Examination Series Paper 17

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) An apology can be a small sentence with a large task. It asks one person to acknowledge an action while allowing another person to describe its effect. Saying sorry may begin that work, but the word does not complete it by itself. A pupil who returns a borrowed notebook late has done something different from a pupil who merely feels uncomfortable about being reminded. A useful apology should keep the actual action in view.

(2) Explanations have a place in this conversation. A delayed bus or a misunderstanding may help someone understand what happened. Yet an explanation can turn into an excuse when it is used to make the other person's difficulty disappear from the account. The borrower may genuinely have had a busy evening, while the owner genuinely needed the notebook. Those facts can coexist. Recognising one does not require pretending that the other never mattered.

(3) Responsibility also needs proportion. A person can accept a specific mistake without declaring every part of their character worthless. Such dramatic self-condemnation can shift the conversation towards comforting the apologiser instead of attending to the original problem. Conversely, a vague statement that mistakes were made may hide who should do anything next. Naming the action clearly often offers a more workable beginning than either total self-attack or an account with no responsible person.

(4) What follows depends on the situation. A damaged item may need repair, an incorrect message may need correction, and a repeated delay may need a different arrangement. A promise should be specific enough to examine later and modest enough to be kept. It should not demand immediate forgiveness as a reward. The other person may need time, and accepting an apology does not necessarily mean renewing every previous arrangement on exactly the same terms.

(5) This is why an apology is better understood as an opening to responsible action than as a verbal eraser. It cannot make yesterday unhappen. It can help people understand an event, decide what can now be put right and establish a clearer expectation for the future. Sometimes the relationship improves; sometimes a boundary remains. Acknowledging that uncertainty does not make apologising pointless. It makes the act less like a bargain in which one sentence purchases a desired response, and more like a contribution to a conversation whose outcome belongs to both people. Clear responsibility can therefore protect both honesty and dignity: it identifies a particular wrong without making the entire conversation a contest over who is the better person.

1(I) What distinction does paragraph 1 make?
(a) Being reminded always proves innocence.
(b) Feeling uncomfortable is identical to returning an item late.
(c) An apology should acknowledge the action, not only the apologiser's discomfort.
(d) Saying sorry automatically removes every consequence. [1]

1(II) Give ONE circumstance that may explain a delay in paragraph 2. [1]

1(III) Find the ONE word in paragraph 3 meaning balanced relation to the seriousness or size of something. [1]

1(IV) In 30–40 words, explain when an explanation becomes an excuse in the writer's account. [2]

1(V) Why might dramatic self-condemnation be unhelpful?
(a) It may shift attention towards comforting the apologiser.
(b) It always repairs a damaged object.
(c) It names a practical remedy automatically.
(d) It gives the owner unlimited time. [1]

1(VI) TRUE or FALSE: The passage says an apology entitles the speaker to immediate forgiveness. [1]

1(VII) Which description best fits a useful promise here?
(a) Grand enough to guarantee every future event.
(b) Specific enough to check and modest enough to keep.
(c) Vague enough to avoid responsibility.
(d) Conditional on instant forgiveness. [1]

1(VIII) In 30–40 words, explain the metaphor of a verbal eraser and why the writer rejects it. [2]

2 Reading comprehension [10 marks]

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

(1) Five fictional teams, A to E, play a complete single round-robin contest: every team plays each of the other four exactly once. A win earns two points, a draw one point and a loss no points. The table gives wins and draws; the remaining matches for each team are losses. No match was abandoned and there are no penalty points. A team's points are therefore twice its wins plus its draws.

(2) These results describe the completed contest only. They do not record goal margins, player attendance or reasons for winning. A team without a win may still earn points through draws, while a team with the same points as another may have reached that total differently. For this exercise, tied points remain tied: no additional ranking rule should be invented. The organisers would have to announce a tie-breaking rule before using one.

(3) A draw appears in the records of both teams that played it. Consequently, adding the teams' draw counts gives twice the number of drawn matches, not the number of distinct draws. Each win, by contrast, belongs to just one team in a decided match and has one corresponding loss elsewhere in the record. Readers should distinguish team entries from match counts when interpreting the table.

