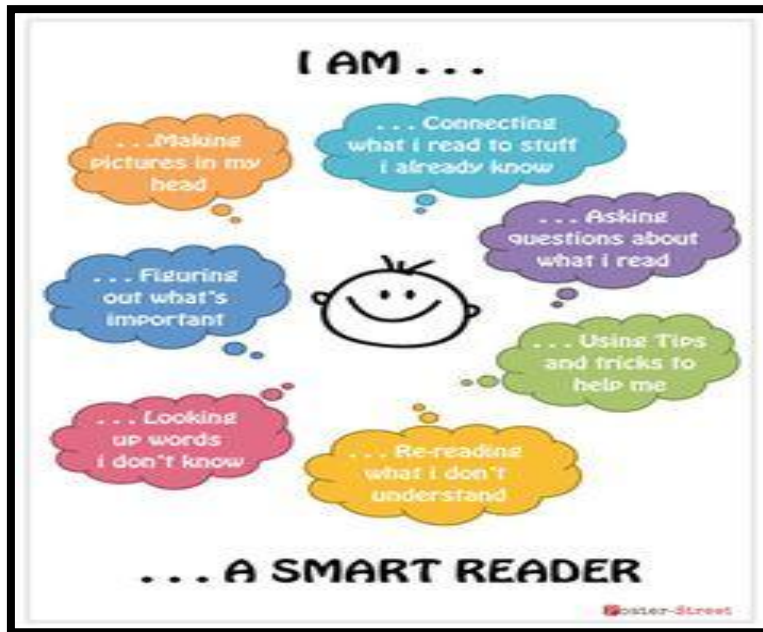


FATHER AGNEL SCHOOL, VAISHALI

ENGLISH QUESTION BANK

CLASS VII

Section A: Reading



Comprehension passage 1:

The Greek god, Hercules, was not only known for his strength. He was also known for his athletic prowess. To encourage people to visit the temple at Olympia, Hercules held many athletic events. These included spear throwing, wrestling, boxing and chariot races. Hercules was the umpire for the games and would award a crown of olive leaves to the winner.

During the games, one group of people stood out. They were called the Spartans and they were known for being great athletes. During the Olympic Games, they won the majority of the awards. As a result, they were put in charge of defending the temple at Olympia.

The Olympic Games brought a lot of attention to the temple. People left offerings at the temple shrines and those offerings were used to beautify the temple and make it more ornate. Many processions were also held in honour of the gods during the Olympic Games.

The temple was decorated with sculptures and paintings from famous artists who donated their time and talents. One of the most famous sculptures was a statue of the god Jupiter. It was carved from ivory and accented with gold and jewels. The gardens of the temple were also full of statues. Anytime an athlete won one of the games, a sculptor was commissioned

to create a life-size statue. Those statues, along with the statues of lesser gods, filled the temple's gardens and groves.

Athletics were not the only talents on display during the Olympic Games. Musicians and poets competed as well. In between matches, they would perform their latest songs and poems for the crowds. Storytellers would also tell stories. They would then be judged on their skills.

The Olympic Games were held every four years. The people counted down the days until the games. Men practiced for the games as much as possible. For over a thousand years, the games took place every year and became the way for the temple of Olympia to make a name for itself.

Q1. Answer the following questions using correct words/phrases:

- i) Which cultural events were organised during the Olympic Games?
- ii) Why were the Spartans given the responsibility of defending the temple?
- iii) How was the temple of Olympia decorated?
- iv) What does the term 'athletics' mean in the given passage?
- v) The antonym of 'simple' as given in the passage is _____.

Q2. Briefly answer the following questions:

- 1) How were the winning athletes honoured by Hercules?
- 2) List the benefits of the Olympic Games brought to the temple.

