

Model Question Paper 2
Half-Yearly Examination 2026-27
ENGLISH LANGUAGE AND LITERATURE

Time Allowed: 3 Hours

Maximum Marks: 80

General Instructions:

1. This paper is divided into three sections: A (Reading), B (Writing and Grammar) and C (Literature).
2. All sections are compulsory.
3. Read the questions carefully before answering them.
4. Write neat, well-organised answers.

SECTION A: READING (20 Marks)

Passage 1 (Discursive/Unseen) — 10 Marks

Every few weeks, a new set of clothes appears in shop windows, priced so low that buying an outfit can feel like buying a snack. This model, known as 'fast fashion', has transformed the way people, especially teenagers and young adults, shop for clothes. Yet very few buyers pause to ask how a T-shirt can cost less than a cup of coffee, or what happens to the clothes once they are discarded after just a few wears.

The true cost of fast fashion is rarely visible on the price tag. Producing cheap clothing quickly and in huge volumes typically depends on underpaid garment workers, many of them in unsafe factories, working long hours for wages far below what is fair. It also depends on cheap, synthetic fabrics that shed microplastics into rivers and oceans every time they are washed, and on a rapid cycle of production and disposal that fills landfills with barely-worn garments within months of purchase.

Priya, a college student who once prided herself on owning the latest trendy outfit every month, describes her own realisation: 'I opened my wardrobe one day and found at least a dozen tops I had worn only once or twice. I had spent so much money on things that would probably end up as waste.' Her experience mirrors a wider pattern — surveys consistently find that a large fraction of fast-fashion purchases are worn only a handful of times before being discarded.

Fortunately, more sustainable alternatives are gaining ground. Thrift and second-hand clothing stores, clothes-swapping events among friends, and simply choosing to buy fewer, better-made garments are all practical ways individuals can reduce their impact. Some clothing brands have also begun offering repair services or take-back schemes, encouraging customers to extend the life of garments rather than discard them quickly.

None of this means fashion itself is the problem — people will always enjoy dressing well and expressing themselves through clothes. The real shift needed is in how quickly and carelessly clothes move from shop shelf to landfill, and that shift begins with buyers who are willing to ask a simple question before every purchase: do I really need this, and how long will I actually wear it?

1. What is 'fast fashion', according to the passage? [1]

- (a) Clothes that are difficult to wash
- (b) The model of producing cheap, trendy clothing quickly and in large volumes
- (c) Clothes designed only for sports
- (d) Expensive, hand-made clothing

Answer: (b) — The model of producing cheap, trendy clothing quickly and in large volumes.

2. According to the passage, cheap synthetic fabrics harm the environment mainly by: [1]

- (a) Increasing electricity bills
- (b) Shedding microplastics into rivers and oceans when washed
- (c) Attracting insects
- (d) Fading quickly in sunlight

Answer: (b) — Shedding microplastics into rivers and oceans when washed.

3. What realisation did Priya have when she opened her wardrobe? [1]
- (a) She did not have enough clothes
 - (b) She had spent a lot of money on clothes she had worn only once or twice
 - (c) Her clothes were too expensive to wash
 - (d) She needed to buy more trendy outfits

Answer: (b) — She had spent a lot of money on clothes she had worn only once or twice.

4. The word 'mirrors' in 'Her experience mirrors a wider pattern' (paragraph 3) means: [1]
- (a) Contradicts
 - (b) Reflects/resembles
 - (c) Reverses
 - (d) Photographs

Answer: (b) — Reflects/resembles.

5. According to the passage, what are two hidden human and environmental costs of producing cheap, fast-fashion clothing? [2]

Answer: Underpaid garment workers labouring in unsafe factories for long hours, and cheap synthetic fabrics shedding microplastics into rivers and oceans when washed.

6. In your own words, explain what the writer means by the 'real shift needed' in the last paragraph. [2]

Answer: The writer means that fashion and dressing well are not themselves the problem; what needs to change is buyers' habits of quickly discarding barely-worn clothes — people need to think carefully before every purchase about whether they truly need the item and will wear it for long.

7. Find a word from paragraph 4 that means the same as 'lasting longer, prolong the usefulness of' (referring to what buyers could do with garments). [2]

Answer: 'Extend' (as in 'extend the life of garments').

