



Cambridge Assessment
International Education



MOUNT CARMEL INTERNATIONAL SCHOOL, AKOLA

CAMBRIDGE LOWER SECONDARY IGCSE (TERM END Examinations-I)

Grade: 7

Subject: English

Date: 13.11.2024

Candidate Name: _____ Roll Number: _____

Max Marks: 80

Time Duration: 120 minutes

Invigilator's Sign: _____

SCRUTINY						
Q1	Q11	Q21	Q31	Q41	Q51	
Q2	Q12	Q22	Q32	Q42	Q52	
Q3	Q13	Q23	Q33	Q43	Q53	
Q4	Q14	Q24	Q34	Q44	Q54	
Q5	Q15	Q25	Q35	Q45	Q55	
Q6	Q16	Q26	Q36	Q46	Q56	
Q7	Q17	Q27	Q37	Q47	Q57	
Q8	Q18	Q28	Q38	Q48	Q58	
Q9	Q19	Q29	Q39	Q49	Q59	
Q10	Q20	Q30	Q40	Q50	Q60	

Marks Obtained			
80	20	100	Grade

Sub. Tr. Sign: _____

Part 1: Fiction

Section A: Reading

Q.1.A. Read the extract from 'The Winter Oak' by Yuri Nagibin, then answer questions 1–15. Savushkin, a young boy who lives in rural Russia, is late for school because he has been walking through the forest in the snow.

1. What does the word 'piercing' (line 1) tell you about the sound of the bell? (1)

2. Give two examples of the noise in the classroom after Anna Vasilevna has entered. (2)

- _____
- _____

3. Give one word from the text that shows that the lorry was moving slowly (lines 8–9). (1)

4. Look at lines 10–14. Explain, using your own words, how Anna Vasilevna's feelings about being a teacher have changed since the previous year. (2)

• She used to be _____

• Now she is _____

5. 'A small figure in worn felt boots and covered in sparkles of frost that were thawing and losing their brightness stood by the half open door. The round face was burning and as red from the frost as if it had been rubbed with beetroot.' (lines 22–25) Suggest one way the writer uses descriptive language to make Savushkin stand out in these lines. (1)

6. Why does Savushkin speak to his neighbour 'without turning his head' (lines 30–31)? Tick one box. (1)

- Because he doesn't really like his neighbour.
- Because he doesn't want his teacher to know he is talking.
- Because he is too shy to look at anyone in the class.

7. Explain, using your own words, why Anna Vasilevna is disappointed by Savushkin arriving late to her class. (1)

8. What literary technique is 'little old woman who looked like a moth' (line 36) an example of? Tick one box. (1)

Alliteration

simile

Metaphor

onomatopoeia

9. Explain, using your own words, why Anna Vasilevna thinks that the geography teacher finds her classes difficult. Give two reasons. **(2)**

- _____
- _____

10. Give one phrase from lines 41– 44 that shows you that the pupils all spoke at the same time. **(1)**

11. Suggest one way the writer uses structure to build up a sense of excitement in lines 50 –57. Support your suggestion with a different quotation or example from the text. **(2)**

