Examination Series Paper 16

FINAL PRODUCTION

Board: CBSE Class: 10 Code: 184 Session: 2026–27

English Language and Literature

Time allowed: 3 hours Maximum marks: 80

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Role: QP | Version: 3.0.0

Name: _____ Roll number: _____

General instructions

There are 11 main questions in three sections. All main questions are compulsory; follow the internal-choice instructions for each question.

Section A: Reading Skills — 20 marks. Section B: Grammar and Writing Skills — 20 marks. Section C: Literature Textbook — 40 marks.

Read each task carefully and follow its stated response length. Write answers in the answer booklet.

For one-mark reading and extract responses, answer briefly as directed. Write the two-mark short responses in 30–40 words.

Choose one option in each MCQ. For Questions 6 and 7, answer one complete extract; do not mix parts from A and B.

Section A Reading Skills

1 Reading comprehension [10 marks]

Read the discursive passage and answer all eight parts that follow.

(1) At the end of a school event, applause usually follows the people who stood on the stage. That is understandable: the audience has seen their preparation become a performance. Yet the event also depended on people who checked a cable, opened a gate, arranged a safe route or quietly replaced a missing chair. Recognising this work does not diminish the performers. It gives a fuller account of how a shared occasion became possible.

(2) Invisible work is not necessarily work that nobody can see. A caretaker carrying a ladder may be plainly visible, while the judgement involved in deciding where it belongs goes unnoticed. The familiar appearance of a task can make its skill seem natural and effortless. When a room is ready on time, users may notice only that nothing went wrong. Success can conceal the preparation that prevented a problem in the first place.

(3) A thank-you speech can correct that narrow view, but a list of names alone is not always enough. Naming what someone contributed makes gratitude less ceremonial and more accurate. It also prevents the generous helper from becoming a convenient description for someone expected to accept every extra duty. Appreciation should not be used as payment for unlimited availability. People still need reasonable notice, workable responsibilities and the freedom to say that a request cannot be met.

(4) Pupils can learn this distinction by taking part in preparation rather than only hearing adults praise it. Helping to set up a room reveals why a clear request matters and why a late change affects several people. Such participation should be supervised and appropriate to pupils' abilities; it does not mean assigning them specialised electrical work. The lesson is cooperation through attention, not the claim that everyone should perform every task interchangeably.

(5) After an event, a short conversation about what supported it can be as useful as a discussion of what failed. Who noticed a problem early? Which message reached the right person? What arrangement should be repeated? These questions preserve practical knowledge while acknowledging the people who supplied it. They may also reveal that a successful evening depended on one exhausted person doing too much. In that case, praise is a beginning rather than a solution. A fairer plan for the next occasion should distribute responsibilities and allow adequate time. Gratitude becomes more convincing when it changes how people work together, instead of disappearing as soon as the applause has ended.

1(I) What does the opening invite the audience to recognise?
(a) That performers do no preparation.
(b) That applause must be forbidden.
(c) That only a successful cable matters.
(d) That visible performance depends on less celebrated contributions. [1]

1(II) Name ONE task outside the stage performance mentioned in paragraph 1. [1]

1(III) Find the ONE word in paragraph 2 meaning hide or prevent from being noticed. [1]

1(IV) In 30–40 words, explain how success can make skilled preparation harder to notice. [2]

1(V) Why should a thank-you identify the contribution?
(a) It makes every future request compulsory.
(b) It makes appreciation more specific and accurate.
(c) It removes the need for reasonable notice.
(d) It proves that nobody needs rest. [1]

1(VI) TRUE or FALSE: The writer recommends giving pupils specialised electrical tasks. [1]

1(VII) Which question best fits the suggested post-event discussion?
(a) Who deserves all future extra duties?
(b) How can praise replace adequate time?
(c) Which useful arrangement should be repeated?
(d) Why should every role become identical? [1]

1(VIII) In 30–40 words, explain why praise alone may be insufficient after a successful event. [2]

2 Reading comprehension [10 marks]

Read the case-based factual passage and answer all nine parts that follow.

(1) A fictional school assembles resource packs through five stations in a fixed order. Every pack must pass through all five, and each station can work at its stated capacity for one hour. The capacities in the table are maximum numbers of packs handled per hour, not numbers of different workers. There are enough materials and no faulty packs. For the questions, use a steady-flow model in which all stations can work at once on different packs; ignore start-up and end-of-hour delays.

(2) Increasing a fast station's capacity does not necessarily increase the whole line's completed output. Packs may wait before a slower station, and later stations cannot handle packs that have not passed the earlier checks. In this simplified model, the slowest required station limits the sustained flow of completed packs. The capacities must not be added as though each station produced separate finished packs.