Q3. Find words from the passage with mean the same as:

- 1) expertise
- 2) elaborately or highly decorated

Comprehension passage 2:

Have you ever heard the sound of a hummingbird? They make a buzzing noise when they fly. They make this noise because they beat their wings so fast. They beat their wings up to eighty times a second. All that flapping makes a lot of noise. That's why we call them hummingbirds. Hummingbirds fly in a unique way. They move their wings so fast that they can hover. This means that they can stay in one spot in the middle of the air, like a helicopter. Sometimes they fly or hover upside down. They are the only bird that flies backward. Hummingbirds are small. One type called the bee hummingbird is the smallest bird in the world. Bee hummingbirds weigh less than a penny. They are just a little bit bigger than bees. I guess that's where they get their name. Bee hummingbirds build tiny nests. They use cobwebs and bits of bark to make their homes. Their homes are only an inch around. This is big enough for their eggs though. Their eggs are smaller than peas. People have found these tiny nests on a clothespin. Hummingbirds move fast. It takes lots of energy to move as fast as they do. This means that they need to eat a lot of food. Their favourite food is nectar, a sweet

liquid inside of some flowers. They drink more than their own weight in nectar daily. They have to visit hundreds of flowers to get enough nectar to live. They can only store enough energy to survive through the night. They live on the edge. Hummingbirds don't use their long beaks like straws. They have a tongue just like you. They use their tongues for eating. They flick their tongues in and out of their mouths while inside of flowers. They lap up nectar. Flowers give them the energy that they need. Hummingbirds help flowers too. They get pollen on their heads and bills when they feed. Flowers use pollen to make seeds. Hummingbirds help pollen get from one flower to the next. This helps flowers make more seeds. More seeds mean more flowers. More flowers mean more food for hummingbirds. Isn't it nice how that works out?

Q1. Complete the following sentences using correct words/phrases:

- i) 'Hover' means _____.
- ii) The unique characteristics of a hummingbird are _____.
- iii) The lightest bird in the world is _____.
- iv) The phrase 'living on the edge' means _____.
- v) The nest of the hummingbird is an inch round because _____.
- vi) Hummingbirds use _____ and _____ to make their nests.

Q2. Briefly answer the following questions:

- 1) How do hummingbirds maintain the balance of nature?
- 2) From where do the hummingbirds collect their nectar?

Q3. Find words from the passage with mean the same as:

- 1) a sugary fluid
- 2) a low, continuous sound

Comprehension passage 3 :

We know that other planets also have days and nights and seasons. One of the questions that has always proved fascinating to almost everybody is whether there are creatures on any of these worlds to see these changes. The 'Man from Mars' has become one of the most popular subject for jokes. Why Mars? We naturally expect that if life exists on other planets, it would be on those most like the earth. These are Mars and Venus, the two planets nearest to us. Venus is towards the sun and Mars is in the other direction.

Of the two, the nearest planet Venus is more like the earth in size and distance from the sun, but Mars has excited more interest because we can see its surface. Venus is covered with clouds that we can't penetrate, even with rays that enable us to take pictures through earth clouds.

Mars was named after our god of war because of its red colour, which is plain even to our unaided eye. When Mars is closest to the earth and sunlight is reflected directly from it, a very modest telescope will enlarge it to the apparent size of the moon.

The most noticeable features of Mars as seen through a telescope are the ice caps at its north and south poles. These appear just as those on earth would to a man on Mars. Mars is tilted at about the same angle that earth is, it has seasons as we do. The effect of the seasons can be clearly seen in the growing and shrinking of polar ice caps. Another seasonal change has convinced most astronomers that there is some form of plant life in low lying areas. These areas change from blue green in summer to brown in winter.

A great argument raged among scientists for many years about some markings. Some saw straight canals connecting 'oasis', from which they concluded that there must be intelligent creatures on Mars who have dug the canals to irrigate their lands. Astronomers at present are very doubtful about these canals but they do agree that it appears as if moisture comes down from the polar caps and seems to nourish plant life. They also agree that the lighter areas, which give Mars its red colour, are deserts of rusty rocks.

Q1. Complete the following sentences using correct words/phrases:

- i) Why has the planet Mars excited more interest among astronomers?
- ii) What is the reason behind the name ascribed to the planet Mars.
- iii) How does the telescope show the presence of the ice caps on the surface of Mars?
- iv) Give one evidence of the seasonal change happening on the planet Mars.
- v) What has made astronomers conclude about the intelligent creatures inhabiting the planet?
- vi) How does the plant life, if there is any, get nourishment according to the astronomers?