- Structural feature _____
- Quotation _____

12. Why does the pupil who suggests ‘town’ say it ‘timidly’ (line 56)? **(1)**

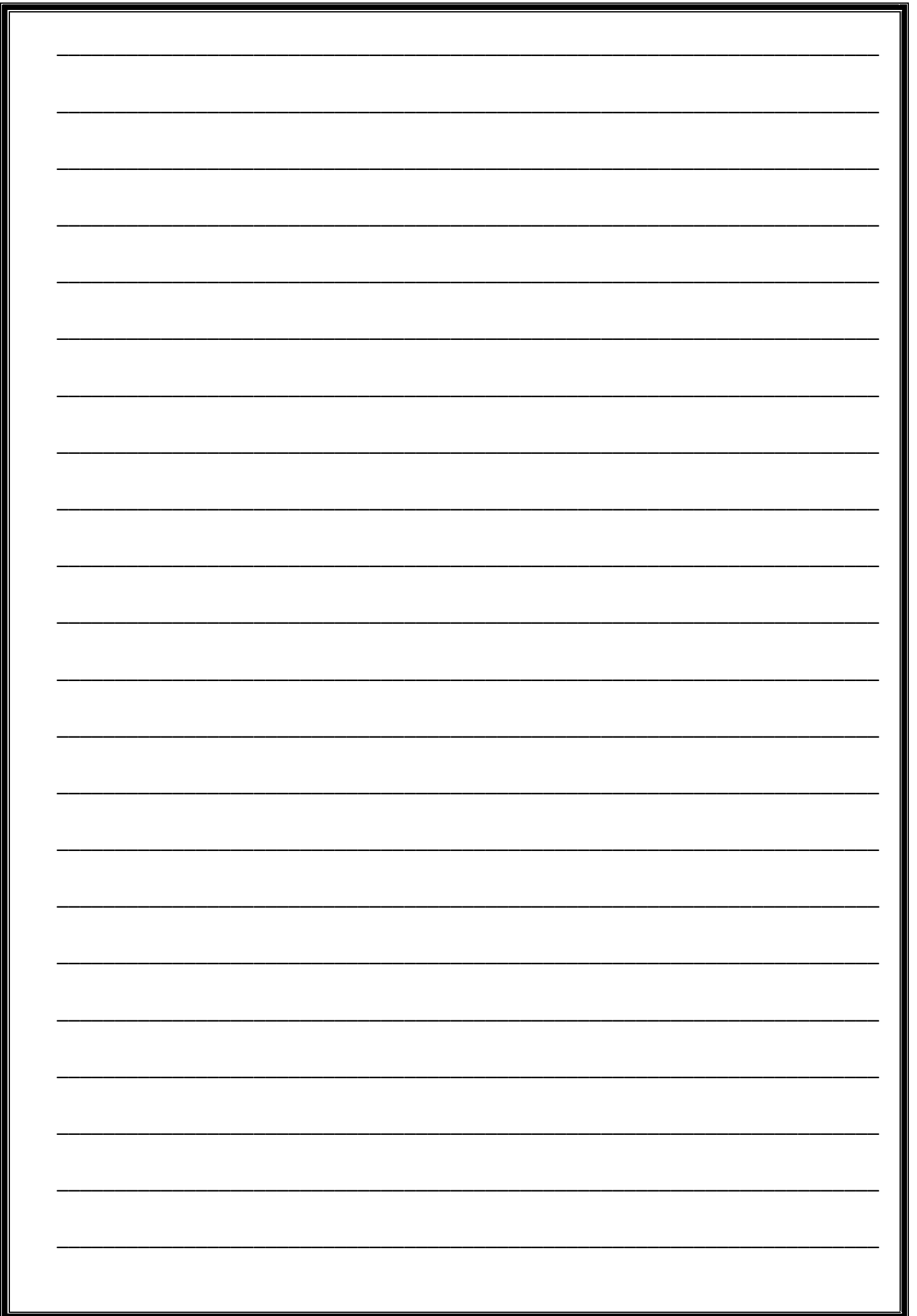
13. Explain what the phrase ‘the words began to fly’ tells you about the class (line 59). **(1)**