Passage 2 (Case-based/Factual) — 10 Marks

Riverside Public School introduced a 'No Single-Use Plastic Bottle' campaign three years ago, encouraging students to bring reusable water bottles instead of buying disposable plastic bottles from the canteen. The school removed single-use plastic bottles from its canteen shelves, installed two additional water-refill stations on campus, and asked the Eco Club to track how many students carried reusable bottles each year through a simple headcount survey.

The results of the yearly headcount survey were as follows:

Year	Students Carrying Reusable Bottles
Year 1 (campaign launch)	34%
Year 2	58%
Year 3 (this year)	76%

The school's maintenance staff reported a sharp fall in the amount of plastic waste collected from bins near the canteen, and the science teacher used the campaign as an opportunity to discuss microplastic pollution with students. However, a few students mentioned that the two refill stations often get crowded during the short lunch break, and the Eco Club has now suggested installing at least one more refill station near the sports ground.

8. Why did Riverside Public School start the 'No Single-Use Plastic Bottle' campaign? [1]
- (a) To reduce plastic waste and encourage the use of reusable bottles
 - (b) To increase canteen profits
 - (c) To reduce the number of water-refill stations
 - (d) To ban students from drinking water at school

Answer: (a) — To reduce plastic waste and encourage the use of reusable bottles.

9. Which of these was NOT mentioned as part of the campaign? [1]
- (a) Removing single-use plastic bottles from the canteen
 - (b) Installing additional water-refill stations
 - (c) A yearly headcount survey by the Eco Club
 - (d) Giving every student a free reusable bottle

Answer: (d) — Giving every student a free reusable bottle — not mentioned in the passage.

10. By how many percentage points did the use of reusable bottles increase from Year 1 to Year 3? [1]

- (a) 24
- (b) 42
- (c) 76
- (d) 34

Answer: (b) — $76\% - 34\% = 42$ percentage points.

11. What can be inferred by comparing the increase from Year 1-2 (24 points) with Year 2-3 (18 points)? [1]

- (a) The rate of increase in adoption slowed down slightly in the third year
- (b) The campaign completely failed in Year 3
- (c) Fewer students attended school in Year 3
- (d) The school removed all refill stations in Year 3

Answer: (a) — The rate of increase slowed slightly, though adoption still rose substantially.

12. State two positive effects of the campaign noticed by the school, other than the rise in reusable bottle use. [2]

Answer: A sharp fall in plastic waste collected near the canteen, and it gave the science teacher an opportunity to discuss microplastic pollution with students.

13. Explain the problem some students faced with the refill stations, and the step proposed by the Eco Club to address it. [2]

Answer: The two refill stations often get crowded during the short lunch break; the Eco Club has proposed installing at least one more refill station near the sports ground to ease the crowding.

14. Based on the passage, suggest one more measure the school could take to further reduce plastic waste on campus. [2]

Answer: Any reasonable suggestion, e.g. banning plastic packaging in the canteen, organising a recycling drive, or rewarding students/classes with the least waste generated.

SECTION B: WRITING AND GRAMMAR (20 Marks)

Grammar (10 Marks)

Q15-Q18: Fill in each blank with the most appropriate option from those given.

15. Students ____ (must/might/need) wear their identity cards inside the school premises; it is a strict rule. [1]

Answer: must

16. By the time the fire brigade arrived, the small fire ____ (had already been put out/puts out/will put out) by the neighbours. [1]

Answer: had already been put out

17. You ____ (should/can/must) inform your teacher in advance if you are unable to submit your homework on time. [1]

Answer: should

18. There is ____ (a/an/the) old banyan tree standing right outside ____ (a/an/the) school gate. [1]

Answer: an; the

Q19-Q21: The following passage has one error in each numbered line. Write the incorrect word and the correction, as shown.

19. Each of the players were given a new jersey before the match. [1]

Incorrect: "were" → **Correction:** "was"

20. My sister has visit the science museum three times this year. [1]

Incorrect: "visit" → **Correction:** "visited"

21. This is the most easiest question in the entire paper. [1]

Incorrect: "most easiest" → **Correction:** "easiest"

Q22-Q24: Rearrange the given words/phrases into meaningful sentences.

22. the / library / students / books / returned / to / the [1]

Answer: The students returned the books to the library.

23. should / crossing / always / before / the road / both ways / look / children [1]

Answer: Children should always look both ways before crossing the road.