(3) The organisers are considering one change: increasing the checking station from thirty to fifty packs per hour while leaving every other capacity unchanged. They want readers to identify the new limiting stage before promising a particular increase. This model describes the stated fictional line only. Real planning would also need information about breaks, movement between stations and the time at which work begins.

Station in order	Packs per hour	Task
1	60	Fold
2	45	Insert sheets
3	30	Check
4	40	Seal
5	55	Label
Model	Steady flow	All five required

2(I) Which station initially limits the sustained output? [1]

2(II) The initial maximum sustained output is:
(a) 30 packs per hour.
(b) 45 packs per hour.
(c) 55 packs per hour.
(d) 230 packs per hour. [1]

2(III) How many packs per hour can the sealing station handle? [1]

2(IV) After checking rises to fifty, which station becomes limiting?
(a) Folding
(b) Inserting sheets
(c) Labelling
(d) Sealing [1]

2(V) In 30–40 words, explain why the proposed change does not raise the line's sustained output to fifty. [2]

2(VI) Calculate the increase in sustained output under the proposed change. [1]

2(VII) Why is adding all five original capacities an invalid finished-output calculation? [1]

2(VIII) Name ONE real-world factor the simplified model leaves out. [1]

2(IX) What would increasing only folding from sixty to eighty initially do to the model's maximum sustained output?
(a) Raise it to eighty.
(b) Leave it at thirty.
(c) Lower it to twenty.
(d) Raise it to the sum of capacities. [1]

Section B Grammar and Writing Skills

3 Grammar [10 marks]

Complete any TEN of the TWELVE grammar tasks, as directed.

3(I) Choose the auxiliary for an emphatic PRESENT contradiction: "You do not understand." "I _____ understand; I just disagree."
(a) am
(b) have
(c) do
(d) did [1]

3(II) It is still morning. Which contrast best explains "I have answered three calls this morning" versus "I answered three calls yesterday morning"?
(a) Both refer only to a finished period yesterday.
(b) The first links to an unfinished current period; the second names a finished past period.
(c) The first must mean the calls are still in progress.
(d) Neither sentence can refer to completed calls. [1]

3(III) Which phrase gives an approximate quantity followed correctly by of? We need _____ the flour.
(a) about half of
(b) many of
(c) a few of
(d) another of [1]

3(IV) Choose is/are for the stated meaning: The singer and the dancer _____ two different people. [1]

3(V) Report the command while preserving the order of actions: The instructor said to me, "Read the instructions before you begin." Begin: The instructor told me _____. [1]

3(VI) The sentence "The door would not open, however hard I pushed" describes:
(a) a repeated polite invitation.
(b) a future appointment already completed.
(c) an obligation imposed by a notice.
(d) a past failure or resistance to opening. [1]

3(VII) Correct the single quantity error: Twice as much pupils attended the second meeting. Write Error→Correction. [1]

3(VIII) Write the auxiliary needed in this short answer: "Has the printer stopped?" "Yes, it _____." [1]

3(IX) "Other visitors may enter later" names an unspecified additional group. Which phrase instead identifies the remaining visitors in an already known group?
(a) Some other visitors
(b) Other visitors
(c) The other visitors
(d) Several visitors [1]

3(X) Correct the reported instruction: He told me to not to touch the switch. Write the corrected infinitive phrase. [1]

3(XI) In "You may well be right", does may well mean a strong possibility or that the listener has permission to be right? [1]

3(XII) Report the question with backshift, preserving its negative content: The manager asked me, "Why have you not signed?" Begin: The manager asked me _____. [1]

4 Formal letter [5 marks]

Attempt either A or B. Write a formal letter in 100–120 words.

4(A) You are Pooja/Pranav, Event Coordinator, Sunrise School, Amaltas Nagar. Write to the Principal proposing a fair duty schedule for the next school exhibition after one helper had to do most of the preparation. Suggest consultation, notice and realistic responsibilities. Use 100–120 words. [5]

OR

4(B) You are Kavya/Karan, Science Club Secretary, Sunrise School, Amaltas Nagar. Write to the organiser of a local workshop requesting clarification of the equipment list: the notice says bring materials but gives no items or quantities. Ask for a usable list and sharing arrangements. Use 100–120 words. [5]

5 Analytical paragraph [5 marks]

Attempt either A or B. Write an analytical paragraph in 100–120 words.