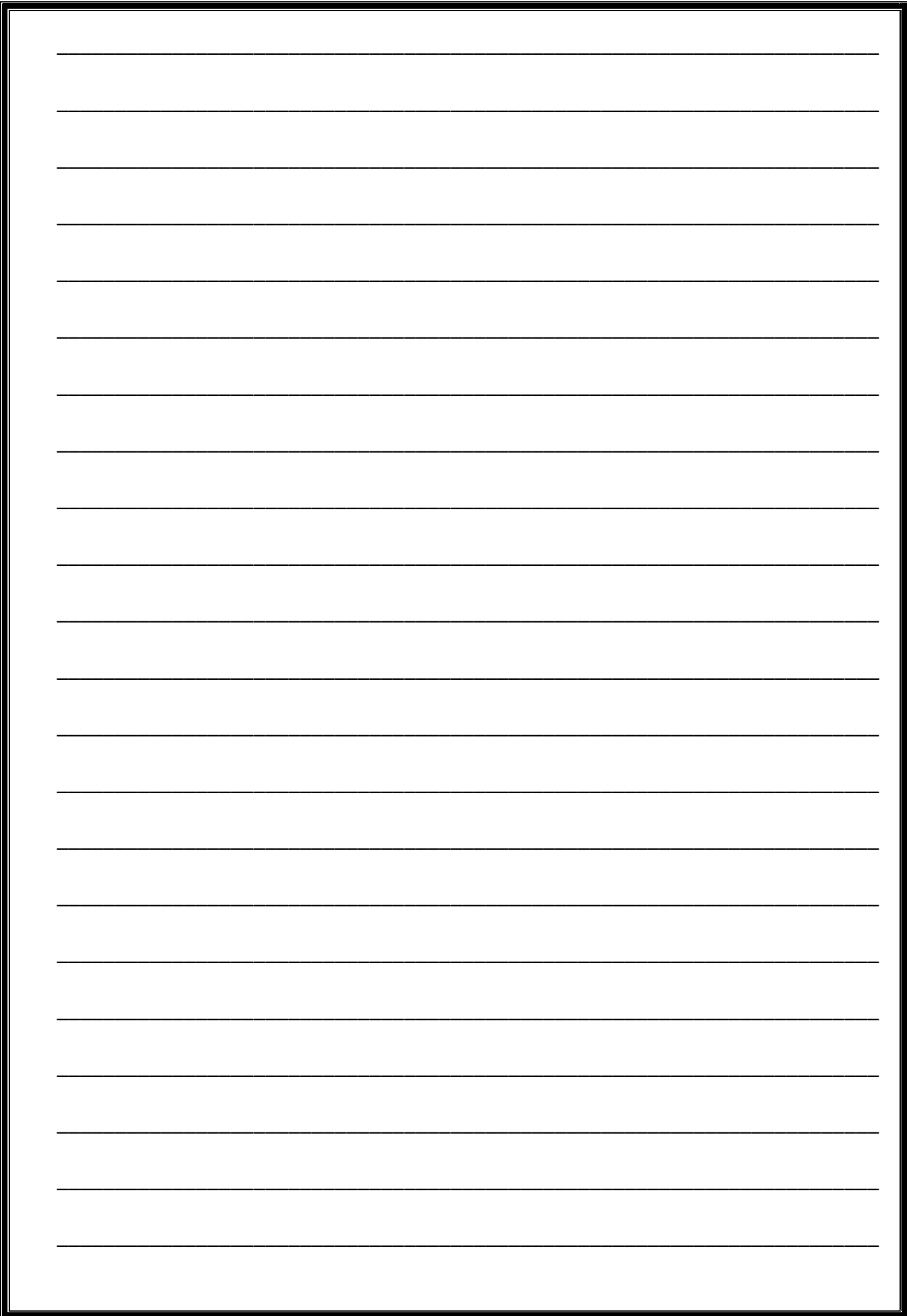
14. What does the phrase ‘ringing tone’ (line 64) tell you about the way that Savushkin speaks? **(1)**

15. Use your own words to give one impression of Savushkin’s character. You should support your suggestion with a short quotation from the text. **(2)**

Impression _____

Quotation _____





Part 2: Non-Fiction

Section A: Reading

Q.2. A. Read Text A 'Lumiar Institute, Sao Paulo, Brazil' and Text B 'School of One, New York City, USA' and answer the following questions:

1. What type of text Text A and Text B are? **(1)**

Article

Review

Speech

Report

2. Write down two similarities and two differences between both the institutes. **(4)**

Similarities: _____

Differences: _____

3. In text A, state the purpose of using 'Additionally' in the last line. **(1)**

4. In text B, pick out two examples of hyphenated compound words. **(2)**

• _____

• _____

5. What is the significance of *The Circle* in Lumiar Institute? **(2)**

6. Pick out an example of the following from Text B. **(3)**

a. Complex sentence - _____

b. A Noun phrase- _____

c. An If clause - _____

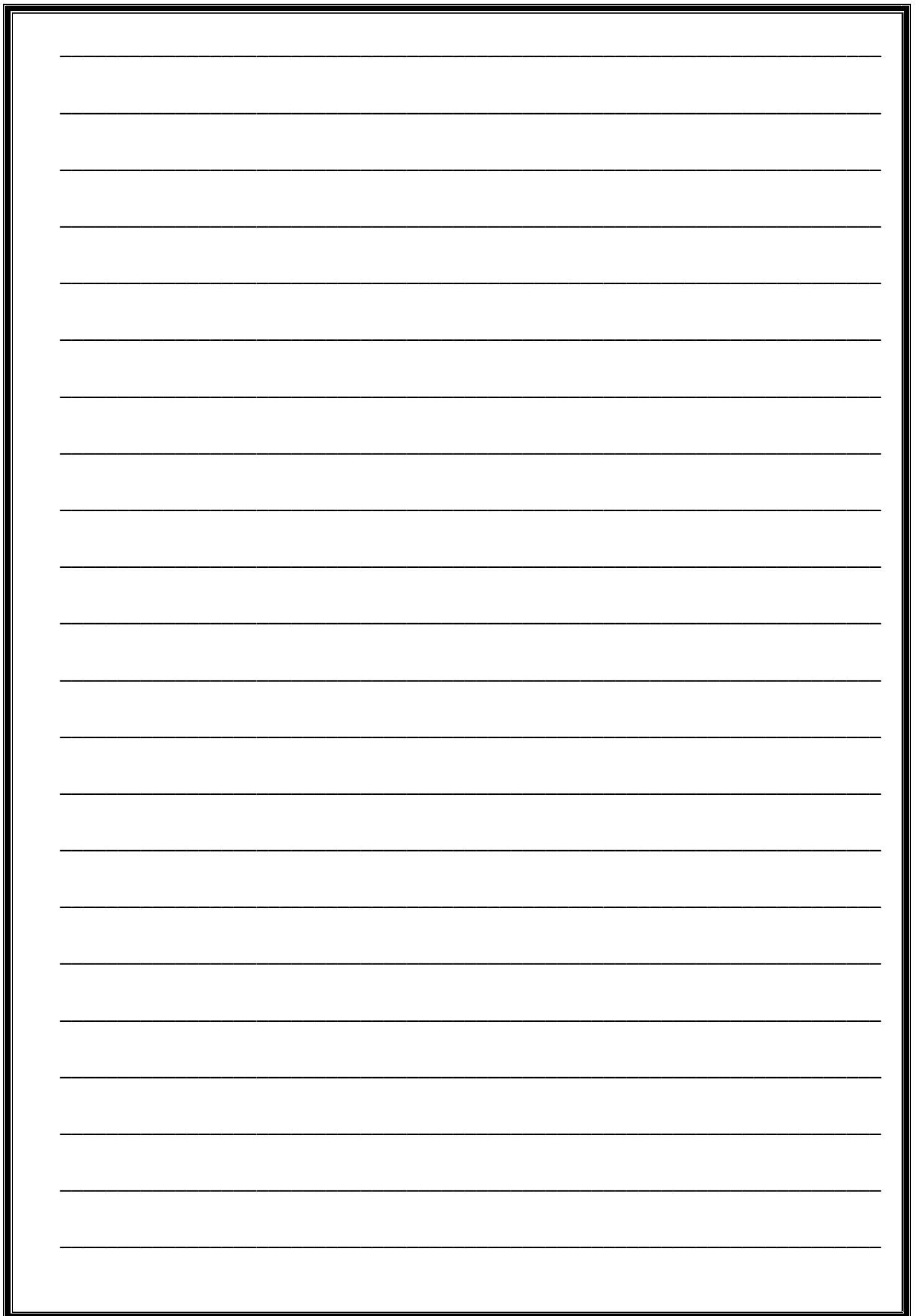
7. Write down two persuasive techniques, writers use to persuade the readers. **(2)**

