SET 2 **MODEL QUESTION PAPER** KEY EN-7/2

SECOND TERM SUMMATIVE ASSESSMENT 2026-27

ENGLISH – ANSWER KEY & SCORING INDICATORS

Class : 7 **Time : 2 Hrs 15 Minutes**

Instructions to the Teacher

- The scores given are suggestive. Accept all relevant answers in the learner's own words.
- For discourses, each indicator is scored 5/4/3/2/1. Add the indicator scores to get the score for the discourse.
- Find the percentage of the total score secured and award the grade using the table below.

Score percentage	Grade
80 – 100	A – Outstanding
60 – 79	B – Very Good
40 – 59	C – Good
30 – 39	D – Satisfactory
Below 30	E – Needs Improvement

1 Reading Comprehension

1.	B. a piece of coconut wood	**1**
2.	C. Near the old temple tank	**1**
3.	C. practised - forgot	**1**
4.	B. Arun's hard work made him successful	**1**
5.	C. 1, 3 and 4 are correct	**1**

2 Conversation

	Indicators: 1. Relevance to the context 2. Proper beginning and ending 3. Appropriate expressions and vocabulary 4. Use of discourse markers (Oh, Well, Really, You know...) 5. Punctuation, capitalisation and spelling	**5×5 = 25**

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	Sample: Suraj: Congratulations, Ranji! How did you score so many runs? Ranji: Thank you, Suraj. I think it is my magic bat. Suraj: A magic bat? Are you serious? Ranji: Well, it helps me feel confident. But I also practise every day. Suraj: Can I practise with you? Ranji: Of course! Let's meet at the ground tomorrow morning.	

3 Character Sketch – Anne Sullivan

	Traits: dedicated, patient, calm / tolerant, determined, creative / resourceful, loving and caring	**3**
	Indicators: 1. Proper beginning and ending 2. Describes apt traits with instances and a reflection about the character 3. Cohesion / proper sequencing of ideas 4. Punctuation, capitalisation and spelling	**4×5 = 20**
	Sample: Anne Sullivan was a dedicated teacher. She came all the way to Tuscumbia to teach Helen, a blind and deaf girl. She was very patient and spelt words into Helen's hand again and again. Even when Helen broke the doll, she did not get angry. She was creative and took Helen to the well-house to teach the word "water". Her love and care made Helen see her as a teacher and a friend.	

4 Editing

(a)	Tetsuko	**1**
(b)	tells	**1**
(c)	was	**1**
(d)	the	**1**
(e)	swimming / bathing	**1**

5 Thought (A or B)

	Indicators: 1. Relevance to the context 2. Expression of thoughts and feelings in first person 3. Use of questions / exclamations to show the inner mind 4. Coherence and language 5. Punctuation, capitalisation and spelling	**5×5 = 25**

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5(A)	Sample: How blue the sea is! The waves are dancing around the ship. Look at those birds – are they following us? My friends are all so happy. Our headmaster is so kind to bring us here. I can't wait to jump into the hot spring...	
5(B)	Sample: What is this cool thing flowing over my hand? W-a-t-e-r... water! So this is water! Everything has a name! I must learn the names of all things. Oh, I broke my doll today. I feel so sorry now...	

6 Instructions (A or B)

	Indicators: 1. Title and proper sequence 2. All the hints covered 3. Use of imperative sentences (Reach…, Carry…, Do not…) 4. Clarity and language	**4×5 = 20**
6(A)	Sample: Reach school by 6.30 a.m. Carry water, a light snack and a cap. Stay with your group. Do not go near the edge of the hills. Do not throw plastic. Bring your waste back in a bag.	
6(B)	Sample: Report at the ground by 9 a.m. Wear white uniform and sports shoes. Each team will play 10 overs. Obey the umpire. Shake hands with the other team after the match.	

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