



B.K. BIRLA CENTRE FOR EDUCATION

SARALA BIRLA GROUP OF SCHOOLS
A CBSE DAY-CUM-BOYS' RESIDENTIAL SCHOOL
TERM I 2026-27

ENGLISH SET1

Class: VII

Date: 02.09.26

Admission no:

Time: 3 hrs

Max Marks: 80

Roll no:

General Instructions:

1. The Question Paper contains THREE sections-READING, GRAMMAR & WRITING and LITERATURE.
2. Attempt questions based on specific instructions for each part.

SECTION - A READING (22 Marks)

I. Read the following comprehension and answer the questions briefly:

(12 Marks)

The Silent Architects of the Forest

Forests are often admired for their towering trees, colourful birds, and majestic animals. However, beneath the forest floor lives a hidden community of organisms that quietly keeps the entire ecosystem alive. Among the most important of these are fungi. Although many people think of fungi only as mushrooms, they play a far greater role in nature than most realise.

Fungi act as nature's recyclers. They break down dead plants, fallen leaves, and decaying animals into simple nutrients that enrich the soil. Without fungi, forests would soon become buried under layers of dead matter, and plants would struggle to obtain the nutrients needed for healthy growth. In this way, fungi ensure that nothing in nature is wasted.

Scientists have also discovered that certain fungi form remarkable partnerships with trees. Tiny thread-like structures grow around tree roots, creating an underground network through which trees exchange water, minerals, and even chemical signals. Some researchers refer to this hidden system as the "Wood Wide Web" because it allows trees to support one another during times of drought, disease, or insect attacks.

Despite their importance, fungi are often overlooked in conservation efforts. Deforestation, pollution, and climate change threaten these delicate underground networks. When forests disappear, countless fungal species vanish before scientists have even had the chance to study them. Protecting forests, therefore, means protecting not only the plants and animals we can see but also the invisible organisms that make life in forests possible.

On the basis of your reading of the passage, answer the following questions.

1. Why are fungi described as "nature's recyclers"? (1)

- a) They produce oxygen for the forest. b) They break down dead matter into useful nutrients.
- c) They protect animals from predators. d) They prevent rainfall from damaging trees.
2. The expression "Wood Wide Web" suggests that trees(1)
- a) grow only in forests.
- b) communicate and share resources through underground fungal networks.
- c) compete with each other for nutrients.
- d) depend only on sunlight for survival.
3. Which of the following statements is NOT supported by the passage? (1)
- a) Fungi enrich the soil by decomposing dead organisms.
- b) Trees can exchange chemical signals through fungal networks.
- c) Every fungal species in forests has already been studied by scientists.
- d) Climate change threatens fungal communities.
4. Find a word from the passage which means "rotting or decomposing." (1)
5. Find a word from the passage which means "to get or gain something needed." (1)
6. Complete the sentence. The underground fungal network is compared to the "Wood Wide Web" because (1)
7. Explain how fungi contribute to the survival of forests. Mention any two ways. (2)
8. Why do you think fungi are often ignored in conservation programmes despite their importance? Answer in your own words. (2)
9. Imagine that the underground fungal networks disappeared completely. Using evidence from the passage, explain two possible effects this could have on forests. (2)

Answer Key

- I. (b) They break down dead matter into useful nutrients.
- II. (b) Trees communicate and share resources through underground fungal networks.
- III. (c) Every fungal species in forests has already been studied by scientists.
- IV. decaying
- V. obtain
- VI. Because it allows trees to exchange water, minerals, and chemical signals through underground fungal networks.
- VII. (Any two)
- Break down dead plants and animals into nutrients.
- Enrich the soil.
- Help trees exchange water and minerals.
- Help trees communicate through chemical signals.

Support trees during drought, disease, or insect attacks.

VIII. (Sample Answer)

Fungi are hidden underground and are less noticeable than plants and animals. As a result, people often underestimate their importance in maintaining healthy forests.

IX. (Any two)

Dead plants and animals would accumulate because decomposition would slow down.

Soil would become less fertile, making plant growth difficult.

Trees would lose the ability to share resources and warning signals.

Forests would become weaker against drought, disease, and insect attacks.

II. Read the following comprehension and answer the questions briefly:

(10 Marks)

The Remarkable World of Snowflakes

Snowflakes are tiny crystals of ice that form high in the clouds when water vapour freezes around small particles of dust. As they fall through the atmosphere, they continue to grow by collecting more water vapour. The temperature and humidity of the air determine the shape of each snowflake. This is why no two snowflakes are exactly alike.

Most snowflakes have six sides because water molecules naturally arrange themselves in a six-sided pattern when they freeze. Some snowflakes are simple and small, while others develop beautiful branches that resemble delicate stars or feathers. Scientists study snowflakes to better understand weather patterns, cloud formation, and climate.

