Examination Series Paper 03

FINAL PRODUCTION

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

English Language and Literature

Time allowed: 3 hours Maximum marks: 80

Paper ID: PA-EXAM-CBSE184-C10-2026-27-PAPER03

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) When students record an older resident's memories, the result can sound like a ready-made history. A voice describes a vanished shop, a festival or a familiar street, and the listener imagines the past becoming visible. Yet an interview is not a window through which nothing intervenes. Questions influence what gets said, memory selects what remains important, and the recording captures a conversation between particular people. Recognising these features does not make the account useless. It makes listening more careful and the final presentation more honest.

(2) Before an interview, a student might prepare open questions such as how a place changed or what a working day felt like. A question that supplies its own judgement can narrow the answer before the speaker begins. Asking whether the town was better in earlier times invites a verdict; asking what the speaker misses, and what has improved, allows a more complicated account. Silence also matters. Filling every pause with another question may prevent the speaker from recalling something less immediate.

(3) Memories can disagree without either speaker deliberately lying. Two residents may remember the same celebration differently because they stood in different places, had different responsibilities or were different ages. Their disagreement can reveal how an event was experienced across a community. Where an exact date or sequence matters, a photograph, diary or public record may help. Such material should be compared with the account, rather than used as a weapon to embarrass someone whose recollection differs.

(4) Ownership of a recording creates another responsibility. Permission to speak into a microphone is not automatically permission to place a person's words on a public website. The speaker should understand where an account will appear and whether a name will be used. A student may also need to remove a private detail that adds drama but contributes little to the historical question. Respecting a boundary can improve a project even when it makes the finished story less striking.

(5) Editing should preserve more than a collection of memorable sentences. If a cautious comment is shortened until it sounds certain, the editor has altered the account's meaning without changing its remaining words. Keeping a record of cuts and checking important passages with the speaker can reduce that risk. A valuable interview project therefore combines curiosity with restraint. It lets listeners encounter another person's experience while showing how that experience was gathered, checked and presented, rather than disguising the choices that shaped the story.

1(I) Which statement best represents the writer’s view of recorded memories?
(a) They are valuable when the choices shaping them are acknowledged.
(b) They become history only when all disagreements disappear.
(c) They should be published unchanged without asking the speaker.
(d) They are reliable only when the interviewer supplies firm judgements. [1]

1(II) Give ONE reason for allowing a pause instead of immediately asking another question. [1]

1(III) Find the ONE word in paragraph 2 meaning a formal judgement or decision. [1]

1(IV) In 30–40 words, explain how two conflicting memories can still contribute to a history project. [2]

1(V) Which question best follows the approach recommended in paragraph 2?
(a) Why was every old shop better than today’s shops?
(b) What do you miss about the old market, and what has improved?
(c) Surely you agree the town has lost everything worthwhile?
(d) Which answer will make our exhibition most dramatic? [1]

1(VI) TRUE or FALSE: Agreement to be recorded necessarily includes agreement to named publication online. [1]

1(VII) In paragraph 5, restraint means:
(a) refusing to ask any prepared questions.
(b) forcing every account into the same length.
(c) making deliberate limits on editing and presentation.
(d) preventing speakers from expressing uncertainty. [1]

1(VIII) In 30–40 words, explain how an editor could distort a statement without changing the words that remain. [2]

2 Reading comprehension [10 marks]

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

(1) A fictional learning centre offers five sessions during an open morning. The table shows their advertised starting and finishing times. Visitors may reserve places independently for each session; the booking form does not check for clashes. A complete visit to a session means being present from its advertised start until its finish. The centre opens at 08:30 and closes to visitors at 11:15. No listed session permits late entry or early departure as a substitute for full attendance.

(2) For itinerary planning, allow ten minutes to move between any two session rooms. This transition allowance includes leaving a room, following the signs and taking a seat. It is a planning requirement for everyone, not a prediction that all visitors walk at the same speed. A gap shorter than ten minutes must therefore be treated as insufficient. Visitors should not make a plan that depends on rushing between rooms.

(3) The help desk suggests checking an itinerary before confirming bookings. First mark any overlap between the sessions themselves. Then examine the gap after one session ends and before the next begins. Two sessions can avoid overlap yet still leave too little transition time. A reservation guarantees a place in a room, but it does not make an impossible itinerary workable. The final row gives the site's opening hours, not an additional taught session. All times refer to the same morning.

