Examination Series Paper 02

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) A map can be accurate and still be difficult to use. At a busy public building, visitors rarely have the time to admire every detail. They want to know where they are, which direction to take and whether the route is suitable for them. A useful map therefore begins with the decisions a visitor must make, rather than with the designer's wish to display everything known about the building. Leaving something out can be a thoughtful choice, provided that the omission does not hide information essential to a safe journey.

(2) Consider a school exhibition spread across several blocks. A plan drawn from above may show every room perfectly, yet a newcomer standing beside the gate must first discover which way the plan faces. A clear entrance marker and an arrow showing the visitor's current direction can prevent an unnecessary search. Symbols also need explanation. A small blue square means little unless a key identifies it, and colour alone cannot carry every message because people perceive colours differently.

(3) Testing a map means watching someone use it. Designers often explain a route while handing over their plan, then conclude that the plan worked. In fact, their spoken directions may have done the work. A more revealing trial asks an unfamiliar visitor to find a destination without coaching. Hesitation at a junction is useful evidence, even if the visitor eventually arrives. It can reveal a confusing symbol, a hidden sign or an assumption that only regular users understand.

(4) Accessibility requires similar attention to experience. The shortest route may contain steps, while a longer route provides a gradual ramp. Marking both routes allows a visitor to choose; presenting only the shorter one makes that decision on someone else's behalf. Temporary changes matter too. If a corridor closes during the exhibition, an attractive permanent plan becomes misleading unless a visible update accompanies it. Good design includes a method for keeping information current.

(5) None of this means that maps should become crowded collections of warnings. Too much detail can conceal the very message it was meant to support. The challenge is to arrange information in layers: immediate directions first, further detail where it is needed. A map succeeds when people can act with confidence, including people whose needs the designer does not personally share. Its quality is measured less by how impressive it looks on a desk than by how well it serves someone who is trying to move through an unfamiliar place.

1(I) Which design principle best fits the whole passage?
(a) Include every known fact at equal prominence.
(b) Let regular users decide what newcomers should know.
(c) Arrange information around the visitor's decisions.
(d) Replace all symbols with spoken explanations. [1]

1(II) State ONE reason why a perfectly drawn overhead plan may puzzle someone at the gate. [1]

1(III) Find the ONE word in paragraph 3 meaning a brief pause caused by uncertainty. [1]

1(IV) In 30–40 words, explain why a visitor's successful arrival may not prove that a map worked. [2]

1(V) Which change most directly gives a visitor an informed route choice?
(a) Mark both the stepped and ramp routes.
(b) Remove the longer route from the plan.
(c) Use the same symbol for all entrances.
(d) Increase the size of the exhibition title. [1]

1(VI) TRUE or FALSE: The writer recommends solving every mapping problem by adding more warnings. [1]

1(VII) In paragraph 5, arranging information in layers means:
(a) printing several identical plans.
(b) placing all warnings before directions.
(c) hiding details from unfamiliar visitors.
(d) showing immediate guidance before further detail. [1]

1(VIII) In 30–40 words, explain how a temporary corridor closure changes the designer's responsibility. [2]

2 Reading comprehension [10 marks]

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

(1) The following fictional classroom investigation recorded the emergence of seedlings over seven days. Five labelled trays each received 40 seeds of one type. Students used the same growing medium and placed the trays on one sheltered shelf. They recorded the number of seedlings visible above the surface at the end of the seventh day. A seed was counted once only, when its shoot first appeared. The table reports counts, not percentages, and every tray began with the same number of seeds.

(2) The class chose this activity to practise careful observation rather than to produce a farming recommendation. Students checked labels before counting and compared their records with a partner. They did not dig up seeds that had not emerged, since disturbing the medium might damage a developing shoot. The seeds came from classroom packets; their storage histories were not known. The trial did not measure later growth, crop yield or suitability for different climates.

(3) Some seeds may emerge after the observation period. The class therefore called the uncounted group “not emerged by day seven”, rather than “dead”. Next time, students plan to extend the observation period and record the first appearance of each new shoot daily. They will keep the original starting totals in their records so that late emergence can be added without counting any seedling twice.