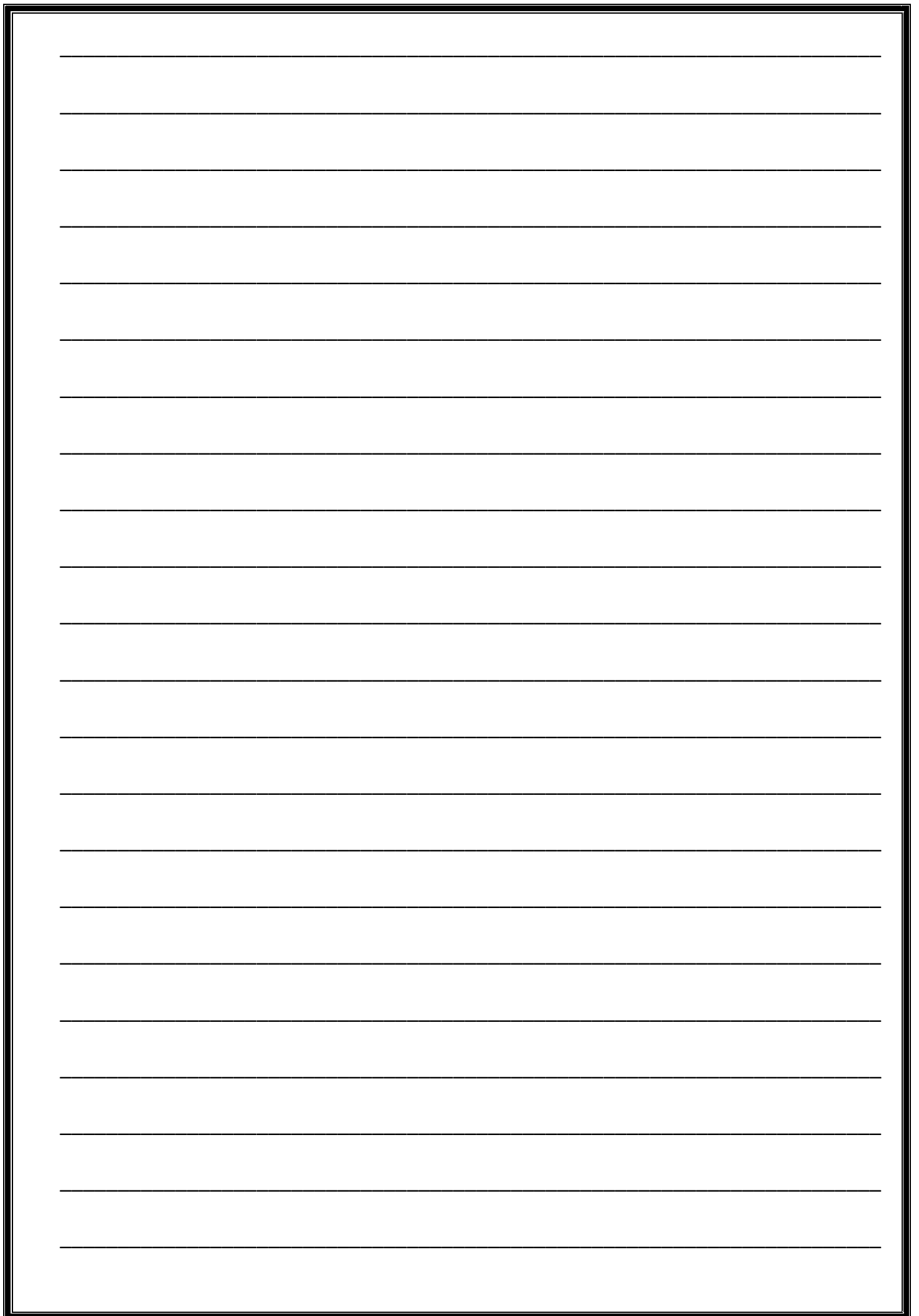
8. Use the given words or phrases as connectives in sentences of your own- **(2)**

1. Furthermore- _____

2. In the same way - _____

9. Compare both the schools and explain which institute would you prefer. Give quotations to support your answer. **(3)**





Extract (Grade 7)

Q1.A.

The Winter Oak

The piercing bell that announced the beginning of the school day had hardly died down when Anna Vasilevna came into the class-room. The children stood up in a friendly way to greet her, and then settled back into their places. Quiet was not immediately established. There was a

5 lids and a squeaking of benches and someone sighed noisily, apparently bidding farewell to the serenity of the morning atmosphere.

'Today we are going to continue learning about parts of speech.'

The class quietened down and a heavy lorry with a trailer could be heard crawling along the road.

10 Anna Vasilevna remembered how last year she used to worry before a lesson, and would repeat to herself like a schoolgirl at an examination, 'The noun is that part of speech...the noun is that part of speech...'. And she remembered too how she used to be tormented by a ridiculous fear that perhaps they would not understand her.

15 Anna Vasilevna smiled at this memory, pushed a hairpin back into her heavy knot in her hair, and, conscious of the self-control which spread like warmth through her whole body, began in a calm voice:

'The word noun is used for that part of speech which is the subject. In grammar the subject is what we call everything about which we can ask,

20 who is this, or what is this. For instance, "Who is this?" – "A pupil." Or: "What is this?" – "A book."

'May I come in?' A small figure in worn felt boots and covered in sparklets

of frost that were thawing and losing their brightness stood by the half open door. The round face was burning and as red from the frost as if it

25 had been rubbed with beetroot.