Team	Wins	Draws
A	3	1
B	2	1
C	1	2
D	1	0
E	0	2
Rule	Win 2 / draw 1	Loss 0

2(I) How many matches does each team play? [1]

2(II) A's points total is:
(a) 4
(b) 6
(c) 7
(d) 8 [1]

2(III) Calculate C's number of losses. [1]

2(IV) Which pair is tied on points?
(a) A and B
(b) B and C
(c) C and D
(d) D and E [1]

2(V) In 30–40 words, explain why adding all the draw entries does not give the number of distinct drawn matches. [2]

2(VI) How many points does E earn despite winning no match? [1]

2(VII) How many decided matches are represented by the wins column? [1]

2(VIII) May D be ranked above E by inventing a goal-margin rule? Explain briefly. [1]

2(IX) Which statement follows from A’s record?
(a) A lost no match.
(b) A won all four matches.
(c) A earned no draw point.
(d) A played five matches. [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 sentence that uses present simple for a live commentary, rather than a general habit.
(a) She practises every Sunday.
(b) She passes the ball, turns and scores!
(c) She has practised for years.
(d) She was practising when I called. [1]

3(II) Choose since or for: The workshop has been closed _____ Monday. [1]

3(III) Choose the determiner phrase consistent with this exact result: Two of our ten entries failed, so _____ passed.
(a) none of them
(b) half of them
(c) all of them
(d) eight of them [1]

3(IV) Supply the present form of be for this subject clause: Whether we continue or stop _____ undecided. [1]

3(V) Report the request while preserving its condition: “Please call me if the parcel arrives,” Mira said to me. Begin: Mira requested me _____. [1]

3(VI) “You need not have waited” says the waiting happened but was unnecessary. Which sentence instead says there was NO obligation, without telling us whether the person waited?
(a) You did not have to wait.
(b) You must have waited.
(c) You should have waited.
(d) You had better wait. [1]

3(VII) Explain the contrast in quantity: “Not all the seats are reserved” versus “None of the seats are reserved.” [1]

3(VIII) Repair only the future auxiliary: She will has completed it by Friday. Write Error→Correction. [1]

3(IX) Choose the expression that leaves the number open rather than stating exactly two: Bring _____ notebooks as you need.
(a) both the
(b) two of the
(c) as many
(d) as many as [1]

3(X) Remove the reporting error: Rina asked me where the hall was? Write the correct final punctuation for this reported statement. [1]

3(XI) In "I could do with a glass of water", does could primarily describe a past ability or a present want? [1]

3(XII) Report without inventing the content of the missing word: The child asked, "What does this word mean?" Begin: The child asked _____; change this to that. [1]

4 Formal letter [5 marks]

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

4(A) You are Anita/Anil, Class Magazine Coordinator, Sunrise School, Amaltas Nagar. Write to the Editor of the school magazine apologising for handing over the final captions late. Acknowledge its effect, explain briefly and propose a realistic correction to the handover process. Use 100–120 words. [5]

OR

4(B) You are Shreya/Shrey, Sports Secretary, Sunrise School, Amaltas Nagar. Write to the Games Coordinator asking how tied teams will be recorded in the forthcoming contest. Request a clearly announced rule before play, without proposing retrospective changes to completed results. 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) A fictional editing team needs both concentrated reading and a chance for contributors to ask questions. Compare the three working arrangements in the table. No claim about measured productivity is supplied. Write 100–120 words recommending an arrangement conditionally on the team's priorities. [5]

Plan	Focus work	Availability to questions
A	One 50-minute block	Final 10 minutes
B	Five 10-minute blocks	Two-minute checks between blocks
C	Work alongside an open desk	Questions throughout

OR

5(B) Two fictional maps show the same school paths. A draws one unlabelled route. B provides a legend distinguishing the step-free route and marks two steps on the alternative path. Neither gives journey times or measures the route surfaces. The aim is to help visitors plan access. Write 100–120 words comparing the information, recommending a map and identifying what still needs checking. [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 wind rushed against his breast feathers, then under his stomach, and against his wings. He could feel the tips of his wings cutting through the air. He was not falling headlong now. He was soaring gradually downwards and outwards.
(His First Flight)

