

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

Walk through many Indian cities on a weekend afternoon and you might spot teenagers doing more than just homework or hanging out with friends — tutoring a younger neighbour, helping out at a family shop, or selling handmade greeting cards and bracelets online. Part-time work among school-going teenagers, once fairly unusual, is slowly becoming more common, and it raises a fair question: should students still in school be taking up paid work at all, even in a small way?

Consider Meera, a Class 9 student who began spending two hours every Saturday tutoring her neighbour's eight-year-old in basic Mathematics for a modest fee. What started as a way to earn some pocket money soon changed the way she thought about both money and time. She began planning her weekend study schedule more carefully around her tutoring hours, and found herself appreciating the value of money far more once she was earning even a little of it herself.

Advocates of such limited part-time engagement point to real benefits: a sense of responsibility, better time-management, hands-on experience of handling money, and a boost in confidence that comes from being trusted with a task and being paid fairly for it. Skills like punctuality, communication and patience — useful well beyond school — are often picked up far more naturally through such real-world experience than through classroom lessons alone.

At the same time, there are genuine concerns that cannot be brushed aside. If part-time work eats into study time, sleep or rest, it can do more harm than good; unsupervised or physically demanding work can also expose teenagers to risks they are not yet equipped to handle, which is why most such work should be light, safe, occasional, and clearly approved and monitored by parents rather than taken up secretly or under pressure.

On balance, a small, carefully chosen part-time engagement — undertaken with parents' knowledge and support, and never at the cost of studies, sleep or rest — can be a valuable, confidence-building learning experience for a teenager, rather than an unnecessary burden. The key lies not in whether a student works at all, but in how thoughtfully that work is balanced against everything else school life demands.

1. According to the passage, what change did Meera notice in herself after she began tutoring? [1]

- (a) She stopped studying altogether
- (b) She began planning her weekend study schedule more carefully and valued money more
- (c) She lost interest in Mathematics
- (d) She decided to quit school

Answer: (b) — She began planning her weekend study schedule more carefully and valued money more.

2. According to the passage, which of the following is mentioned as a genuine benefit of limited part-time work for teenagers? [1]

- (a) Unlimited free time
- (b) A boost in confidence and better time-management
- (c) Avoiding all responsibility
- (d) Guaranteed high income

Answer: (b) — A boost in confidence and better time-management.

3. According to the passage, what kind of part-time work does the writer suggest is appropriate for school-going teenagers? [1]

- (a) Any work, regardless of hours or safety
- (b) Light, safe, occasional work approved and monitored by parents
- (c) Full-time night-shift work
- (d) Work that requires quitting school

Answer: (b) — Light, safe, occasional work approved and monitored by parents.

4. The phrase 'brushed aside' in paragraph 4 is closest in meaning to: [1]

- (a) Cleaned carefully
- (b) Ignored or dismissed without consideration
- (c) Strongly supported
- (d) Written down

Answer: (b) — Ignored or dismissed without consideration.

5. According to the passage, name two real-world skills teenagers can gain from limited part-time work. [2]

Answer: Any two of: punctuality, communication, patience, better time-management, or hands-on experience of handling money (as mentioned in the passage).

6. In your own words, explain why the writer believes 'how thoughtfully that work is balanced' matters more than 'whether a student works at all'. [2]

Answer: Because part-time work itself is not harmful — it can build responsibility and useful skills — but if it is not properly balanced against study time, sleep and rest, or if it is unsafe or unsupervised, it can cause real harm; so the key factor is thoughtful balance and parental support, not simply the decision to work.

7. Find a word/phrase from paragraph 5 that means the same as 'thought about carefully and chosen deliberately' (describing the kind of part-time engagement the writer recommends). [2]

Answer: 'Carefully chosen' (as in 'a small, carefully chosen part-time engagement').

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

Four years ago, residents of Greenwood Colony noticed that their borewells were running dry earlier and earlier each summer, forcing many households to depend on expensive tanker water for weeks at a stretch. In response, the Residents' Welfare Association (RWA) launched a rainwater harvesting initiative, digging a series of recharge pits in the common park and along the roadside to direct rainwater into the ground instead of letting it simply run off into the drains during the monsoon.

