Peduzzi is the Director of UNEP’s Global Renaissance Information Database
- (ii) Pascal Peduzzi is the Director of UNO’s Global Resource Information Database
- (iii) Pascal Peduzzi is the Manager of UNEP’s Global Resource Information Database
- (iv) Pascal Peduzzi is the Director of UNEP’s Global Resource Information Database

	<p><b>6.</b> The compiled data from different sources shows that the global surface temperatures have been</p> <ul style="list-style-type: none"> <li>(i) steady</li> <li>(ii) falling</li> <li>(iii) on the rise</li> <li>(iv) none of these</li> </ul> <p><b>7.</b> Which word in the passage means the same as “collect”?</p> <ul style="list-style-type: none"> <li>(i) assembled</li> <li>(ii) extinction</li> <li>(iii) exceptional</li> <li>(iv) provincial</li> </ul> <p><b>8.</b> Which word in the passage is opposite to the meaning of ‘vague/murky’?</p> <ul style="list-style-type: none"> <li>(i) assembled</li> <li>(ii) clear</li> <li>(iii) extinction</li> <li>(iv) provincial</li> </ul> <p><b>9.</b> What is the source of information that is given in the 4<sup>th</sup> paragraph of the passage?</p> <ul style="list-style-type: none"> <li>(i) ANONYMOUS</li> <li>(ii) UFO</li> <li>(iii) UNO</li> <li>(iv) UN Environment</li> </ul> <p><b>10.</b> What is the synonym of the word ‘exceptional’ given in the 3<sup>rd</sup> paragraph of the passage?</p> <ul style="list-style-type: none"> <li>(i) numerous</li> <li>(ii) uncommon</li> <li>(iii) unimportant</li> <li>(iv) ignorant</li> </ul>	
<b>Q. II</b>	<b>Read the passage and answer the questions that follow:</b>	<b>(1x10=10)</b>
	<p style="text-align: center;"><b><u>State History or World Gardens?</u></b></p> <p>Jacob Barone, Principal Sand Hill Middle School Richmond, VA 23274</p> <p>Dear Mr. Barone,</p> <p>1. I am writing on behalf of the seventh-grade class. The traditional seventh-grade spring field trip is to the State History Museum. This year, however, the seventh grade would like to request a change. The class is interested in going to the new World Botanical Gardens located in East Johnsonville. Although this would mean a two-hour bus ride, the benefits of the new field trip would make the extra time worthwhile. The garden hours are from 10:00 A.M. to 6:00 P.M. The class could leave school at 8:00 A.M. and arrive just as the gardens open. We would have time to explore the gardens, make notes about our favorite exhibits, eat lunch, and return to school by 4:00 P.M.</p>	

2. Many seventh-grade students have already visited the history museum. Since the museum is so close, students often go there with their families, with scouting troops, or with other groups. We have enjoyed the many interesting exhibits, but this year we are hoping to learn something new.

3. The purpose of the new field trip destination is to help students understand the different environments of our planet. The World Botanical Gardens contains the second-largest walk-through Amazon rainforest exhibit in the country. Some of the other popular exhibits are the Giant Flowers, the Arid Deserts, and the Palm Trees Around the World.

4. Since seventh-grade students study plants and plant energy in science class, visiting the botanical gardens would be an appropriate and educational field trip. The information we could learn there would be an excellent way to supplement our science studies. We would observe plants growing in special displays that are similar to their natural habitats. Charts located near each display provide information about the plants. This information will help when learning about topics such as how food webs work and how plants respond to light. The botanical gardens also provide educational workshops and presentations to groups.

5. In addition, the field trip supports what we are studying in our English class. We are currently reading, *'Which Way to the Amazon'*. This novel, which is set in a rainforest and based on scientific facts, describes the adventures of a fictional archaeological expedition searching for a lost city. The rainforest exhibit at the World Botanical Gardens would better help us understand the novel's setting.

6. Please consider this request for the seventh-grade field trip to World Botanical Gardens. Any increase in the traditional field trip expenses, such as the longer bus ride, could be offset by fundraisers such as bake sales and car washes. The class treasurer has suggested a "save the rainforest bake sale." A portion of the money raised could be donated to a foundation that helps preserve the Amazon rainforest. This way the fundraiser could also be a public service event.