24. finished / had / the movie / by the time / we / already / arrived / at the theatre [1]

Answer: The movie had already finished by the time we arrived at the theatre.

Writing (10 Marks)

25. You are Nikhil/Nikita, residing at 15, Green Park Avenue, Kozhikode. Garbage from your locality has not been collected regularly for the past three weeks, causing bad smell and health concerns among residents. Write a letter to the Municipal Commissioner, in about 100-120 words, describing the problem and requesting immediate action. [5]

Marking Guidance: Format (address, date, subject, salutation, complimentary close) — 1 mark; Content (clear description of the problem with specific, real-life detail) — 2 marks; Expression (grammar, coherence, appropriate tone) — 2 marks.

26. Study the following data on the number of students (out of a class of 40) who became members of the school library over four years, and write an analytical paragraph in 100-120 words: Year 1 - 10 students; Year 2 - 18 students; Year 3 - 27 students; Year 4 - 33 students. Your paragraph should describe the trend shown by the data, suggest a possible reason for it, and mention one likely benefit. [5]

Marking Guidance: Format/topic sentence — 1 mark; Interpretation of data/trend (steady increase over four years) — 2 marks; Reasoning and benefit, with coherent expression — 2 marks.

SECTION C: LITERATURE (40 Marks)

Reference to Context (10 Marks)

Q27-29. First Flight — 'Nelson Mandela: Long Walk to Freedom' [5 Marks]

In this extract, Nelson Mandela, speaking after becoming President, reflects on the day of his inauguration, describing it as a moment that belonged not just to him but to the ordinary people of South Africa, and explains that true courage does not mean the absence of fear, but the ability to act rightly despite it.

27. According to Mandela, what does courage NOT mean? [1]

- (a) The absence of fear
- (b) Acting rightly
- (c) Being brave in battle
- (d) Winning an election

Answer: (a) — The absence of fear.

28. Whom does Mandela credit for the day of his inauguration as President, and why? [2]

Answer: He credits ordinary South Africans of all races, because their long years of sacrifice and struggle together made his inauguration and the country's transition to democracy possible.

29. What does Mandela's description of courage tell us about how he faced his own difficulties in life? [2]

Answer: It tells us that Mandela himself often felt fear during his long struggle and years of imprisonment, but he continued to act according to his principles despite that fear, which is what made his courage genuine rather than an absence of feeling.

Q30-32. First Flight — 'A Tiger in the Zoo' (poem) [5 Marks]

In this poem, the poet contrasts the image of a tiger pacing restlessly behind the bars of a cage in a zoo with an imagined picture of the same tiger moving freely and powerfully through a natural forest, hunting and living according to its own instincts.

30. In the zoo, the tiger is described as doing which of the following? [1]

- (a) Hunting deer in a forest
- (b) Pacing in a cage, staring at the visitors
- (c) Sleeping peacefully all day

(d) Playing with other tigers

Answer: (b) — Pacing in a cage, staring at the visitors.

31. How does the poet imagine the tiger would behave if it were living in its natural forest habitat instead of the zoo? [2]

Answer: The poet imagines the tiger moving silently and powerfully through the forest, sliding through long grass, terrifying villagers nearby and hunting freely, in complete contrast to its confined, restless pacing in the zoo.

32. What larger idea about freedom and captivity does the poet convey through the contrast between the two images of the tiger? [2]

Answer: The poet conveys that confining a powerful, wild creature to a cage denies it its true nature and dignity; the contrast highlights how captivity, however comfortable it may appear, is a poor and even cruel substitute for the freedom of a natural habitat.

Short Answer Type Questions (18 Marks)

First Flight [12 Marks]

Q33-Q36: Answer each of the following in 30-40 words. (3 marks each)

33. How did the postmaster and his employees respond after reading Lencho's letter to God in 'A Letter to God'? [3]

Answer: Touched by Lencho's simple faith, the postmaster decided to keep the letter's spirit alive by collecting a donation from himself and his employees, and sent Lencho part of the amount he had asked for, signed 'God'.

34. Explain how Nelson Mandela's idea of 'twin obligations' shaped the way he understood freedom. [3]

Answer: Mandela believed a person has obligations both to their family/community and to their country/people; true freedom, for him, meant fulfilling both — living with personal integrity while also working for the freedom and dignity of all citizens, not freedom for oneself alone.

