

Model Question Paper 1
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

Ask any group of Class 9 students how many hours they slept last night, and you are likely to hear numbers far below the eight to ten hours that doctors recommend for teenagers. Between homework, coaching classes, family time and — increasingly — hours spent scrolling through short videos, chatting with friends or gaming late into the night, sleep is often the first thing to be sacrificed. What used to be an occasional late night before an examination has, for many students, quietly become an everyday habit.

Consider the case of a typical student, let us call him Rohan, who found himself dozing off during the second period almost every day. He was not unwell, nor was he bored by his teachers; he was simply exhausted, having stayed up well past midnight watching videos on his phone under the blanket. When his class teacher spoke to a few other students about their sleep, she was surprised to find that Rohan's story was far from unique — several students admitted to regularly sleeping less than six hours on school nights.

The effects of such sleep loss go well beyond feeling drowsy in class. Doctors and researchers point out that insufficient sleep in teenagers is linked to poorer concentration and memory, greater irritability and mood swings, weaker immunity, and — since teenage bodies are still growing — can even affect physical growth and hormonal balance. A tired brain also finds it harder to store and recall what it has learned, which means that the very late-night screen time meant to 'relax' after a long day of studying can end up undoing much of that day's learning.

Fixing the problem does not require giving up screens altogether, only using them more sensibly. Simple habits make a real difference: keeping a fixed bedtime and wake-up time even on weekends, switching off screens at least an hour before sleeping, charging phones outside the bedroom overnight, and replacing late-night scrolling with a calmer wind-down routine such as reading or listening to soft music. Many families have found that a simple 'screen curfew', agreed upon together rather than imposed as a punishment, works far better than constant reminders and arguments.

Some schools have now begun including short talks on sleep and screen habits as part of their regular health and wellness sessions, alongside more familiar topics like diet and exercise. This is a welcome shift, because good sleep is, in many ways, the silent foundation on which good concentration, good mood and good health for the rest of the day are built — and yet it remains the one habit most easily and most often neglected.

1. According to the passage, how many hours of sleep do doctors recommend for teenagers? [1]
 - (a) 4-6 hours
 - (b) 8-10 hours
 - (c) 2-3 hours
 - (d) 12-14 hours
2. Why was Rohan dozing off during the second period almost every day? [1]
 - (a) He was unwell
 - (b) He found the subject boring
 - (c) He was exhausted from staying up late watching videos on his phone

(d) He had stopped attending school regularly

3. According to the passage, which of the following is NOT mentioned as an effect of insufficient sleep in teenagers? [1]

- (a) Poorer concentration and memory
- (b) Greater irritability and mood swings
- (c) Improved athletic performance
- (d) Weaker immunity

4. The word 'undoing' in paragraph 3 ('can end up undoing much of that day's learning') is closest in meaning to: [1]

- (a) Strengthening
- (b) Reversing or destroying the effect of
- (c) Completing
- (d) Recording

5. According to the passage, what change did Rohan's class teacher notice when she spoke to other students about their sleep? [2]

6. In your own words, explain why the writer says late-night screen time meant to 'relax' can actually undo a day's learning. [2]

7. Find a word/phrase from paragraph 4 that means the same as 'a fixed limit agreed upon on the use of screens'. [2]

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

Two years ago, Sunrise Valley School launched a 'Clean Campus Drive' to tackle the growing problem of litter and mixed waste on its premises. Colour-coded bins for dry and wet waste were placed in every corridor, awareness posters explaining what belonged in each bin were put up near the canteen, and each class was asked to appoint a 'Green Monitor' responsible for checking that waste was correctly segregated before the bins were emptied.

The school's Eco Committee began weighing the dry, recyclable waste (paper, cardboard, plastic bottles and cans) collected and sold to a local recycler at the end of every term, keeping a simple record of the amounts collected:

Term	Dry Waste Collected (kg)
Term 1 (drive launched)	18 kg
Term 2	34 kg
Term 3	45 kg
Term 4 (this year)	52 kg

The money earned from selling this recyclable waste has so far been used to buy new saplings for the school garden and a set of story books for a small reading corner in the library. Teachers have also reported a noticeably cleaner playground, with far less litter lying around during breaks.

The drive was not without early difficulties. In the first few weeks, many students continued to mix wet and dry waste out of habit, and some bins had to be re-sorted by hand by the Green Monitors. The Eco Committee addressed this by running a short segregation demonstration in the morning assembly and awarding a rotating 'Cleanest Class' trophy each month, which quickly improved participation.