7. If I can provide additional information, please let me know.

8. Thank you very much.

Yours Sincerely,



Robert Burns  
Seventh-Grade Class President  
Sand Hill Middle School

**Choose the correct option to answer the questions based on the above passage.**

1. The word supplement in 'paragraph 4' means —

- i. call up
  - ii. bring out
  - iii. add to
  - iv. start up
2. Which word best describes the author’s tone in ‘paragraph 4’?
- i. Rude
  - ii. Triumphant
  - iii. Humorous
  - iv. Formal
3. Read the following sentence from paragraph 6.  
*‘Any increase in the **traditional** field trip expenses, such as the longer bus ride, could be offset by fundraisers such as bake sales and car washes.’*
- What does *‘traditional’* mean in the sentence?
- i. new
  - ii. many
  - iii. daily
  - iv. usual
4. The purpose of ‘paragraph 7’ is to suggest that the letter writer is —
- i. calm
  - ii. helpful
  - iii. happy
  - iv. relieved
5. *‘Which Way to the Amazon’* is in italics because it is —
- i. the name of a novel
  - ii. a website about rainforests
  - iii. the title of an article
  - iv. a scientific journal
6. The writer uses the phrase “the seventh grade” instead of the pronoun “I” to -
- i. draw attention to the details of the field trip
  - ii. show that the students are united and interested about the field trip
  - iii. encourage other students to write about the field trip
  - iv. tell that the teachers also support the field trip
7. Based on the information in the letter, which of these is known?
- i. The calendar date of the proposed field trip
  - ii. The cost of the proposed field trip
  - iii. The number of students going on the proposed field trip
  - iv. The length of time for the proposed field trip

8. Read this graphic organizer for the letter:

<i>PROBLEM</i>	<i>SOLUTION</i>
Students want a different destination for their field trip.	?

Based on the letter, which idea from below belongs to the empty box for a solution to the given problem above?

- i. Include reasonable educational benefits in the letter.
- ii. Include the names of supportive teachers in the letter.
- iii. Include an estimate of the total cost in the letter.
- iv. Include a student signature list in the letter.

9. Which sentence signals that the letter writer will propose a different class trip?

- i. Since the museum is so close, students often go there with their families, with scouting troops, or with other groups.
- ii. We have enjoyed the many interesting exhibits, but this year we are hoping to learn something new.
- iii. This information will help when learning about topics such as how food webs work and how plants respond to light.
- iv. In addition, the field trip supports what we are studying in our English class.

10. The purpose of the letter is to —

- i. compare the two proposed sites for the field trip
- ii. persuade the principal to change the field trip
- iii. express feelings about the value of the field trip
- iv. inform the principal about the new field trip

### **SECTION B: GRAMMAR (20 Marks)**

**Q. III**

**Complete the sentences using the correct articles:**

1. Moving to ----- (a, an, the, x) United States was the most exciting decision I have ever made.
2. Where are ----- (a, an, the, x) notes I shared with you yesterday?
3. He was overwhelmed by ----- (a, an, the, x) generosity of his friends.
4. Mrs. Sharma speaks ----- (a, an, the, x) French.
5. The police filed ----- (a, an, the, x) F.I.R after receiving a complaint about the incident.
6. This is ----- (a, an, the, x) honour for me.

**Q. IV**

**Fill up the blanks using the correct articles (a, an, the). Put a 'X' where no article is required.**

1. ----- Tribune is the most popular newspaper in ----- Punjab.
2. Max needs to buy ----- new hard drive for his computer.
3. ----- ice floats on ----- water.
4. Can you spare ----- dollar?

