



**SUMMATIVE ASSESSMENT - I**  
**ENGLISH**  
**SET - B**

**Class: VII**  
**Date: 9.9.2015**

**Maximum Marks: 90**  
**Time allowed: 3 hours**

**This paper consists of 3 sections.**

<b>Section A</b>	<b>Reading</b>	<b>20 marks</b>
<b>Section B</b>	<b>Writing and Grammar</b>	<b>45 marks</b>
<b>Section C</b>	<b>Literature and Long Reading Text</b>	<b>25 marks</b>

**GENERAL INSTRUCTIONS**

- 1. Attempt all questions.**
- 2. All the answers must be correctly numbered.**
- 3. Do not write anything on the question paper.**

**SECTION-A (READING)**

**(20 marks)**

**Q.1. Read the following passage carefully and answer the questions:**

**(7 marks)**

Real history should deal, not with few individuals here and there, but with the people who make up a nation, who work and by their labour produce the luxuries of life, and who in a thousand different ways act and react on each other. Such a history of man would really be a fascinating story. It would be the story of man's struggle through the ages against nature and the elements, against wild beasts and the jungle and, last and most difficult of all, against some of his own kind who have tried to keep him down to exploit him for their own benefit. It is the story of man's struggle for a living. And because, in order to live, certain things, like food and shelter and clothing in cold climates, are necessary, those who have controlled these necessities have lorded it over man. The rulers and the bosses have had authority because they owned or controlled some essentials of livelihood, and this control gave them the power to starve people into submission. And so we see the strange sight of large masses being exploited by the comparatively few; of some who earn without working at all, and of vast numbers who work but earn very little.

The savage, hunting alone, gradually forms a family; and the whole household works together and for each other. Many households co-operate together to form the village, and workers and merchants and artisans of different villages later join together to form craftsmen. Gradually, you see the social unit growing. To begin with, it was the individual, the savage. There was no society of any kind. The family was the next bigger unit, and then the village and the group of villages. Why did this social unit grow? It was the struggle for a living that forced growth and co-operation for co-operation in defence against the common enemy and in attack was obviously far more effective than single-handed defence or attack.

1. What do you understand by 'real history'?
2. Why is the man's struggle against man the most difficult?
3. Why did the social and economic units grow?
4. What do you mean by man's struggle?
5. How should one attack?
6. Attractive means \_\_\_\_\_  
a) luxuries    b) fascinating    c) beast    d) submission

7. Using someone to one's own advantage means \_\_\_\_\_

- a) exploit      b) react      c) struggle      d) savage



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**Q.2. Read the following passage carefully:**

**(8 marks)**

Some animals have teeth, horns, or claws to help defend them from predators; the octopus concentrates its energy on hiding from and confusing its attackers. One of the octopus's defense mechanisms is its ability to squirt clouds of ink into the water. Some octopi use this cloud of ink as camouflage. After squirting the ink, the octopus retreats into the ink cloud where the predator cannot see it. Other octopi use the ink cloud as a decoy. If a large, intelligent predator such as a shark knows that octopi use ink clouds for camouflage, it might simply attack the ink cloud blindly, hoping to make contact with the octopus inside. However, some sneaky octopi will release the ink cloud in one direction and scurry away in another direction, leaving the predator with nothing but a mouthful of ink. In addition to confusing predators' sense of sight, these ink clouds also confuse their sense of smell. The ink is composed primarily of melanin (the same chemical that gives human skin its colour), which can shut down a predator's sense of smell. If an octopus cannot be seen or smelled, it has a much higher chance of escaping an attack. It has the ability to change colour, much like a chameleon. It has Chromatophores which contain yellow, orange, red, brown, or black pigments, and the amount of each pigment present in the skin determines the animal's colour. Some poisonous octopi, when provoked, will change their skin to a bright, eye catching colour to warn predators that they are dangerous and ready to strike. They blend in with their environment or pretend as another type of animal. Many species of skink and lizard also possess this ability, which allows them to shed their tails when caught by a predator and therefore get away. When a predator catches a tentacle, the octopus can amputate this tentacle, thereby unfettering itself, and regrow the tentacle later. While the octopus may not be the most vicious creature in the ocean, its numerous and clever defense mechanisms help it to survive in the dangerous undersea world.

**Answer the following questions:**

1. The shark is a \_\_\_\_\_ (1)  
a) decoy      b) predator      c) cloud of ink      d) camouflage
2. Which of the following is the best synonym for 'unfettering'? (1)  
a) freeing      b) re-growing      c) amputating      d) sacrificing
3. The animals have their specific skin colour because of \_\_\_\_\_ (1)
4. Many species of \_\_\_\_\_ shed their tail. (1)
5. Explain octopus's defense mechanism. (2)
6. Find the words from the passage which mean the same as: (2)  
(a) Animal that naturally preys on others.      (b) Disguise

**Q.3. Read the following poem carefully and answer the following questions.**

**(5marks)**

I lay in sorrow, in deep distress;  
My grief a proud man heard;  
His looks were cold, he gave me gold,  
But not a kindly word.

My sorrow passed, I paid him back  
The gold he gave to me;  
Then stood erect and spoke my thanks;  
And blessed his charity.