Fresh snowfall plays an important role in nature. A layer of snow acts like a blanket, keeping the ground warmer than the freezing air above it. This protects the roots of plants and allows many small animals to survive the cold winter months. Snow also stores fresh water, which gradually melts in spring and supplies rivers, lakes, and reservoirs.

However, rising global temperatures are changing snowfall patterns in many parts of the world. Some regions receive less snowfall than before, while others experience unusually heavy snowstorms. Scientists continue to monitor these changes to understand how climate change affects weather and water resources.

On the basis of the reading of the passage, answer the questions:

1. Where do snowflakes form? (1)

- (a) In rivers (b) High in the clouds (c) On mountains (d) In forests

2. How many sides do most snowflakes have? (1)

- (a) Four (b) Five (c) Six (d) Eight

3. What determines the shape of a snowflake? (1)

- (a) Wind speed only (b) Temperature and humidity (c) Sunlight (d) Air pressure only

4. Find from the passage the word which means "carefully observe and record." (1)

5. Complete the sentence. Fresh snow stores _____, which melts during spring. (1)

6. Which of the following is changing snowfall patterns? (1)

- (a) Moonlight (b) Global warming (c) Strong winds (d) Forest fires

7. Mention any two ways in which snowfall helps nature. (2)

8. Why are scientists studying changes in snowfall? Mention any two reasons. (2)

1. (b) High in the clouds
2. (c) Six
3. (b) Temperature and humidity
4. Monitor
5. Fresh water
6. (b) Global warming
7. Acts like a blanket to keep the ground warmer, protecting plant roots and helping small animals survive the winter. Stores fresh water that gradually melts in spring to supply rivers, lakes, and reservoirs.
8. To understand how climate change affects weather. To understand how climate change affects water resources.

SECTION B- WRITING & GRAMMAR

III. Writing Skills

(22 Marks)

1. Attempt any one of the two, (A) or (B), in about 100 words. [3 Marks]

A: You forgot to bring your science project notebook to school on the day of submission. Write an email to your class teacher explaining the reason, apologizing, and asking if you can submit it early tomorrow morning.

OR

B: You and a few classmates want to form an after-school Board Games Club. Write a short email to your school Principal requesting permission to use a spare classroom once a week.

Format 1 Mark Content and Relevance 1 Mark Grammar and Vocabulary 1 Mark

2. Attempt any one of the two, (A) or (B), in about 120 words. [4 Marks]

A: You tried cooking a dish for your family for the first time today. Describe the chaotic experience in the kitchen, how the food actually turned out, and how your family reacted.

OR

B: Today was your first day at a new school after moving to a new city. Write a diary entry expressing your morning jitters, how your classmates treated you, and how you feel about the change by evening.

Format 1 Mark Content and Expressiveness 2 Marks Grammar and Vocabulary 1 Mark

3. Attempt any one story of the two, (A) or (B), in about 120 words. [7 Marks]

A: Starting line: "The streetlights flickered and went out completely, leaving the neighbourhood in total darkness just as a strange melody started playing from the empty park..." Write a story following this opening.

OR

B: Write a story about a quiet, unassuming student who suddenly discovers they can hear what animals are thinking during a school trip to the local zoo.

Content and Plot Development 3 Marks Structure and Flow 2 Marks Grammar and Vocabulary 2 M

4. Attempt any one of the two, (A) or (B), in about 150 words .[8 Marks]

A: Write a newspaper report on a Flash Flood / Heavy Rainfall Chaos in your town that caused traffic gridlocks, closed schools, and saw local citizens coming together to help rescue stranded commuters.

Format 2 Marks Content and 5 Ws 3 Marks Coherence and Structure 1 Mark Grammar and Tone 2 Marks

OR

B: Write a letter to your School Principal requesting permission to organize a charity book drive in the school to collect old textbooks and storybooks for underprivileged children.

Format 2 Marks Content and Suggestions 3 Marks Organization and Coherence 1 Mark Grammar and Tone 2 Marks

IV. GRAMMAR

(10 Marks)

1. Fill in the blanks with the appropriate option from those in the bracket.

(1 × 3 = 3)

Last weekend, my brother (i) _____ (visited / has visited / visits) the local science museum with his classmates. Next month, our teacher (ii) _____ (plans / planned / will plan) to organize a school trip to the nearby observatory. By the time we graduate next year, we (iii) _____ (will have completed / completed / complete) three major science projects together with our mentor.

2. Fill in the blanks using the correct tense of the verb given in the bracket.

(1 × 4 = 4)

Noah: Hey Maya! You look completely exhausted. Did you just come back from the field?