Seed type	Seeds sown	Emerged by day 7
Pea	40	32
Bean	40	24
Mustard	40	36
Gram	40	20
Lentil	40	28
Total	200	140

2(I) How many mustard seedlings had emerged by day seven? [1]

2(II) Which tray had exactly half its starting seeds emerge?
(a) Pea
(b) Gram
(c) Bean
(d) Lentil [1]

2(III) How many seeds in all five trays had NOT emerged by day seven? [1]

2(IV) Which statement accurately compares pea and mustard?
(a) Pea had four more seedlings than mustard.
(b) Both trays had equal emergence counts.
(c) Mustard had four more seedlings than pea.
(d) Mustard started with four more seeds than pea. [1]

2(V) In 30–40 words, explain why the 60 uncounted seeds should not automatically be called dead. [2]

2(VI) What does emergence mean in this investigation? [1]

2(VII) How many trays recorded at least 30 emerged seedlings? [1]

2(VIII) Why should students retain the original starting totals when extending the investigation? [1]

2(IX) Which claim would go beyond what the investigation measured?
(a) These results establish which seed produces the highest crop yield.
(b) Five types of seed were observed.
(c) Each tray began with forty seeds.
(d) The seventh-day emerged total was 140. [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 modal expressing possibility rather than a firm prediction, expectation or strong deduction: Look at those clouds! It _____ rain.
(a) must
(b) should
(c) will
(d) may [1]

3(II) Complete with the present perfect continuous form of practise: Since six o'clock, the choir _____ for the concert and is still rehearsing. [1]

3(III) Choose the correct determiner: The children brought _____ own lunchboxes.
(a) theirs
(b) their
(c) them
(d) they [1]

3(IV) Correct the single error: These scissors is blunt. Write Error→Correction. [1]

3(V) Report the question using conventional backshift: Asha asked Kabir, "Where are you keeping the spare key?" Begin: Asha asked Kabir _____. [1]

3(VI) Choose the correct form: At nine last night, I _____ a diagram when the lights failed.
(a) am drawing
(b) have drawn
(c) was drawing
(d) will draw [1]

3(VII) Complete with either or neither: _____ of the two routes leads to the same hall; you may choose either one. [1]

3(VIII) Report the advice: The dentist said to me, "You should use a soft toothbrush." Begin: The dentist advised me _____. [1]

3(IX) Choose the modal expressing prohibition: You _____ enter this laboratory without permission. Entry is forbidden.
(a) must not
(b) need not
(c) would
(d) might [1]

3(X) Correct the single error: These information will help the visitors. Write Error→Correction. [1]

3(XI) Complete with the simple past of choose: The judges _____ the winning design yesterday. [1]

3(XII) Rohan said, “I can solve this puzzle.” Complete using conventional modal backshift: Rohan said that he _____ solve that puzzle. [1]

4 Formal letter [5 marks]

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

4(A) You are Neha/Nehal of 22 Park Lane, Devpur. A stationery shop sent 12 notebooks although your order and receipt specify 20. Write to the Manager, Bright Stationery, Devpur, requesting correction. Mention the receipt, the shortage and a practical remedy. Use 100–120 words. [5]

OR

4(B) You are Samar/Samaira, student coordinator at Valley School, Devpur. Write to the Director, City Museum, Devpur, seeking permission for a supervised Class 10 visit. Request information about suitable timings, group size and educational 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 table shows kilograms of food waste collected at a fictional school on three matched weekdays before and after a serving trial. Write an analytical paragraph in 100–120 words. Compare the categories and assess whether the goal of reducing total waste by at least one quarter was met. Do not infer changes in nutrition. [5]

Waste category	Before kg	After kg
Cooked food	30	18
Fruit	18	15
Bread	12	9

OR

5(B) A school is selecting a place to display fragile student models for a week. Compare these cues and recommend a venue in 100–120 words. Main priorities: protect models and allow supervised viewing. Open courtyard: free, large, exposed to wind/rain, no lock. Art room: lockable, indoor, forty visitors per session, requires a timetable. Entrance corridor: highly visible, narrow, beside busy movement, cannot be locked. All three are available. [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: During our childhood in Goa, the baker used to be our friend, companion and guide. He used to come at least twice a day. Once, when he set out in the morning on his selling round, and then again, when he returned after emptying his huge basket. The jingling thud of his bamboo woke us up from sleep and we ran to meet and greet him.
(Glimpses of India — A Baker from Goa)