Q2. Briefly answer the following questions:

- 1) Why do you think the planet Mars has been a subject of much research and curiosity over the years.
- 2) Mention some of the most noticeable features of Mars.

Q3. Find words from the passage with mean the same as:

- 1) engaging
- 2) humble

Comprehension passage 4:

A couple of weeks ago, while detailing the many ways in which coping with the bleak economy can actually better our lives. I touched upon the romance of train travel and suggested that we would do well to introduce our children to its charms. I have to confess that I was surprised by the kind of responses this triggered from readers with stories to tell of their own rail adventures.

Browsing through them reminded me yet again why trains have such a special place in our lives. Well, perhaps not in the life of generation brought up on the dubious pleasures of cheap air travel.

I still vividly recall every detail of my first such excursion, taking a train from Sealdah station in Calcutta to visit my Aunt's tea garden in Assam. I settled down at my window seat and even before the train had pulled out, I was burrowing deep into the pleasures of Indian mythology.

But as the scene grew more rustic, even picturesque, my attention wandered to the marvellous moving display outside my window. There were gentle rolling fields, green and lush, more palm trees than I could count and endless expanse of bright blue sky.

Just then, a man entered my peripheral vision. Scythe in hand; he was intently cutting down some tall grass in the fields. "Oh look", I cried out my mother, "It's a farmer, a real life farmer!" A city bred child, I hadn't realized until then that farmers actually had an independent existence outside of my story books.

That wasn't the only discovery I made in the course of that first train journey or the many others to follow. Gazing out of the train window as I travelled across the country, I was introduced to a new India that was far removed from the bland boundaries of my middle class urban existence. And I like to believe today that this made me more aware of the complexities of the society we live in.

Q1. Complete the following sentences using correct words/phrases:

- i. The response of the readers to her suggestions made the writer realize_____.
- ii. The pleasure/joys of travelling by train would not be appreciated by _____.
- iii. The writer was lured away from the pleasures of Indian mythology when _____.
- iv. Travelling by trains enhanced writer's awareness as while travelling by train, the writer's time was spent in _____.
- v. As a city bred girl, the writer was fascinated by the sight of _____.

Q2. Briefly answer the following questions:

- 1) How do you think train journeys help an individual to move beyond the boundaries of their present day existence?
- 2) At the end of the journey what made the writer aware of the “complexities of the society we live in”?

Q3. Find words from the passage with mean the same as:

- 1) borderline
- 2) look steadily or stare

Comprehension poem 5:

I lay in sorrow, deep distressed
My grief a proud man heard;
His looks were cold, he gave me gold
But not a friendly word.
My sorrow passed, I paid him back
The gold he gave me;
Then stood erect and spoke my thanks
And blessed his charity.
I lay in want, in grief and pain;
A poor man passed my way;
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!

Q1. Briefly answer the following questions:

- i. According to the poet what does sympathy lie in?
- ii. How was the man in distress helped?
- iii. Why was the poet unable to pay back the poor man?
- iv. What is the rhyme scheme of the poem?
- v. Write a suitable title for the poem.






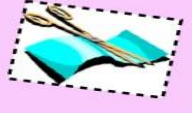

Q2. Find words from the passage with mean the same as:

- 1) sorrow or pain
- 2) rigidly upright or straight

Section B: Writing

EnglishClub.com

7 WRITING TIPS FOR ENGLISH LEARNERS

- **1** **Read in English:** Find reading materials that you enjoy. They should be at a suitable level (you shouldn't need to look up words very often). Start with low level non-fiction about topics you know.
- **2** **Brainstorm:** Gather your thoughts, ideas, and opinions before producing a piece of text. This includes time for *daydreaming!*
- 3** **Have a target reader:** You should always think about your target reader as you write. Who is most likely to read this text?

- 4** **Take time to format:** Tidy writing makes for easier reading. Show that you care about your reader by using capital letters, punctuation, and paragraphs.