6(A)(I) Which sense is most directly engaged by the wind against his feathers?
(a) Taste
(b) Touch
(c) Smell
(d) Hearing a spoken explanation [1]

6(A)(II) Which word distinguishes the descent from a headlong fall? [1]

6(A)(III) Name the TWO directions joined in the final sentence. [1]

6(A)(IV) In 30–40 words, explain how the bodily details help mark the change from falling to flying. [2]

OR

Extract B

Text and source: If the theory proves correct, it will be a big step towards understanding the processes of life. It might also lead to new ideas for preventing some types of cancer and other diseases. All of this is possible because of Ebright's scientific curiosity.
(The Making of a Scientist)

6(B)(I) Which word makes the first claim conditional? [1]

6(B)(II) What degree of certainty does might convey about future medical ideas?
(a) A completed cure already described.
(b) An absolute guarantee for every disease.
(c) A possibility rather than a demonstrated outcome.
(d) A statement that curiosity is impossible. [1]

6(B)(III) In 30–40 words, explain why this extract should not be paraphrased as Ebright has already cured cancer. [2]

6(B)(IV) Which personal quality is explicitly named as enabling this possibility? [1]

7 Poetry extract [5 marks]

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

Extract A

Text and source: If ever you should go by chance
To jungles in the east;
And if there should to you advance
A large and tawny beast,
If he roars at you as you're dyin'
You'll know it is the Asian Lion…
(How to Tell Wild Animals)

7(A)(I) Which repeated word makes the encounter hypothetical? [1]

7(A)(II) The shortened dyin' helps create:
(a) a formal laboratory register.
(b) a named historical date.
(c) an instruction to remain silent.
(d) a colloquial sound that rhymes with Lion. [1]

7(A)(III) Which adjective describes the beast's colour? [1]

7(A)(IV) In 30–40 words, explain the effect of delaying the animal's name until the final line. [2]

OR

Extract B

Text and source: "Never shall a young man,
Thrown into despair
By those great honey-coloured
Ramparts at your ear,
Love you for yourself alone
And not your yellow hair."
"But I can get a hair-dye
And set such colour there,
Brown, or black, or carrot,
That young men in despair
May love me for myself alone
And not my yellow hair."
(For Anne Gregory)

7(B)(I) Which reflexive pronoun does the replying woman use for herself? [1]

7(B)(II) May in the woman's reply chiefly expresses:
(a) a hope or possibility, not a guaranteed result.
(b) an already completed event.
(c) an instruction to buy something immediately.
(d) a historical date. [1]

7(B)(III) Which conjunction separates the alternative colours? [1]

7(B)(IV) In 30–40 words, explain the effect of changing from you and your in the first speech to I, me and my in the reply. [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 lighting Grandma's candle add to Anne's account of her birthday? [3]

8(II) How does the shrinking fuel supply change the pace of the pilot's problem in The Black Aeroplane? [3]

8(III) Why does Mandela resist treating the inauguration as the achievement of one individual alone? [3]

8(IV) How does the sentence continuing across Dust of Snow's stanza break connect its two parts? [3]

8(V) How does the word also affect the relation between fire and ice in the poem's argument? [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) What changes between Fowler's wish for adventure and his white-faced response at the end? [3]

9(II) Why does the narrator place Griffin's transparency beside his continuing solidity? [3]

9(III) How does the final question about the necklace's value reposition Madame Forestier's role? [3]

10 First Flight long response [6 marks]

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

10(A) How can Anne call Kitty an intimate friend while also deciding to provide a brief sketch of her life? [6]

OR

10(B) How does The Ball Poem place the abstract phrase epistemology of loss beside physical signs of distress? Explain what this combination allows the reader to understand. [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 the role of supposed treatment in A Triumph of Surgery and The Book That Saved the Earth. [6]

OR

11(B) Compare how reading and education relate to criminal conduct in The Thief's Story and A Question of Trust. [6]