**(½ x6=3)**

**(½ x8=4)**

	<p>5.Mr. Kalam is ----- ‘Newton of India’.</p> <p>6.For me breakfast is ----- best meal of the day.</p>	
<b>Q. V</b>	<p><b>Choose the correct form of the verb that agrees with the subject:</b></p> <ol style="list-style-type: none"> <li>1. Everyone in the team (support/supports) the coach.</li> <li>2. Each of the suspected men (was/ were) arrested.</li> <li>3. Neither the professor nor his assistants (was/were) able to solve the mystery of the eerie glow in the laboratory.</li> <li>4. Every year, during the midsummer festival, the smoke of village bonfires (fills/fill) the sky.</li> <li>5. Measles (is/are) a contagious childhood disease.</li> <li>6. ‘Lost Cities’ (describe/describes) the discoveries of many ancient civilizations.</li> </ol>	<b>(½ x6=3)</b>
<b>Q. VI</b>	<p><b>Choose the correct form of the verb that agrees with the subject:</b></p> <p>a. Everyone at the supermarket _____ looking for the missing girl.</p> <ol style="list-style-type: none"> <li>a) was</li> <li>b) were</li> <li>c) are</li> <li>d) none of the above</li> </ol> <p>b. Diabetes _____ very common among people who consume too much fast food.</p> <ol style="list-style-type: none"> <li>a) is</li> <li>b) are</li> <li>c) were</li> <li>d) b) and c) both</li> </ol> <p>c. A pair of jeans _____ in the bathroom.</p> <ol style="list-style-type: none"> <li>a) are</li> <li>b) is</li> <li>c) were</li> <li>d) none of the above</li> </ol> <p>d. Public speaking _____ a skill.</p> <ol style="list-style-type: none"> <li>a) are</li> <li>b) have</li> <li>c) has</li> <li>d) is</li> </ol> <p>e. Lisa _____ in charity every month.</p> <ol style="list-style-type: none"> <li>a) contribute</li> <li>b) contributing</li> <li>c) contributes</li> <li>d) have contributed</li> </ol> <p>f. The club meeting generally _____ by 7 pm.</p> <ol style="list-style-type: none"> <li>a) end</li> <li>b) ends</li> <li>c) was ends</li> <li>d) none of the above</li> </ol>	<b>(½x6=3)</b>

Q. VII	<p><b>Read the sentences and identify the kind of tense used:</b></p> <ol style="list-style-type: none"> <li>1. <b>She waited for an hour.</b> <ol style="list-style-type: none"> <li>a. Simple Future Tense</li> <li>b. Past Continuous Tense</li> <li>c. Simple Past Tense</li> </ol> </li> <li>2. <b>Tom is working on a new project.</b> <ol style="list-style-type: none"> <li>a. Present Continuous Tense</li> <li>b. Simple Present Tense</li> <li>c. Past Continuous Tense</li> </ol> </li> <li>3. <b>My friend will recognize me.</b> <ol style="list-style-type: none"> <li>a. Future Continuous Tense</li> <li>b. Simple Future Tense</li> <li>c. Present Continuous Tense</li> </ol> </li> <li>4. <b>They will be having their lunch.</b> <ol style="list-style-type: none"> <li>a. Simple Future Tense</li> <li>b. Present Continuous Tense</li> <li>c. Future Continuous Tense</li> </ol> </li> <li>5. <b>The shooting ends by 10 pm.</b> <ol style="list-style-type: none"> <li>a. Present Continuous Tense</li> <li>b. Simple Present Tense</li> <li>c. Past Continuous Tense</li> </ol> </li> <li>6. <b>I will represent him in the court.</b> <ol style="list-style-type: none"> <li>a) Future Continuous Tense</li> <li>b) Simple Future Tense</li> <li>c) Present Continuous Tense</li> </ol> </li> <li>7. <b>She was speaking very well.</b> <ol style="list-style-type: none"> <li>a) Simple Future Tense</li> <li>b) Past Continuous Tense</li> <li>c) Simple Past Tense</li> </ol> </li> </ol>	(1x7=7)
	<b><u>SECTION C: WRITING (15 Marks)</u></b>	
Q. VIII	<p><b>Formal Letter:</b>          You are Pratham/Prakriti of Grade 7. You have qualified for the State level Chess Championship Competition. In that case, you cannot attend school for a day as you have to participate in the chess competition that day. Write a letter to the school principal informing about it and also about your absence from school for the same.  <b>(word limit: 80-100 words)</b></p>	(8 Marks)