'Late again, Savushkin? Like most young teachers, Anna Vasilevna enjoyed being stern, but on this occasion her question sounded plaintive.

Assuming that the schoolmistress's words gave him permission to enter the class-room, Savushkin quickly slipped into his place. Anna Vasilevna

30 saw the boy push his oil-cloth bag into his desk, and, without turning his head, say something to his neighbour, presumably asking what she was explaining.

Anna Vasilevna was disappointed by Savushkin's lateness; it was an unfortunate mishap spoiling a day that had begun well. She had had

35 complaints about Savushkin being late from the geography mistress, a shrivelled little old woman who looked like a moth. Actually, she often complained of noisy classes and inattentive pupils. 'The first lesson is so difficult,' the old woman would sigh. 'It is for those who cannot control children and make the lesson interesting,' Anna Vasilevna thought to

40 herself with self-assurance.

'Do you all understand?' Anna Vasilevna asked, addressing herself to the class.

'Yes, yes,' chorused the children.

'Good. Now give me some examples.'

45 There was absolute silence for some seconds and then someone said uncertainly:

'Cat.'

'Right,' said Anna Vasilevna, immediately remembering that last year the first example had also been 'cat'. And then there was an outburst.

50 'Window! Table! House! Road!

'Right,' Anna Vasilevna went on saying.

The class bubbled happily. Anna Vasilevna was surprised by the delight

with which the children named familiar objects. The range of examples went on widening, but in the first minutes the children stuck to what was

55 closest to them – wheel, tractor, well, starling, house.

Then someone said timidly:

‘Town.’

‘Town, that’s good,’ said Anna Vasilevna approvingly.

And then the words began to fly:

60 ‘Street, metro, tram, film.’

‘That’s enough,’ said Anna Vasilevna, ‘I see you understand.’

Rather unwillingly, the voices fell silent. Suddenly, just as if he had woken

up out of a dream, Savushkin stood up on his desk and shouted out in a ringing tone:

65 ‘Winter oak.’

The children began to laugh.

‘Quiet,’ said Anna Vasilevna, banging the table with her hand.

‘Winter oak,’ Savushkin repeated, noticing neither the laughter of his schoolfellows, nor the teacher’s admonishment. He did not speak as the

70 other children had. The words were torn out of his soul, like a confession, or a joyful secret which he could not keep from spilling out of his heart.

Not understanding his strange excitement, Anna Vasilevna hid her irritation with difficulty, and said:

‘Sit down Savushkin; this is what happens when you are late. “Oak” is a

75 noun, and we have not yet come to what “winter” would be. Kindly come and see me in the staff-room during break.’

Q.2.A.

Lumiar schools are not the same as other schools. They do not have lessons and timetables. The adults are very different to the ones you'll find in other schools – in most schools, teachers teach whole classes. Some of the adults who work at Lumiar are more like advisors and coaches, who work with individual students. They support the students' progress and help them to choose projects to work on. The other adults are there to serve as experts – they have particular talents in areas such as music and engineering. The students can arrange meetings with these experts when they need specific help in a certain subject.

Students are not assessed through exams, **but through** a learning **portfolio** that records their achievements and skills throughout their time at school. **At any point**, students can decide to use the library for independent study and play.

If you attend a Lumiar school, your day will start with students and staff deciding how and where they would like to work. The school has plenty of space but no traditional classrooms. Once a week, an assembly known as 'The Circle' is held. All staff, students and parents attend and talk about anything from new project ideas to behaviour issues. **Additionally**, The Circle is also time when student success is celebrated.



At School of One, Maths students start their day by looking at a large screen showing possible activities for the day ahead. The activities are designed to suit the needs, interests and abilities of each student. If students enjoy teacher input, they can meet a teacher individually before taking part in a small-group activity. Students who enjoy technology can do computer-based activities. Students at the School of One can also learn from online tutors or can take part in traditional classes.

The School of One sets a short test at the end of each session, which helps staff design activities for the next day. This method helps teachers watch how students develop so they can give them tasks that match their needs, to help them progress well.

For teachers, School of One is very different from working at a traditional school. They spend less time on paperwork and record-keeping and more time getting to know students. This helps students feel valued – they feel that their views and abilities are at the heart of what they learn.