6(A)(I) Which detail most clearly makes the baker part of the children's daily routine?
(a) His basket was huge.
(b) His bamboo woke them from sleep.
(c) His selling round had ended forever.
(d) He lived inside the school. [1]

6(A)(II) Which THREE nouns show that the children saw the baker as more than a seller? [1]

6(A)(III) Find the ONE word in the extract meaning a deep, dull sound. [1]

6(A)(IV) In 30–40 words, explain how this extract presents the baker as both a familiar visitor and a working trader. [2]

OR

Extract B

Text and source: He had no medicinal treatment of any kind but all day he ran about with the dogs, joining in their friendly scrimmages. He discovered the joys of being bowled over, tramped on and squashed every few minutes. He became an accepted member of the gang, an unlikely, silky little object among the shaggy crew, fighting like a tiger for his share at mealtimes and hunting rats in the old hen-house at night.
(A Triumph of Surgery)

6(B)(I) What treatment is explicitly absent from Tricki's recovery in this extract? [1]

6(B)(II) Which phrase suggests that Tricki has become socially included?
(a) "silky little object"
(b) "at night"
(c) "old hen-house"
(d) "an accepted member of the gang" [1]

6(B)(III) In 30–40 words, explain why the phrase "fighting like a tiger" is striking when applied to Tricki. [2]

6(B)(IV) TRUE or FALSE: Tricki remains separate from the other dogs throughout this extract. [1]

7 Poetry extract [5 marks]

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

Extract A

Text and source: Some say the world will end in fire
Some say in ice.
From what I've tasted of desire
I hold with those who favour fire.
(Fire and Ice)

7(A)(I) Which human feeling is explicitly named in these lines? [1]

7(A)(II) The repeated opening "Some say" primarily presents:
(a) differing views about an ending.
(b) one scientific prediction proved true.
(c) the speaker's refusal to consider views.
(d) instructions for controlling a fire. [1]

7(A)(III) Write the ONE word that gives desire a sensory description associated with eating. [1]

7(A)(IV) In 30–40 words, explain how the speaker moves from others' opinions to a personal position. [2]

OR

Extract B

Text and source: He hears the last voice at night,
The patrolling cars,
And stares with his brilliant eyes
At the brilliant stars.
(A Tiger in the Zoo)

7(B)(I) At what time does this scene take place? [1]

7(B)(II) What feature is shared verbally by the tiger's eyes and the stars?
(a) They are both described as silent.
(b) They are both described as distant.
(c) They are both described as brilliant.
(d) They are both described as hidden. [1]

7(B)(III) Which TWO human-world details appear before the tiger's gaze turns to the stars? [1]

7(B)(IV) In 30–40 words, explain one possible effect of ending the stanza with the stars. [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 does hunger help the young seagull cross the gap between possessing wings and using them? Refer to His First Flight. [3]

8(II) Why should the origin stories in Coorg be presented as possibilities rather than proven historical conclusions? [3]

8(III) What does Mijbil's repeated interest in the bathroom reveal about the limits of treating water as merely a household utility? [3]

8(IV) How does the mustard-seed task change Kisa Gotami's understanding through experience rather than direct instruction alone? [3]

8(V) How does the phrase "some part" limit the scale of the change in Dust of Snow? [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 dressing solve one of Griffin's problems while creating another in the London store episode? [3]

9(II) What change in his understanding of scientific work follows Ebright's unsuccessful seventh-grade fair entry? [3]

9(III) How does Think-Tank's reading of the nursery rhymes turn ordinary cultural material into a false military threat? [3]

10 First Flight long response [6 marks]

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

10(A) Discuss how A Tiger in the Zoo uses imagined locations to expose the inadequacy of the tiger's actual surroundings. Refer to the middle stanzas as well as the cage. [6]

OR

10(B) In The Ball Poem, argue why replacing an object and responding to its loss are different kinds of action. Use the narrator's restraint and the boy's experience. [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) Assess how Ebright's mother supports curiosity without replacing the work that Ebright must do himself. Use at least two details from The Making of a Scientist. [6]

OR

11(B) Explain how Noodle influences a powerful leader while allowing that leader to claim intellectual superiority. What does this reveal about their working relationship? [6]