

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
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

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
4. The word 'mirrors' in 'Her experience mirrors a wider pattern' (paragraph 3) means: [1]
- (a) Contradicts
 - (b) Reflects/resembles
 - (c) Reverses
 - (d) Photographs
5. According to the passage, what are two hidden human and environmental costs of producing cheap, fast-fashion clothing? [2]
6. In your own words, explain what the writer means by the 'real shift needed' in the last paragraph. [2]
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]

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
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
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

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
12. State two positive effects of the campaign noticed by the school, other than the rise in reusable bottle use. [2]
13. Explain the problem some students faced with the refill stations, and the step proposed by the Eco Club to address it. [2]
14. Based on the passage, suggest one more measure the school could take to further reduce plastic waste on campus. [2]

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]
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]
17. You ____ (should/can/must) inform your teacher in advance if you are unable to submit your homework on time. [1]
18. There is ____ (a/an/the) old banyan tree standing right outside ____ (a/an/the) school gate. [1]

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]
20. My sister has visit the science museum three times this year. [1]
21. This is the most easiest question in the entire paper. [1]

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

22. the / library / students / books / returned / to / the [1]
23. should / crossing / always / before / the road / both ways / look / children [1]
24. finished / had / the movie / by the time / we / already / arrived / at the theatre [1]

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]

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]

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

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

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

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

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

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

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]

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

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]

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

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]

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

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.

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'.

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.

OR

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

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