35. Describe one incident from 'From the Diary of Anne Frank' that shows the tension or conflict Anne felt with the adults around her. [3]

Answer: Anne often felt that the adults, including her mother, misunderstood or underestimated her feelings and treated her too much like a child; she felt unable to express her true self openly to them, which is part of why she confided instead in her diary, 'Kitty'.

36. What does the poem 'Dust of Snow' suggest about how small things in nature can affect our mood? [3]

Answer: The poem suggests that a tiny, seemingly insignificant moment — snow dust falling from a crow sitting on a hemlock tree — was enough to change the poet's mood for the better, showing how small, unexpected moments in nature can shift a person's outlook from gloom to a sense of relief.

Footprints without Feet [6 Marks]

Q37-Q38: Answer each of the following in 30-40 words. (3 marks each)

37. What made Ausable an unusual secret agent, as shown in 'The Midnight Visitor'? [3]

Answer: Unlike the dashing secret agents of popular fiction, Ausable was overweight, unglamorous and relied entirely on quick thinking and clever storytelling rather than weapons or physical action to outsmart danger, as seen when he tricks Max with an invented story about a balcony.

38. In 'Footprints without Feet', how did Griffin (the invisible man) first realise that being invisible was not entirely to his advantage? [3]

Answer: Griffin found that being invisible created many practical problems — he could not walk about in cold weather without clothes, could easily be detected by his footprints or breathing, and struggled to eat, hide or move around unnoticed, showing invisibility brought as many difficulties as advantages.

Long Answer Type Questions (12 Marks)

Q39. First Flight [6 Marks]

Describe, in about 100-120 words, how Anne Frank's diary entries reveal both the ordinary struggles of a teenager and the extraordinary circumstances of her life in hiding.

Answer: Anne Frank's diary shows her as a lively, thoughtful teenager who experiences very ordinary struggles — feeling misunderstood by her mother, missing close friends, and reflecting on her own changing feelings and personality. At the same time, her entries are shaped by the extraordinary danger of living in hiding: the family's near-total silence during the day, dependence on helpers for food, and constant fear of discovery by Nazi authorities. This combination of the everyday and the extraordinary is what makes her diary so powerful — it lets readers see a relatable teenage voice living through one of history's darkest periods, without ever losing her curiosity, humour or hope.

OR

Describe, in about 100-120 words, the central message conveyed in Nelson Mandela's account of his inauguration and his understanding of courage and freedom, in 'Long Walk to Freedom'.

Answer: Mandela's account of his inauguration conveys that true freedom is collective, not individual — he sees the day as belonging to the ordinary people of South Africa who sacrificed for decades, rather than to him alone. His understanding of courage as acting rightly despite fear, rather than the absence of fear, reflects his own long, difficult journey through imprisonment and struggle. He also stresses 'twin obligations' — to one's family and to one's country — suggesting that real freedom means being able to fulfil responsibilities to both, and that the struggle for freedom continues even after political victory, since deeper social justice still has to be built.

Q40. Footprints without Feet [6 Marks]

In about 100-120 words, trace how Hari Singh's character changes over the course of 'The Thief's Story', from the beginning to the end.

Answer: At the start of the story, Hari Singh is a practised, remorseless thief who deliberately befriends Anil purely to gain his trust and steal from him, showing no guilt about his profession. As he spends more time with Anil, however, he begins to enjoy the unfamiliar experience of being trusted and treated kindly without suspicion. When he finally steals Anil's money and starts to run away, he is overcome by conflicting feelings, eventually realising that the money means less to him than being seen as an honest, trustworthy person by someone who believed in him. By the end, he returns the money and walks away from his old life, showing a genuine, if uncertain, change of heart.

OR

In about 100-120 words, describe the humour in 'A Triumph of Surgery' and what it suggests about the responsibility of pet owners.

Answer: The humour in 'A Triumph of Surgery' comes from the mismatch between the grand-sounding title and the actual 'surgery' performed — not an operation, but a strict regime of diet and exercise imposed on an overfed, spoiled dog named Bruno by a firm trainer, Mr Strong. The dog's dramatic sulking and eventual transformation into a healthy, obedient animal is told with comic exaggeration. The story suggests that pet owners like Mrs Pumphrey, however well-meaning, can harm their pets through excessive indulgence, and that real care sometimes requires firmness and discipline rather than constant pampering — a light-hearted but genuine message about responsible pet ownership.