- **5** **Avoid translating.** If you translate, you will probably use the wrong verb tenses. Try to think in English.
- 6** **Keep it simple:** You can usually cut about 1/3 of what you wrote and it will still make sense.

- 7** **Proofread before publishing:** If possible, give your writing time to breathe. Proofread it a few hours or even a day later.

*"Proofread to make sure you don't cut any words."
~Author Unknown*
Check your spelling too!

Writing skill 1: Formal letter writing

Q1. You want to organize a visit to the crafts museum. Write a letter to the Principal of your school, seeking her permission and necessary assistance. You are Nitya/Nayan of Father Agnel School, Vaishali.

Q2. Write a letter to the Principal of your school, requesting her to issue a recommendation letter that you need to send to a college where you have to get admission after completing your schooling. Also mention your achievements in curricular and co-curricular activities.

Writing skill 2: Factual description

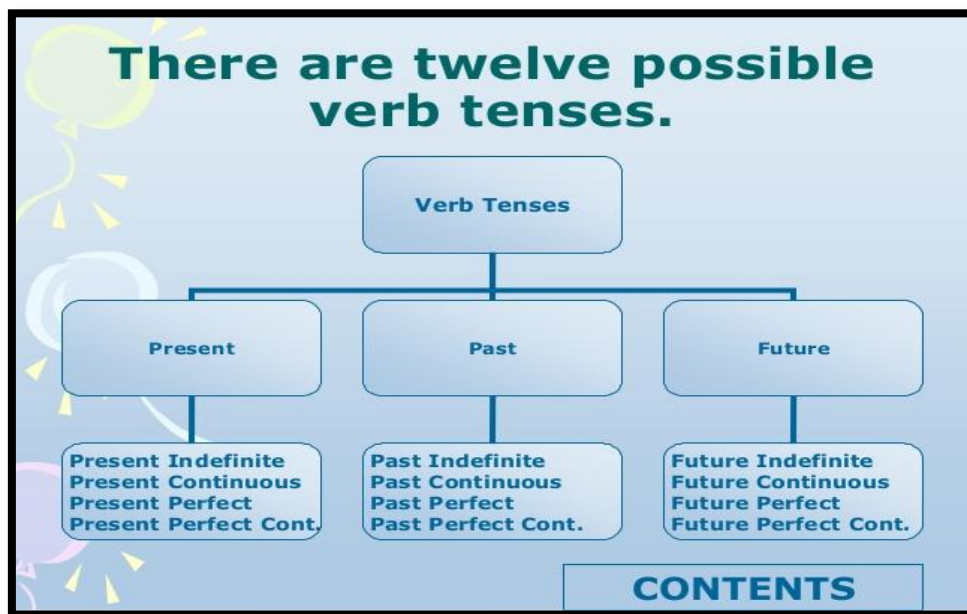
Q3. Give a factual description of your school library with the help of the hints given below, in about 100 words:

- spacious with a variety of books
- availability of shelves, racks, tables, etc.
- reading room-congenial for studies
- helpful library staff

Q4. Describe the Annual Day celebration at your school, with the help of the given hints, in about 100 words.

- Inauguration by the chief guest
- Various cultural programmes
- Prize distribution

Section C: Grammar



1. Tenses

Q1. Put the verbs into the correct tense (simple present or present progressive)

Look! Sara (go) to the movies.

On her right hand, Sara (carry) her handbag.

The handbag (be) very beautiful.

Sara usually (put) on black shoes but now she (wear) white trainers.

And look, she (take) an umbrella because it (rain)

Q2. Put the verbs into the correct tense (simple past or past perfect)

When he (wake up) , his mother (already /prepare) breakfast

We (go) to London because our friends (invite) us

He (hear) the news, (go) to the telephone and
(call) a friend.

When she (start) learning English she (already /learn)
French.

Jane (already / type) three pages when her computer (crash) .

By the time the doctor (arrive) at the house the patient (die) .

Before that day we (never / think) of travelling to Japan.

I (know) him a long time before I (meet) his family.

They (not / know) where to meet because nobody (tell) them.

It (be) cloudy for days before it (begin) to rain.

Q3. Put the verbs into the correct tense (simple past or present perfect).