Maya: Yes! I (i) _____ (practise) for our upcoming annual sports meet when the storm suddenly started. (*Past Continuous*)

Noah: That sounds tough! How long (ii) _____ you _____ (train) with the team before taking a break? (*Past Perfect Continuous*)

Maya: I (iii) _____ (run) laps for nearly two hours straight before the coach finally stopped us. (*Past Perfect*)

Noah: Wow! Well, I hope you (iv) _____ (win) the gold medal at the tournament tomorrow. (*Simple Future*)

3. Complete the sentences using the correct form of Gerunds or Infinitives.

(1 × 3 = 3)

- i. _____ (Paint) is my favourite hobby, which I hope _____ (pursue) professionally in the future.
- ii. She avoids _____ (eat) junk food late at night because she wants _____ (maintain) a healthy lifestyle.
- iii. They are keen on _____ (visit) Japan next spring, as they really want _____ (experience) the cherry blossom season.

Answers

1. i) visited

(ii) plans

(iii) will have completed

2. Verb Tenses

i was practising

ii. had... been training

iii. had run

iv. will win

3. Gerunds and Infinitives

i. Painting / to pursue

ii. eating / to maintain

iii. visiting / to experience

SECTION C – LITERATURE (26 marks)

V. Read the given extract and answer the questions briefly, for any two extracts, of the three, given. (2x4=8)

A. Weavers, weaving at fall of night,
Why do you weave a garment so bright?...
Like the plumes of a peacock, purple and green,
We weave the marriage-veils of a queen.
"Weavers, weaving solemn and still,
What do you weave in the moonlight chill?...
White as a feather and white as a cloud,
We weave a dead man's funeral shroud."

1. What sudden change do you notice in the atmosphere and feelings of the weavers between stanza 2 and stanza 3?
2. Why does the poet use the bright colors "purple and green" for the marriage veil, but "white" for the funeral shroud?
3. How does the time of day change from "fall of night" to "moonlight chill", and what stage of life does this change show?
4. Name the figure of speech in "*White as a feather and white as a cloud*" and explain what feeling the word "chill" creates in the poem.

1. The atmosphere changes from happy and vibrant to serious, quiet, and sad.
2. Purple and green show the joy, excitement, and energy of youth/marriage, while white represents peace, silence, and death.
3. The time moves from late evening (twilight) to late night. This shows the shift from adult life to the end of life (death).

4. The figure of speech is a simile. The word "chill" creates a feeling of coldness, sadness, and silence associated with death.

B. " I chatter, chatter, as I flow
To join the brimming river,
For men may come and men may go,
But I go on forever."

1. Why does the poet use the word "chatter" to describe the sound of the brook, and what literary device does it show?
2. What contrast does the brook draw between human life and its own existence in the last two lines?
3. What does the word "brimming" tell us about the river the brook is flowing into?
4. How does the movement of the brook symbolize the journey of a person's life?

1. "Chatter" creates a lively, continuous sound like rapid talking. The literary device is onomatopoeia (or personification).
2. Human life is short and temporary ("men may come and men may go"), whereas the brook's journey is permanent and eternal ("I go on forever").
3. "Brimming" means full to the top, showing that the river is large, deep, and overflowing with water.
4. Just like a human life moves through different stages (childhood enthusiasm to mature calm), the brook passes through noisy, fast struggles before finally reaching its final destination.

C. It was Monday morning. Swaminathan was reluctant to open his eyes. He considered Monday especially unpleasant in the calendar. After the delicious freedom of Saturday and Sunday, it was difficult to get into the Monday mood of work and discipline. He shuddered at the very thought of school: that dismal yellow building; the fire-eyed Vedanayagam, his class-teacher; and the Head Master with his thin long cane.

1. Why did Swaminathan consider Monday to be an "unpleasant" day in the calendar?
2. What phrase does the poet/writer use to describe the school building, and what feeling does it create about the school?
3. Name the two school authorities mentioned in the extract and state the physical feature or object associated with each.
4. What does Swami's reluctance to open his eyes reveal about his attitude towards school?

1. Monday was unpleasant because it marked the end of the "delicious freedom" of Saturday and Sunday and required getting back into the mood of work and discipline.
2. The phrase is "dismal yellow building". It creates a dull, gloomy, and depressing feeling about the school.
3. The class-teacher Vedanayagam (described as "fire-eyed") and the Head Master (associated with his "thin long cane").
4. It shows that Swami dreads going to school and wants to avoid facing the strict routines and teachers.

VI. Answer any five of the following questions in about 30-40 words each. (2x5=10)

1. Quote the famous refraining line from the poem that highlights the contrast between human life and nature.

In Lord Tennyson's poem "*The Brook*," the refraining line—"For men may come and men may go, / But I go on forever"—serves as a central motif contrasting human mortality with nature's immortality. While human life is transient, marked by birth, aging, and death, nature remains continuous, eternal, and uninterrupted.