To track the impact of the initiative, the RWA has measured the depth to groundwater in the colony's main borewell (that is, how far below the ground the water level lies) at the start of summer each year since the programme began:

Year	Depth to Groundwater (metres)
Year 1 (before the initiative)	20 m
Year 2	17 m
Year 3	13 m
Year 4 (this year)	10 m

A smaller number in this table means the water level has risen closer to the surface — in other words, the groundwater situation has clearly been improving each year. Borewells that used to run completely dry by April now continue supplying water almost through the summer, and several households have also begun collecting rooftop rainwater in their own storage tanks for gardening and cleaning.

The initiative has not been entirely without challenges. The recharge pits tend to get clogged with silt and leaves after heavy rain, reducing how well they work unless cleaned regularly. To address this, the RWA now assigns the task of cleaning the pits before the monsoon to a rotating group of volunteer residents each year, along with hiring a part-time caretaker to maintain them through the rainy season.

8. Why did Greenwood Colony's Residents' Welfare Association launch the rainwater harvesting initiative? [1]

- (a) Because borewells were running dry earlier each summer, forcing households to depend on tanker water
- (b) Because the colony wanted to build a swimming pool

(c) Because the government ordered the colony to shut its borewells

(d) Because residents wanted a new park

Answer: (a) — Because borewells were running dry earlier each summer, forcing households to depend on tanker water.

9. Which of these was NOT mentioned as part of the initiative? [1]

(a) Recharge pits in the common park and along the roadside

(b) A rotating volunteer group to clean the pits

(c) A part-time caretaker hired for the monsoon season

(d) Free water tankers provided permanently to every household

Answer: (d) — Free water tankers provided permanently to every household — not mentioned in the passage.

10. By how many metres did the depth to groundwater decrease (that is, how much did the water level rise) from Year 1 to Year 4? [1]

(a) 3

(b) 7

(c) 10

(d) 20

Answer: (c) — $20\text{ m} - 10\text{ m} = 10\text{ m}$.

11. What can be inferred about the yearly improvement in groundwater depth shown in the table? [1]

(a) The improvement was roughly steady each year, rather than occurring all at once

(b) The groundwater level worsened every year

(c) All the improvement happened only in Year 4

(d) There was no real change over the four years

Answer: (a) — The depth fell by 3 m, then 4 m, then 3 m across the three intervals — a roughly steady, gradual improvement rather than a single sudden change.

12. State two positive effects of the rainwater harvesting initiative mentioned in the passage, other than the change in groundwater depth itself. [2]

Answer: Borewells that used to run dry by April now supply water almost through the summer, and several households have begun collecting rooftop rainwater in their own storage tanks for gardening and cleaning.

13. Explain the challenge faced by the recharge pits, and the step taken by the RWA to address it. [2]

Answer: The recharge pits tend to get clogged with silt and leaves after heavy rain, reducing their effectiveness; the RWA addressed this by assigning pit-cleaning to a rotating group of volunteer residents each year and hiring a part-time caretaker to maintain the pits through the monsoon.

14. Based on the passage, suggest one more measure the colony could take to further improve its groundwater situation. [2]

Answer: Any reasonable suggestion, e.g. building additional recharge pits/wells, encouraging every household to install rooftop rainwater harvesting, planting more trees to improve natural absorption, or regularly desilting storm-water drains.

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. Visitors ____ (must/may/need) not touch the exhibits in the museum; it is strictly prohibited. [1]

Answer: must

16. The teacher said that the earth ____ (revolves/revolved/will revolve) around the sun. [1]

Answer: revolves

17. She ____ (has been learning/learns/will learn) classical dance for the past five years. [1]

Answer: has been learning

18. He gave ____ (a/an/the) honest answer to ____ (a/an/the) question asked by the interviewer. [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. The news of his selection were very encouraging for the whole team. [1]

Incorrect: "were" → Correction: "was"

20. By the time we reaches the stadium, the match had already started. [1]

Incorrect: "reaches" → Correction: "reached"

21. This is the most best solution to the problem. [1]

Incorrect: "most best" → Correction: "best"

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

22. the / farmers / harvested / the crop / early this year [1]

Answer: The farmers harvested the crop early this year.