I (just / finish) my homework.

Mary (already / write) five letters.

Tom (move) to his home town in 1994.

My friend (be) in Canada two years ago.

I (not / be) to Canada so far.

But I (already / travel) to London a couple of times.

Last week, Mary and Paul (go) to the cinema.

I can't take any pictures because I (not /buy) a new film yet.

(they / spend) their holidays in Paris last summer?

(you / ever / see) a whale?

Q4. Put the verbs into the correct tense (Simple Past or Past Progressive).

The receptionist (welcome) the guests and (ask) them to fill in the form

The car (break) down and we (have) to walk home.

The boys (swim) while the girls (sunbath) .

My father (come) in, (look) and (tell) me to tidy up my room.

While one group (prepare) dinner the others (collect) wood for the campfire.

While the parents (have) breakfast the children (run) about.

Martha (turn) off the light and (go) to bed.

Q5. Put the verbs into the correct tense (simple future or future perfect)

Tomorrow I think I (start) my new project.

I (finish) it by the end of this month.

The teacher (probably/assign) a test to his students next Monday.

He (correct) it by the end of next week.

My friend (certainly/get) a good mark.

By 9 o'clock, we (finish) our homework.

They (leave) the classroom by the end of the hour.

I think I (start) my trip tomorrow

Q6. Rewrite the following sentences using the tense indicated in the brackets.

1. He will do his work with diligence. (Simple present)
2. I followed his instructions. (Simple future)
3. That will be interesting. (Present continuous)
4. I will not allow this to happen. (Simple past)
5. My trip to the USA was successful. (Simple present)
6. He worked very hard. (Future continuous)
7. I will never raise any demand. (Present perfect)
8. He walked out of the room without looking at anybody. (Simple future)
9. He is crying at the top of his voice. (Past perfect)
10. Great deeds were never done by small men. (Simple present)
11. I will never have betrayed my country. (Simple future)
12. John broke his leg. (Present perfect)
13. I know it is not the right thing to do. (Simple past)
14. We buy vegetables from the market. (Present perfect)
15. I am having a great time here. (Past perfect)

2. Verb Forms

Q7. For each of the following sentences, decide if the word or phrase in italics is a participle, a gerund, or an infinitive.

The children's *singing* and *laughing* woke me up.

- i. Jenny likes *to dance* in the rain.
- ii. There are many ways of *breaking* a heart.
- iii. A *broken* heart will mend over time.
- iv. "Happiness is having a large, *loving, caring*, close-knit family in another city."
(George Burns)

- v. I believe that *laughing* is the best calorie burner.
- vi. "I don't want *to achieve* immortality through my work. I want *to achieve* it through not dying." (Woody Allen)
- vii. "I don't want to achieve immortality through my work. I want to achieve it through not *dying*." (Woody Allen)
- viii. "It is not enough *to succeed*. Others must fail." (Gore Vidal)
- ix. *Succeeding* is not enough. Others must fail.

3. Reported Speech

Q8. Change the direct speech into reported speech. Use 'she said' at the beginning of each answer. It's the same day, so you don't need to change the time expressions.



BRITISH COUNCIL

LearnEnglish Teens

Grammar Snacks

Reported speech

- Hi, love. How did your interview go?
- **They said they'd phone later** and let me know.



We use reported speech to tell someone what someone else said. We usually use a reporting verb (e.g. *say, tell, ask*) and change the tense of what was actually said in direct speech.



www.britishcouncil.org/learnenglishteens

1) "He works in a bank" .

2) "We went out last night" .

3) "I'm coming!" .

4) "I was waiting for the bus when he arrived" .

5) "I'd never been there before" .

6) "I didn't go to the party" .

7) "Lucy will come later" .

8) "He hasn't eaten breakfast" .

9) "I can help you tomorrow" .

10) "You should go to bed early" .

11) "I don't like chocolate" .

12) "I won't see you tomorrow" .

13) "She's living in Paris for a few months" .

14) "I visited my parents at the weekend" .

15) "She hasn't eaten sushi before" .

16) "I hadn't travelled by underground before I came to London" .