2. What stage of human life is represented by the garment woven by the weavers at fall of night?

In Sarojini Naidu's poem "*Indian Weavers*," the fall of night symbolizes adulthood and marriage. The weavers craft a vibrant purple and green veil, resembling the plumes of a peacock, which represents the passion, vitality, maturity, and bright celebrations of mid-life before old age sets in.

3. How did Vedanayagam punish Swaminathan when he got his arithmetic sums wrong?

In R.K. Narayan's "*Swami and Friends*," the arithmetic teacher Vedanayagam punished Swaminathan severely by pinching his arm, crossing out all his sums, writing "Very Bad" across the page, and throwing the notebook directly at his face. This harsh treatment was meant to humiliate and intimidate Swami into paying attention.

4. What is the relation between Mr Behrman and the young artists? What was his masterpiece?

In O. Henry's "*The Last Leaf*," Old Behrman's masterpiece was the single ivy leaf he painted on the brick wall during a cold, stormy night when the last real leaf fell. By creating a realistic leaf, he tricked the ailing Johnsy into regaining her hope to live, sacrificing his own life to pneumonia in the process. He was their neighbour.

5. What made the vacation in *An Unusual Holiday* distinct from a conventional trip?

Unlike a standard trip filled with routine sightseeing and relaxation, this vacation became an extraordinary survival test due to a dangerous, unexpected encounter with a wild polar bear. The immediate life-and-death threat required composure and specialized wildlife skills, transforming a peaceful break into a high-stakes adventure.

6. What core quality or theme enables individuals to overcome extreme physical or mental challenges in *Pushing the Limits*?

The core theme centers on unwavering determination, perseverance (grit), and mental resilience. The story emphasizes that overcoming severe adversity requires psychological fortitude and sheer willpower, proving that mental strength is often far more vital than raw physical capabilities when confronting extreme obstacles.

7. Why did Ivan Dmitritch stop checking the newspaper immediately after seeing the winning series number (9,499)?

In Anton Chekhov's "*The Lottery Ticket*," Ivan Dmitritch stopped checking because he was overwhelmed by the possibility of winning 75,000 rubles. He intentionally delayed looking at the actual ticket number (#26) so that he and his wife could prolong the sensation of hope and indulge in vivid daydreams of a wealthy future before facing potential disappointment.

8. Where does the central conflict or twist occur in *An Unusual Holiday*?

The central conflict occurs when the expected peace of a normal vacation is suddenly disrupted by an encounter with a deadly polar bear. This unexpected twist shifts the plot from a routine travel narrative into a suspenseful survival struggle where the protagonist must rely on quick thinking and caution.

VII. Answer in 150-200 words any ONE of the following.

(8x1=8)

1. Both *Indian Weavers* **and** *The Brook* reflect on the journey of life. Analyze how both poets treat the theme of life, change, and the passage of time.

Both Sarojini Naidu's *Indian Weavers* and **Lord** Alfred Tennyson's *The Brook* explore the journey of life and the passage of time, but in different ways.

In *Indian Weavers*, the poet uses the work of weavers to represent the three stages of human life—birth, marriage, and death. The different times of the day and colours of the cloth show how life changes as time passes. The bright blue robe represents birth, the purple and gold veil symbolises marriage, and the white shroud represents death.

In *The Brook*, the brook describes its continuous journey from its source to the river. It flows through hills, valleys, bridges, and fields, showing that nature is always moving forward. The repeated line, "For men may come and men may go, but I go on forever," highlights that human life is temporary, while nature continues endlessly.

Both poems show that change is a natural part of life. However, *Indian Weavers* focuses on the short journey of human life, whereas *The Brook* emphasises the everlasting cycle of nature. Together, they remind us that time never stops and every stage of life has its own meaning.

2. Both *The Last Leaf* and *Pushing the Limits* explore how individuals face overwhelming challenges. Compare and contrast how the theme of hope and perseverance during difficult times is developed in both texts.

Both *The Last Leaf* and *Pushing the Limits* highlight the importance of hope, courage, and determination in overcoming difficult situations.

In *The Last Leaf*, Johnsy loses hope after falling seriously ill and believes she will die when the last leaf falls. Behrman, an old artist, paints a realistic leaf on the wall during a storm. Seeing the leaf still standing gives Johnsy the courage to live and recover. Behrman's selfless sacrifice becomes a symbol of hope.

In *Pushing the Limits*, the main character faces physical and mental challenges while trying to achieve a difficult goal. Instead of giving up, the character works hard, remains determined, and continues despite failures. The story shows that success comes through perseverance, confidence, and a positive attitude.

Both texts teach that hope gives people the strength to face hardships. However, *The Last Leaf* shows how hope can come from another person's sacrifice, while *Pushing the Limits* focuses on inner determination and hard work. Together, both texts inspire readers to stay strong and never lose hope during difficult times.

*****ALL THE BEST*****