Session	Start	Finish
A: talk	08:50	09:10
B: demonstration	09:20	09:50
C: guided walk	09:45	10:05
D: talk	10:10	10:35
E: workshop	10:40	11:00
Site open	08:30	11:15

2(I) Which session begins at the earliest advertised time? [1]

2(II) Which pair overlaps during teaching time?
(a) A and B
(b) C and D
(c) D and E
(d) B and C [1]

2(III) How long does Session B last? [1]

2(IV) Can a visitor fully attend C and then D while following the transition rule?
(a) Yes, because there is no overlap.
(b) No, because their gap is only five minutes.
(c) Yes, because any reservation removes travel time.
(d) No, because D finishes before C starts. [1]

2(V) In 30–40 words, explain why A, C and E form a feasible full-attendance itinerary. [2]

2(VI) What does the transition allowance include besides walking? State ONE detail. [1]

2(VII) Why can separate reservations fail to produce a workable itinerary? [1]

2(VIII) How much time remains between E finishing and the site closing? [1]

2(IX) Which proposal conflicts with the stated planning requirement?
(a) Reserve only sessions with adequate gaps.
(b) Check all start and finish times first.
(c) Assume that running can replace the ten-minute allowance.
(d) Treat the opening-hours row as information about access. [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 correct form: By this time tomorrow, the team _____ the final round.
(a) completed
(b) has completed
(c) will have completed
(d) had completed [1]

3(II) Complete with the present continuous of expand: The collection _____ rapidly this month; new items are still arriving. [1]

3(III) Choose the determiner: _____ student must submit an individual consent form.
(a) Every
(b) Many
(c) Several
(d) All [1]

3(IV) Correct the single error: The news from both teams are encouraging. Write Error→Correction. [1]

3(V) Report the promise using conventional backshift: Leela said, “I will send you the photographs.” Begin: Leela promised me that _____. [1]

3(VI) Choose the modal expressing a strong logical deduction: The classroom is dark and the timetable says the lesson ended an hour ago. Everyone _____ have left.
(a) might
(b) must
(c) should
(d) would [1]

3(VII) Complete with the simple past negative of know: Until the guide explained it yesterday, I _____ the meaning of that symbol. [1]

3(VIII) Report the statement without increasing its certainty: The reporter said, “The event might be delayed.” Begin: The reporter said that _____. [1]

3(IX) Choose the correct quantifier: We need _____ chairs; the twenty already arranged are sufficient.
(a) much more
(b) another
(c) any
(d) no more [1]

3(X) Correct the single error: Ten minutes are enough for the scheduled transition. Write Error→Correction. [1]

3(XI) Complete with the past perfect continuous of work: By noon yesterday, the masons _____ for four hours without a break. [1]

3(XII) Report the question using conventional backshift: The organiser asked, “Why did the guests leave early?” Begin: The organiser asked _____. [1]

4 Formal letter [5 marks]

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

4(A) You are Isha/Ishan of 8 Garden Road, Anantpur. Write to the Editor of The Town Voice arguing that its local-history pages should include accounts from ordinary workers, not only prominent families. Suggest a fair way to invite contributions and request editorial consideration. Use 100–120 words. [5]

OR

4(B) You are Dev/Devi, secretary of the Science Society at Hill School, Anantpur. Invite a local science educator, Dr Sen, to judge an exhibition of student investigations. Explain the educational purpose, propose a suitable date/time and ask about availability and judging 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) Ten students in each of three fictional groups completed the same 100-mark task. The table shows each group's mean and lowest–highest scores. Write an analytical paragraph in 100–120 words comparing central performance and spread. Explain why the highest mean does not prove that every member of that group outperformed every other student. [5]

Group	Mean score	Lowest–highest
A	70	40–90
B	70	65–75
C	75	50–100

OR

5(B) A school news team must choose a basis for a factual report about a community event. Draft A uses an unnamed online claim of "record attendance", gives no date and includes dramatic opinions. Draft B records the date, names two interviewees who consented to quotation and distinguishes observed events from comments, but has no verified attendance total. Compare the drafts and recommend an approach in 100–120 words, acknowledging 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: Pranjol buried his nose in his detective book again. Rajvir too was an ardent fan of detective stories, but at the moment he was keener on looking at the beautiful scenery.
It was green, green everywhere. Rajvir had never seen so much greenery before. Then the soft green paddy fields gave way to tea bushes.
(Tea from Assam)