Q. IX	<p><b>Diary Entry:</b> You spent a week with your friend in his village ‘Kovalam’, near the famous beach of the same name. Taking help from the information given below and inventing your own details, make a diary entry of what you saw and experienced in ‘God’s Own Country’. <b>(word limit: 100-120 words)</b></p> <p><b>Hints:</b> • Kerala • God’s Own Country • invited by my friend to spend a week in Kerala • summer holidays • Kovalam village • near the famous beach • sea and surf • lush green surroundings • coconuts and palms • sprawling paddy fields • fishing • a memorable stay.</p>	(7 Marks)												
	<p style="text-align: center;"><b><u>SECTION D- LITERATURE (25 Marks)</u></b></p>													
Q. X	<p><b>Answer the following questions with reference to the context.</b></p> <p>1. <i>"She's somebody's mother, boys, you know For all she's aged and poor and slow ,....."</i></p> <p>a) Who said these words and to whom? b) Who is the ‘she’ being referred to? c) How did the speaker help ‘somebody’s mother’?</p> <p>2. <i>“Did you know that animals can talk?”</i></p> <p>a) Who is the speaker? b) Who is the listener? c) What efforts did the speaker make after saying this?</p>	<p>(1 x 3=3)</p> <p>(1 x 3=3)</p>												
Q.XI	<p><b>Match the following:</b></p> <table><tr><th>COLUMN A</th><th>COLUMN B</th></tr><tr><td>(i) spavins</td><td>(a) a very steep side of a mountain or a cliff</td></tr><tr><td>(ii) gray</td><td>(b) sleepiness</td></tr><tr><td>(iii) drowsiness</td><td>(c) a kind of disease that affects horses, making them lame</td></tr><tr><td>(iv) precipice</td><td>(d) lacking in cheer, gloomy</td></tr><tr><td></td><td>(e) attention</td></tr></table>	COLUMN A	COLUMN B	(i) spavins	(a) a very steep side of a mountain or a cliff	(ii) gray	(b) sleepiness	(iii) drowsiness	(c) a kind of disease that affects horses, making them lame	(iv) precipice	(d) lacking in cheer, gloomy		(e) attention	(1x4=4)
COLUMN A	COLUMN B													
(i) spavins	(a) a very steep side of a mountain or a cliff													
(ii) gray	(b) sleepiness													
(iii) drowsiness	(c) a kind of disease that affects horses, making them lame													
(iv) precipice	(d) lacking in cheer, gloomy													
	(e) attention													
Q.XII	<p><b>Choose the correct meanings:</b></p> <p>1. <i>‘landslide’</i> means:</p> <p>a) wakefulness b) a mass of earth that falls down a mountain slope c) careful d) sight</p>	(1x4=4)												

	<p>2. '<b>crowd her down</b>' means:</p> <p>a) push into a small space b) worry c) narrow valley d) a group of bushes</p> <p>3. '<b>dismay</b>' means:</p> <p>a) torn clothes b) happy c) hailing d) worry and sadness</p> <p>4. '<b>vets</b>' means:</p> <p>a) able to move quickly b) stopping c) animal-doctors d) smarting</p>	
<b>Q.XIII</b>	<p>Answer <b><u>ANY FIVE</u></b> of the following questions in brief:</p> <p>1.What did the stupid man over the hill do to the plough horse? 2.Why did the man in the poem, 'The Fog', rap the stones? 3.Why did everyone on the road turn their heads to stare at Binya? 4.Why does the Cricket's song sound like the Grasshopper's? 5.What did the school boy get for his kindness and consideration from the old woman? 6.Why did Doctor Dolittle's patients stop going to him?</p>	<b>(1x5=5)</b>
<b>Q. XIV</b>	<p>Answer <b><u>ANY TWO</u></b> of the following questions in detail:</p> <p>1.Explain what the speaker means when he says, 'The poetry of earth is ceasing never'. 2.Why did the boy help the woman cross the road? What does this tell you about the boy? 3. How did Binya get the blue umbrella? What happened when Binya dozed in the shade of a pine tree?</p>	<b>(3x2=6)</b>