8. Why did Sunrise Valley School launch the 'Clean Campus Drive'? [1]

- (a) To raise funds for a school trip
- (b) To tackle the problem of litter and mixed waste on the premises
- (c) To reduce the number of students

(d) To close down the school canteen

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

- (a) Colour-coded bins for dry and wet waste
- (b) Awareness posters near the canteen
- (c) A 'Green Monitor' in every class
- (d) A weekly cash prize for every student

10. By how many kilograms did the dry waste collected increase from Term 1 to Term 4? [1]

- (a) 18
- (b) 34
- (c) 45
- (d) 52

11. What can be inferred about the pattern of increase in dry waste collected over the four terms? [1]

- (a) The amount decreased steadily every term
- (b) The increase was largest between Term 1 and Term 2, and became progressively smaller in each following term
- (c) The amount stayed exactly the same each term
- (d) The drive collected no waste after Term 2

12. State two positive outcomes of the Clean Campus Drive, other than the amount of waste collected. [2]

13. Explain the difficulty the drive faced in its early weeks, and how the Eco Committee addressed it. [2]

14. Based on the passage, suggest one more measure the school could take to further improve waste segregation. [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) carry their admit cards on the day of the examination; it is compulsory. [1]

16. By the time the bell rang, the teacher ____ (had already collected/collects/will collect) all the answer sheets. [1]

17. Neither the coach nor the players ____ (was/were/is) satisfied with the referee's decision. [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 have received a medal for participation. [1]

20. She don't like to be disturbed while she is studying. [1]

21. This is the most happiest day of my life. [1]

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

22. the / gardener / flowers / watered / carefully [1]

23. must / all / wear / helmets / while / students / riding bicycles [1]

24. had / already / begun / the movie / by the time / we / reached / the hall [1]

Writing (10 Marks)

25. You are Aarav/Aaradhya, Head Boy/Head Girl of your school, residing at 15, Silver Oak Apartments, Pune. Write a letter to the Municipal Commissioner, in about 100-120 words, complaining about the irregular garbage collection in your locality and requesting that a fixed weekly schedule be followed. [5]

26. Study the following data on the number of books borrowed per month from your school library over four months, and write an analytical paragraph in 100-120 words: Month 1 - 120 books; Month 2 - 95 books; Month 3 - 150 books; Month 4 - 190 books. Your paragraph should describe the trend shown by the data, suggest a possible reason for it, and mention one likely benefit of this trend continuing. [5]

SECTION C: LITERATURE (40 Marks)

Reference to Context (10 Marks)

Q27-29. Kaveri — Unit 1 Prose: 'How I Taught My Grandmother to Read' (Sudha Murty) [5 Marks]

As a young girl, the narrator notices that her grandmother, Krishtakka, who manages the household with great skill, cannot read even the simplest words. Determined to change this, the narrator patiently begins teaching her the Kannada alphabet, and before long tempts her further by reading aloud the exciting instalments of a serialised Kannada novel, deliberately breaking off at the most gripping moment each day so that her grandmother's curiosity pushes her to learn to read the rest herself.

27. Why was the narrator determined to teach her grandmother, Krishtakka, to read? [1]

- (a) Because Krishtakka asked to be taught
- (b) Because the narrator noticed that Krishtakka, though skilled at running the household, could not read
- (c) Because it was a school assignment
- (d) Because Krishtakka was going abroad

28. What clever method did the narrator use to keep her grandmother interested in learning to read? [2]

29. What does this incident suggest about the value of curiosity in learning? [2]

Q30-32. Kaveri — Unit 3 Poem: 'Canvas of Soil' [5 Marks]

The poem paints the earth itself as a kind of canvas, describing the soil that patiently receives seeds, rain and sunlight and quietly transforms them into crops and greenery, suggesting a comparison between the humble soil and an artist who works unseen and unthanked to create something beautiful and life-giving.

30. In the poem, the soil is compared to: [1]

- (a) A canvas/an artist that quietly creates life
- (b) A destructive storm
- (c) A closed door
- (d) A silent machine with no purpose

31. According to the poem, what does the soil patiently receive and transform, and into what? [2]

32. What central idea about nature or human life does the poem suggest through this comparison of soil to an artist? [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 lasting change did learning to read bring about in Krishtakka's life, as described in 'How I Taught My Grandmother to Read'? [3]

34. What overall impression do you form of the potter/artisan in 'The Pot Maker', based on the value the story places on his craft? [3]

35. According to 'Winds of Change', what kind of change does the title seem to suggest is taking place, and how might people typically respond to it? [3]

36. What message about resourcefulness or handling money do you think the story 'Vitamin-M' conveys, based on its title and general theme? [3]

Kaveri — Poetry (Units 1-4) [6 Marks]

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

37. What patriotic feeling does the poem 'Bharat Our Land' seek to inspire in its readers? [3]

38. What does the poem 'Gifts of Grace: Honouring Our Vocations' suggest about the value of different kinds of work? [3]

Long Answer Type Questions (12 Marks)

Q39. Kaveri — Prose, Units 1 & 2 [6 Marks]

Describe, in about 100-120 words, what the story 'How I Taught My Grandmother to Read' suggests about the value of literacy and the relationship between the narrator and her grandmother, supporting your answer with details from the story.

OR

Describe, in about 100-120 words, what 'The Pot Maker' suggests about the dignity of traditional craft and the challenges faced by artisans, based on the general theme of the story.

Q40. Kaveri — Prose, Units 3 & 4 [6 Marks]

In about 100-120 words, discuss what 'Winds of Change' suggests about how traditional ways of life are affected by modernisation, based on the general theme and title of the piece.

OR

In about 100-120 words, discuss the theme and tone of 'Vitamin-M', based on its title and general subject matter.