I lay in want, and grief and pain;



He bound my head, he gave me bread,

He watched me night and day.

How shall I pay him back again;

For all he did to me?

Oh, gold is great, but greater far,

Is heavenly sympathy.

1. How did the proud man help the poet when he was in 'deep distress'?
  - a) He gave him jewels
  - b) He took him home
  - c) He gave some money
  - d) He pitied the poet
2. What did he not give the poet?
3. How did the poor man take care of the poet?
4. Find the word from the poem which means the same as 'solace'.
5. Find the word from the poem which is opposite in meaning to 'stoop'.

### SECTION-B (WRITING & GRAMMAR)

(45marks)

**Q.4.** You are Ankit/Ankita, Head Boy/Head Girl, Happy School, Delhi. Next month your school is going to organize a science week. Write a notice in 50 words for the school notice board informing the students about the event and asking them to submit their models. (5)

**Q.5.** You are Sumit, a student of class VII. Your father has been transferred to another city resulting in a change of school for you. You have been attending your new school for a week now. Write a diary entry in 70-80 words on your thoughts and feelings about your old school and new school. (6)

**Q.6.** Your cousin is a brilliant student but he is not keeping good health because he avoids home-made food and is very fond of eating outside. Write a letter telling him about the harmful effects of junk food and advising him to maintain good health in about 120-150 words. You are Aman/Amita of Sarojini Nagar, Delhi. (6)

**Q.7.** Write a paragraph on the topic *Rules are important*. (150 words) (8)

**Q.8. Change the voice from Active to Passive in the following sentences.** (6)

- a) I will paint the gate.
- b) I do not write poems.
- c) He does not push her.
- d) Do you write a diary?
- e) When will you complete the work?
- f) Shut the door.

**Q.9. Rearrange the following words and phrases to form meaningful sentences.** (6)

- a) your destiny/it/right hand/is said/your/that/is in
- b) place/our lives/music/important/has/in/an
- c) in search of a job/reached/a hotel/a young man
- d) one/cares for others/who/a gentleman/is
- e) people/was/musical/flooded/the/concert/with
- f) exercise/ important/daily/for/is/us



**Q.10. Fill in the correct preposition.**

(3)

- a) Halloween is celebrated \_\_\_\_\_ the United States.
- b) I saw him sometime \_\_\_\_\_ June.
- c) I have been living here \_\_\_\_\_ ten years.
- d) I have to apologize \_\_\_\_\_ being late.
- e) She is sitting \_\_\_\_\_ the corner.
- f) What is the time \_\_\_\_\_ your watch.

**Q.11. Add a suitable suffix to the words in the brackets and fill in the blanks.**

(3)

- a) The car \_\_\_\_\_ (slow) rolled to a stop.
- b) The child slept \_\_\_\_\_ (sound).
- c) She is waiting \_\_\_\_\_ (excited) for her competitions.
- d) She dressed \_\_\_\_\_ (fashionable) for the event.
- e) The children were \_\_\_\_\_ (eager) waiting for their parents.
- f) Rahim waited \_\_\_\_\_ (patient) for his turn.

**Q.12. Complete the following sentences using the correct degree of adjectives.**

(2)

- a) Everest is the \_\_\_\_\_ peak in the world. (high)
- b) Susie is \_\_\_\_\_ than her sister. (beautiful)
- c) Silver is \_\_\_\_\_ than gold. (light)
- d) This boy is the \_\_\_\_\_ in the class. (strong)

**SECTION –C (LITERATURE)**

(25 marks)

**Q13.(A) Read the extract and answer the questions that follow:**

(4)

Then crowds of flowers come out of a sudden, from nobody knows  
Where, and dance upon the grass in wild glee.  
Mother, I really think the flowers go to school underground.

- a) Who is 'I' in the above line? To whom is he addressing?
- b) From where have these lines been taken?
- c) What does 'school underground' mean?
- d) From where do the crowds of flowers come out?

**(B) Read the extract and answer the questions that follow:**

(4)

I rub my eyes and sit upon my bed  
And beneath the light of the flickering moon  
Moves the long shadowy outline far away  
Like a huge serpent crawling through the night.

- a) Name the poem and the poet.
- b) In the middle of a night, what does the train remind the poet of and why?
- c) What fascinates the poet?
- d) What do you come to know about the poet after reading the poem?



**Q14. Answer any four of the following questions briefly. (20 to 30 words) (2x4=8)**

- a) What did Swaminathan look forward to doing after he handed in his paper?
- b) Explain the statement, ‘The Endurance was frozen, like an almond in the middle of a chocolate bar’.
- c) How does the narrator emerge out to be as a packer? Give reasons for your answer.
- d) How did Anne justify being a chatterbox in her essay?
- e) Peta – Lynn acted in a way much beyond her years. Explain, How?

**Q.15. Answer any one of the following questions. (4 marks)**

- a) How does Peta-Lynn play the role of a saviour? What qualities does she exhibit in the lesson?
- b) In what ways is Anne like most thirteen-year-olds you know?

**SUPPLEMENTARY READER (5marks)**

**Q.16. Write a character sketch of Black Beauty. (80-100 words) (3 marks)**

**Q.17. What is the main theme of ‘Black Beauty’? (60-80 words) (2 marks)**



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