23. should / children / always / respect / their / elders [1]

Answer: Children should always respect their elders.

24. had / finished / already / the workers / by evening / building / the wall [1]

Answer: The workers had already finished building the wall by evening.

Writing (10 Marks)

25. You are Ishaan/Isha, residing at 42, Palm Grove Society, Bengaluru. Write a letter to the Editor of a local newspaper, in about 100-120 words, drawing attention to the unsafe condition of a public playground in your area (broken equipment, no fencing near a busy road) and suggesting what the municipal authorities should do about it. [5]

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

26. Study the following data on the number of trees planted under a city's 'Green City' drive over four years, and write an analytical paragraph in 100-120 words: Year 1 - 500 trees; Year 2 - 1200 trees; Year 3 - 2100 trees; Year 4 - 2600 trees. Your paragraph should describe the trend shown by the data, suggest a possible reason for it, and mention one likely long-term benefit of this trend continuing. [5]

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

SECTION C: LITERATURE (40 Marks)

Reference to Context (10 Marks)

Q27-29. Kaveri — Unit 2 Prose: 'The Pot Maker' (Temsula Ao) [5 Marks]

The story centres on an ageing potter who continues to shape clay into pots using methods learned from his elders, working at his wheel with quiet, practised skill even as demand for handmade pottery slowly declines in a world increasingly drawn to cheaper, factory-made alternatives, reflecting his enduring devotion to a traditional craft.

27. According to the general theme of the story, what does the potter continue to use to shape his pots? [1]

- (a) Methods learned from his elders, passed down through tradition
- (b) A modern factory machine imported from abroad
- (c) A method he invented that very morning
- (d) Methods he read about in a book

Answer: (a) — Methods learned from his elders, passed down through tradition.

28. What does the potter's continued devotion to his craft, despite declining demand, suggest about his character? [2]

Answer: It suggests that he values skill, tradition and the dignity of his craft more than immediate profit, showing patience, pride in his work and quiet determination to preserve a traditional way of life even as circumstances change around him.

29. What does the potter's situation, as suggested by the story, tell us about traditional livelihoods in general? [2]

Answer: It suggests that traditional, skill-based livelihoods often depend on the patience and dedication of individuals who keep them alive, even when they receive little recognition or reward, highlighting the quiet effort behind everyday handmade objects.

Q30-32. Kaveri — Unit 1 Poem: 'Bharat Our Land' [5 Marks]

The poem speaks directly to the land of India, praising its rivers, mountains, fields and seasons, and expressing deep affection and pride for the motherland as a source of life, beauty and identity for all who belong to it.

30. In the poem, the poet's tone towards 'Bharat' (India) can best be described as: [1]

- (a) Pride, affection and celebration
- (b) Anger and complaint
- (c) Fear and anxiety
- (d) Indifference

Answer: (a) — Pride, affection and celebration.

31. According to the poem, what aspects of the land does the poet praise? [2]

Answer: The poet praises the land's rivers, mountains, fields and changing seasons, presenting them as sources of life, beauty and identity for the nation.

32. What feeling does the poet hope to inspire in readers through this celebration of the land? [2]

Answer: The poet hopes to inspire a deep sense of pride, gratitude and patriotic love for one's motherland, encouraging readers to appreciate and value the natural beauty and richness of the land they belong to.

Short Answer Type Questions (18 Marks)

Kaveri — Prose (Units 1-4) [12 Marks]

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

33. What does 'Vitamin-M' suggest, through its title, about the role money can sometimes play in a young person's life? [3]

Answer: The title humorously compares money to a vitamin — something the young characters seem to feel they badly need — suggesting the story looks lightly at how children can be resourceful, and sometimes inventive, when they want to earn or manage money for something important to them.

34. Explain how 'Winds of Change' uses its title to reflect the central theme of the piece. [3]

Answer: The title uses the image of wind — something that moves steadily and cannot be stopped — to suggest that change, especially change brought by modernisation, sweeps through traditional ways of life in a similarly unstoppable way, affecting people's livelihoods and habits whether they are ready for it or not.