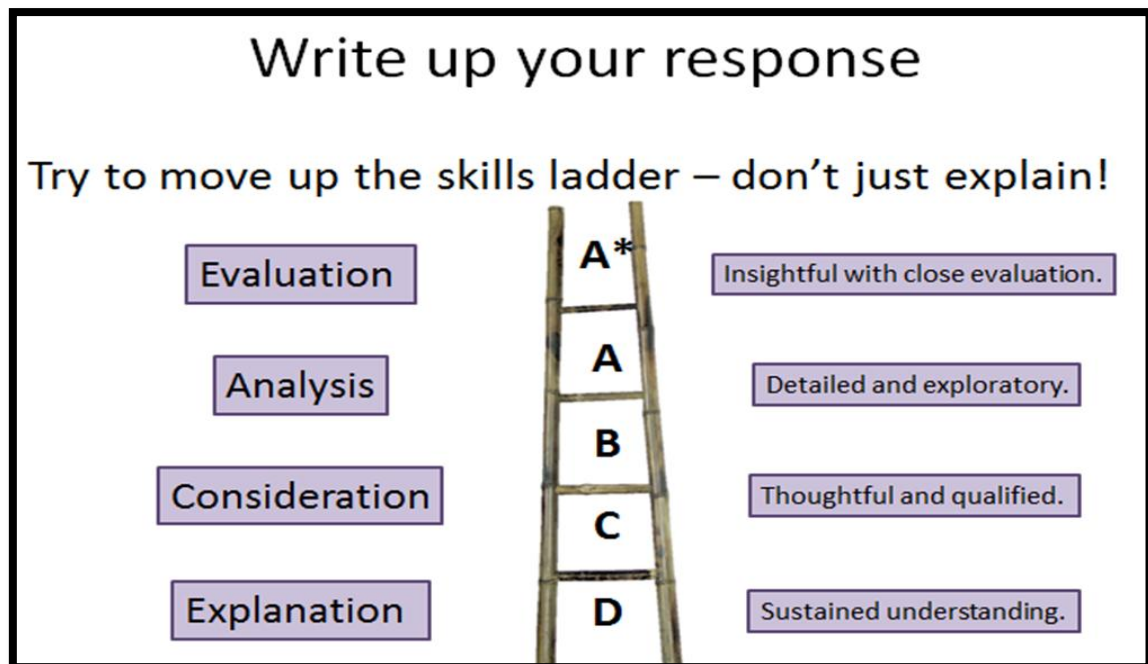
17) "They would help if they could" .

18) "I'll do the washing-up later" .

19) "He could read when he was three" .

20) "I was sleeping when Julie called" .

Section D: Literature



Fagin's school, The Fog, The listeners and A visit to the Doctor:

1. Who was the leader of the gang of juvenile criminals? Who were the other members?
2. What did these people want from Oliver?
3. Why did Charley Bates make fun of Oliver?
4. Who were the visitors that came to see Charley and Dodger? What did they do?
5. What impression do you form of Oliver?
6. Why did the members of the gang play a strange game?
7. Which skill did Oliver learn at the end?
8. What was the effect of the fog on the poet's senses?
9. How did the appearance of the world change due to fog?
10. What clutched the poet's throat? How?
11. Explain the statement, "nothing was in my head".
12. What does the poet mean by 'judgment'?
13. Who are the listeners in "The Listeners"?
14. Why were they called so?
15. Write a short poem with an eerie setting. The topic is open.
16. In your opinion, who are the people (or entities) that the Traveller came to see? Why did he want to see them? Explain your answers.
17. What do the lines revolving around the bird and the horse contribute to the effect of the poem?
18. In line 20, does *lonely* modify *Traveller's* or *call*?
19. Lines 21 and 22 report that "he [the Traveller] felt in his heart their strangeness, / their stillness answering his cry." Does this line mean that the phantoms are communicating with the Traveller?
20. Will the Traveller make a return visit to the house?
21. Why was the mother upset?

22. What opinion do you form about the doctor after reading the story?
23. What lesson do you learn from the story?
24. List the instruments that the doctor uses in the story.
25. Describe all the characters of the story in brief.