6(A)(I) What common interest do Pranjol and Rajvir share? [1]

6(A)(II) Rajvir's immediate attention is directed towards:
(a) the end of Pranjol's book.
(b) the compartment's seating plan.
(c) the changing landscape outside.
(d) the station timetable. [1]

6(A)(III) Find the ONE word meaning enthusiastic or devoted. [1]

6(A)(IV) In 30–40 words, explain how repetition and changing vegetation convey Rajvir's experience of the journey. [2]

OR

Extract B

Text and source: Ausable did not fit any description of a secret agent Fowler had ever read. Following him down the musty corridor of the gloomy French hotel where Ausable had a room, Fowler felt let down. It was a small room, on the sixth and top floor, and scarcely a setting for a romantic adventure.
Ausable was, for one thing, fat. Very fat. And then there was his accent.
(The Midnight Visitor)

6(B)(I) Whose expectations are disappointed in this extract? [1]

6(B)(II) Which detail most directly undermines an expectation of a glamorous setting?
(a) The hotel corridor is musty and gloomy.
(b) The city is in France.
(c) Fowler has read books.
(d) Ausable has an accent. [1]

6(B)(III) In 30–40 words, explain what the short repetition "fat. Very fat." does to the presentation of Ausable. [2]

6(B)(IV) Which floor contains Ausable's room? [1]

7 Poetry extract [5 marks]

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

Extract A

Text and source: Or if some time when roaming round,
A noble wild beast greets you,
With black stripes on a yellow ground,
Just notice if he eats you.
This simple rule may help you learn
The Bengal Tiger to discern.
(How to Tell Wild Animals)

7(A)(I) Which animal is identified by this stanza? [1]

7(A)(II) The phrase "greets you" becomes comic mainly because it is followed by:
(a) a description of a friendly keeper.
(b) a warning that the animal may eat the observer.
(c) a change from yellow to black stripes.
(d) advice to read another book. [1]

7(A)(III) Find the ONE word meaning identify or recognise. [1]

7(A)(IV) In 30–40 words, explain why the supposedly "simple rule" is poor practical advice even though it works as humour. [2]

OR

Extract B

Text and source: “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) What change does the speaker propose making? [1]

7(B)(II) Which word marks the stanza as a reply that challenges an earlier claim?
(a) Brown
(b) hair
(c) young
(d) But [1]

7(B)(III) Name TWO alternative colours mentioned for the proposed dye. [1]

7(B)(IV) In 30–40 words, explain the difference between the change she can control and the response she hopes to receive. [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) How do Rajvir’s preparation and his willingness to learn work together at Dhekiabari? [3]

8(II) How does Anne turn the final chatterbox assignment into a change in her relationship with Mr Keesing? [3]

8(III) Why does seeing the cow again alter Valli’s experience of the return journey? [3]

8(IV) What does the Oxen Meadows dispute reveal about the characters’ claims to act on principle? [3]

8(V) What tension is created when the speaker scarcely mentions the forest’s departure in her letters in The Trees? [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) How does Bholi’s rejection of Bishamber change the meaning of her earlier silence at the wedding? [3]

9(II) How does Monsieur Loisel's response to the lost necklace complicate a reading focused only on Matilda's suffering? [3]

9(III) Why does the narrator's temptation to keep Tricki longer add complexity to his role as a helpful professional? [3]

10 First Flight long response [6 marks]

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

10(A) Assess why the unresolved identity of the other pilot matters to the ending of Black Aeroplane. Distinguish what the narrator experiences from what the control-centre account confirms. [6]

OR

10(B) Compare how How to Tell Wild Animals and The Proposal use confident language to expose something unreasonable. Refer to the poem's advice and the play's quarrels. [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 Griffin's and Jaffers's responses to an extraordinary situation at the inn. What distinction emerges between personal power and a sense of duty? [6]

OR

11(B) How does the play's final account of friendship with Mars extend the role of books beyond the accidental prevention of an invasion? Refer to The Book That Saved the Earth. [6]