35. What do you think makes 'How I Taught My Grandmother to Read' a heart-warming account, based on the relationship it describes? [3]

Answer: The story is heart-warming because it shows a young child's patience and affection transforming her grandmother's life, turning ordinary lessons into a shared journey of discovery, and celebrating a close, loving bond between two generations built on curiosity and encouragement rather than obligation.

36. What impression do you form of the craftsperson described in 'The Pot Maker', based on the value the story places on traditional skill? [3]

Answer: The story presents the craftsperson as skilled, patient and deeply attached to a traditional way of working, someone whose quiet dedication highlights the effort and artistry that goes into handmade objects often taken for granted in a fast-changing, modern world.

Kaveri — Poetry (Units 1-4) [6 Marks]

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

37. What does 'Canvas of Soil' suggest about the relationship between soil and the life it supports? [3]

Answer: The poem suggests that soil, though ordinary and often overlooked, plays a vital, almost artistic role in patiently nurturing seeds and sustaining plant life, drawing a gentle comparison between the earth's quiet work and the creativity of an artist.

38. What feeling does the poem 'I Cannot Remember My Mother' seem to express about the memory of a mother?
[3]

Answer: The poem expresses a tender, reflective longing — the speaker seems to recall only faint, fragmentary impressions of a mother rather than clear memories, conveying a mixture of loss, nostalgia and quiet affection.

Long Answer Type Questions (12 Marks)

Q39. Kaveri — Prose, Units 3 & 4 [6 Marks]

In about 100-120 words, discuss the theme and tone of 'Vitamin-M', based on its title and general subject matter, and what it suggests about children's attitudes towards money.

Answer: 'Vitamin-M' takes a warm, humorous approach to a subject close to every child's heart — money, referred to playfully as a 'vitamin' the young characters feel they need. The likely light-hearted tone suggests the story follows the inventive, occasionally mischievous ways children try to raise or manage money for something they want, offering gentle comedy rather than heavy moralising. Even while entertaining, the story probably conveys a mild, encouraging message about resourcefulness, honesty and practical problem-solving, showing children as capable of creative thinking in their own right, while gently reminding readers of the everyday importance money holds even within a child's small world.

OR

In about 100-120 words, discuss what 'Winds of Change' suggests about the effects of modernisation on traditional ways of life, based on its title and general theme.

Answer: 'Winds of Change' uses its title to suggest that modernisation moves through communities the way wind moves through a landscape — steadily, and often impossible to resist. The piece appears to explore how people used to older, traditional patterns of living or working are compelled to adjust, sometimes willingly and sometimes reluctantly, as newer methods, technologies or lifestyles take hold around them. While such change can bring genuine benefits and new opportunities, the piece likely also considers what is quietly lost in the process — a skill, a custom, or a familiar way of life — prompting readers to reflect thoughtfully on both the gains and the costs that accompany progress.

Q40. Kaveri — Prose, Units 1 & 2 [6 Marks]

In about 100-120 words, describe what 'How I Taught My Grandmother to Read' suggests about the power of curiosity and affection in learning, supporting your answer with details from the story.

Answer: The story shows how the narrator's patience and genuine affection for her grandmother, Krishtakka, transform an ordinary task into a memorable journey of discovery. Simple lessons in the alphabet alone might not have held Krishtakka's interest, but the narrator's clever use of a serialised Kannada novel — reading aloud and stopping at the most exciting moments — sparks a curiosity strong enough to motivate her grandmother to learn quickly on her own. The story suggests that real learning often flourishes best not through obligation, but through genuine interest and emotional connection. It also celebrates how even young children can make a profound, lasting difference in an elder's life through small, thoughtful acts of teaching and companionship.

OR

In about 100-120 words, describe what 'The Pot Maker' suggests about the dignity and challenges of traditional craft, based on the general theme of the story.

Answer: 'The Pot Maker' centres on an artisan whose skill in shaping clay reflects years of patient practice and knowledge passed down through generations. The story highlights the quiet dedication and pride such craftspeople bring to their work, often continuing traditions their families have followed for years. At the same time, it suggests the real difficulties artisans face in a changing economy, where mass-produced, factory-made goods can make it harder for handmade craft to find buyers or be valued as it deserves. Through the potter's steady dedication, the story encourages readers to notice and respect the effort, skill and artistry behind everyday handmade objects that are often overlooked in modern life.