5(A) The fictional exhibition committee compares the three preparation plans in the table. It wants clear responsibilities and a way to handle changes, not merely a list of names. Write 100–120 words analysing the plans and recommending one. [5]

Plan	Task allocation	Change handling
A	One unnamed helper	Verbal requests anytime
B	Named roles agreed early	One change log
C	Names listed at opening	No revision contact

OR

5(B) A fictional volunteer notice says, “Help whenever you can.” A revised notice says, “Choose one of three listed duties by Friday; each takes thirty minutes; contact the coordinator if unavailable.” Write 100–120 words analysing how the revision changes the information and expectations, without claiming it guarantees volunteers. [5]

Section C Literature Textbook

6 Drama or prose extract [5 marks]

Read extracts A and B. Answer ALL parts of ANY ONE extract.

Extract A

Text and source: The Buddha said, "The life of mortals in this world is troubled and brief and combined with pain. For there is not any means by which those that have been born can avoid dying; after reaching old age there is death; of such a nature are living beings." (The Sermon at Benares)

6(A)(I) What does mortals emphasise about the people described?
(a) They are exempt from change.
(b) They are beings subject to death.
(c) They have no families.
(d) They all live in one village. [1]

6(A)(II) Who speaks the teaching in this extract? [1]

6(A)(III) Name ONE adjective used for mortal life in the extract. [1]

6(A)(IV) In 30–40 words, explain how the teaching widens the focus beyond one family. [2]

OR

Extract B

Text and source: "Bholi."
The teacher's voice was so soft and soothing! In all her life she had never been called like that. It touched her heart.
"Get up," said the teacher. It was not a command, but just a friendly suggestion. Bholi got up.
(Bholi)

6(B)(I) Who says Bholi's name here? [1]

6(B)(II) The narrator explicitly describes Get up as:
(a) a threat of expulsion.
(b) a joke by the other girls.
(c) a friendly suggestion.
(d) a command delivered angrily. [1]

6(B)(III) In 30–40 words, explain why the manner of saying her name matters. [2]

6(B)(IV) What action shows that Bholi responds to the suggestion? [1]

7 Poetry extract [5 marks]

Read poetry extracts A and B. Answer ALL parts of ANY ONE extract.

Extract A

Text and source: All night the roots work
to disengage themselves from the cracks
in the veranda floor.
The leaves strain toward the glass
small twigs stiff with exertion
long-cramped boughs shuffling under the roof
(The Trees)

7(A)(I) From what do the roots try to disengage themselves? [1]

7(A)(II) Which group of words most directly conveys effort?
(a) night, glass, floor
(b) leaves, roots, roof
(c) the, in, under
(d) work, strain, exertion [1]

7(A)(III) Which phrase indicates that the branches have been confined for a long time? [1]

7(A)(IV) In 30–40 words, explain how the line breaks let the movement continue across individual lines. [2]

OR

Extract B

Text and source: Don't bite your nails, Amanda!
Don't hunch your shoulders, Amanda!
Stop that slouching and sit up straight,
Amanda!
(Amanda!)

7(B)(I) Which body part is mentioned in the first instruction? [1]

7(B)(II) The sequence Don't, Don't, Stop mainly presents:
(a) a series of corrective instructions.
(b) Amanda's account of the sea.
(c) a description of a pirate.
(d) a question about yesterday's weather. [1]

7(B)(III) What posture is Amanda told to adopt? [1]

7(B)(IV) In 30–40 words, explain how the repeated name affects the sound of these instructions. [2]

8 First Flight short response [12 marks]

Answer any FOUR of the FIVE First Flight questions in about 40–50 words each.

8(I) What does the young seagull's pretence of falling asleep reveal before he leaves the ledge? [3]

8(II) How does Lencho's confidence that no one dies of hunger relate to the earlier fear of starvation? [3]

8(III) How should the doll-like figures among the tea bushes be understood in Rajvir's distant view? [3]

8(IV) What is the effect of the abrupt phrase gobbled him, every bit in Custard's defeat of the pirate? [3]

8(V) What does the return of stalks as stalking contribute to the tiger's captive routine? [3]

9 Footprints Without Feet short response [6 marks]

Answer any TWO of the THREE Footprints Without Feet questions in about 40–50 words each.

9(I) Why does Hari's practice of changing his name every month matter before he meets Anil? [3]

9(II) How does the price of the invitation's required appearance extend beyond the invitation itself in The Necklace? [3]

9(III) How does the presence of other girls create both hope and distress during Bholi's first school day? [3]

10 First Flight long response [6 marks]

Answer either A or B from First Flight in about 100–120 words.

10(A) Compare what numbers do in Valli's preparations and Lencho's request for help. [6]

OR

10(B) How does The Proposal turn polite forms of address into vehicles for hostility? [6]

11 Footprints Without Feet long response [6 marks]

Answer either A or B from Footprints Without Feet in about 100–120 words.

11(A) Compare how objects link a person to an offence in A Question of Trust and The Thief's Story. [6]

OR

11(B) How do pictures, plastic models and a coauthored paper move Ebright's insight beyond a private idea? [6]