

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
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

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

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

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
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
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
12. State two positive effects of the rainwater harvesting initiative mentioned in the passage, other than the change in groundwater depth itself. [2]
13. Explain the challenge faced by the recharge pits, and the step taken by the RWA to address it. [2]
14. Based on the passage, suggest one more measure the colony could take to further improve its groundwater situation. [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. Visitors ____ (must/may/need) not touch the exhibits in the museum; it is strictly prohibited. [1]
16. The teacher said that the earth ____ (revolves/revolved/will revolve) around the sun. [1]
17. She ____ (has been learning/learns/will learn) classical dance for the past five years. [1]
18. He gave ____ (a/an/the) honest answer to ____ (a/an/the) question asked by the interviewer. [1]

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]
20. By the time we reaches the stadium, the match had already started. [1]
21. This is the most best solution to the problem. [1]

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

22. the / farmers / harvested / the crop / early this year [1]
23. should / children / always / respect / their / elders [1]
24. had / finished / already / the workers / by evening / building / the wall [1]

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]

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]

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

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

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

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

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

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

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]

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

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

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]

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]

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

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.

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.

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.

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.