Examination Series Paper 08

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-PAPER08

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 person learning to sketch may be told to look carefully, but that instruction leaves an important question unanswered: what should careful looking involve? Naming the object is not enough. Once we recognise a chair, we may draw the chair we expect rather than the particular chair in front of us. Its tilted back or uneven legs can disappear beneath a familiar mental picture. Observation begins when recognition stops being the final answer and becomes the starting point for questions.

(2) One useful question concerns relationships. Is the seat wider than the gap beneath it? Where does one edge meet another? Looking at these relations can be more helpful than trying to perfect every small detail immediately. A beautifully shaded leg cannot repair an arrangement in which the chair's parts no longer seem connected. Detail and structure are not enemies, but the order of attention can affect how well they support each other.

(3) The spaces around an object also deserve notice. A triangle of background between two legs may reveal their angle more clearly than concentrating on the legs themselves. What appears to be nothing becomes a shape with boundaries. This approach can surprise a beginner because it shifts attention away from the named subject without abandoning it. The empty area becomes another way of understanding the visible thing, rather than a distraction from the task.

(4) A sketch can preserve uncertainty while it develops. A light exploratory line does not have to announce a final decision. Several attempts may record how the eye is comparing positions. Erasing everything too quickly can remove useful evidence of what the learner has tried. At the same time, keeping every mark is not a rule for all finished work. The point is to allow a stage in which revision is possible without treating each imperfect line as a public failure.

(5) Comparing a sketch with its subject should therefore involve questions rather than a single verdict of good or bad. The learner can identify one relationship that seems convincing and another that needs checking. A teacher can help by directing attention to the object instead of immediately replacing the drawing with a demonstration. Copying a skilled person's marks may teach one result, while learning what to compare can support the next unfamiliar subject. The aim is not photographic perfection on demand. It is a habit of observation in which looking, marking, checking and revising remain connected, and an unexpected difference becomes information rather than merely a reason to give up.

1(I) What problem does the familiar label "chair" create for the beginning sketcher?
(a) It prevents the person from recognising any furniture.
(b) It can replace observation of this chair with an expected mental picture.
(c) It proves that uneven legs are impossible.
(d) It makes every shaded detail accurate. [1]

1(II) Name ONE relationship the writer suggests comparing before perfecting small details. [1]

1(III) Find the ONE word in paragraph 4 meaning intended to investigate possibilities rather than settle a final answer. [1]

1(IV) In 30–40 words, explain how an apparently empty area can help someone draw the chair. [2]

1(V) Why might immediate erasure be unhelpful during an exploratory stage?
(a) It removes evidence of attempts that could inform comparison.
(b) It always damages the original chair.
(c) It makes the drawing permanently finished.
(d) It proves that the learner should never revise. [1]

1(VI) TRUE or FALSE: The passage says every mark must remain in all finished drawings. [1]

1(VII) Which teacher response best fits the writer's approach?
(a) Replace the pupil's drawing before discussing it.
(b) Give only a verdict of bad.
(c) Ask the pupil to compare a particular edge with the object.
(d) Require photographic perfection in the first attempt. [1]

1(VIII) In 30–40 words, explain why learning what to compare may transfer better than copying a teacher's marks. [2]

2 Reading comprehension [10 marks]

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

(1) A fictional school recorded five morning bus arrivals on one day. The table compares each scheduled arrival with its actual arrival at the gate. For this exercise only, the school defines an arrival as within tolerance if it is no more than two minutes early and no more than five minutes late. Both boundary values are included. This is a local reporting rule for the case, not a statement about any transport authority's official standard.

(2) A bus can therefore arrive before its scheduled time and still fall within the defined tolerance. It can also be late by a few minutes without falling outside it. Staff must calculate the difference before applying the rule, rather than treat every difference as a failure. The five recorded buses carried different numbers of passengers, but those numbers were not collected. A percentage of buses cannot automatically be described as a percentage of pupils receiving the same experience.

(3) The record covers a single morning and only arrival at the gate. It does not establish departure times from homes, journey comfort or performance across the month. Staff plan to record further days and note disruptions alongside the times. They will retain the raw times so that a later reviewer can apply another clearly stated tolerance without having to guess how the original categories were assigned.

Bus	Scheduled arrival	Actual arrival
A	08:00	08:04
B	08:10	08:09
C	08:20	08:20
D	08:30	08:38
E	08:40	08:42
Observation	One morning	Gate arrival only

2(I) How many minutes late is Bus D? [1]

2(II) Which bus arrives early?
(a) A
(b) B
(c) D
(d) E [1]

2(III) Which bus arrives at exactly its scheduled time? [1]

2(IV) Under the stated tolerance, how should Bus A be classified?
(a) Outside tolerance because any delay is a failure.
(b) Outside tolerance because it is four minutes early.
(c) Unclassifiable because no time is recorded.
(d) Within tolerance because its delay is four minutes. [1]

2(V) In 30–40 words, explain why the percentage of buses within tolerance cannot be stated as the percentage of pupils with that experience. [2]

2(VI) What percentage of the five buses falls within tolerance? [1]

2(VII) Would an arrival exactly two minutes early fall within the stated rule? Answer YES or NO. [1]

2(VIII) Why are the raw arrival times being retained? [1]

2(IX) Which claim is unsupported by this record?
(a) D is later than scheduled.
(b) C arrives as scheduled.
(c) The buses met this tolerance on every morning of the month.
(d) The record concerns gate arrival. [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 form for an arrangement already fixed: The tickets are booked; we _____ the museum on Saturday.
(a) visited
(b) are visiting
(c) had visited
(d) have visited [1]

3(II) Complete using the simple past of lay, meaning put down an object: Yesterday she _____ the maps on the desk. [1]

3(III) Choose the determiner: We had never seen _____ a detailed sketch before.
(a) many
(b) such
(c) much
(d) each [1]

3(IV) Correct only the verb in the relative clause, using formal agreement: It is I who is responsible for the exhibition. Write Error→Correction. [1]

3(V) Report the request using the supplied start: The guide said to us, “Please let me finish.” Begin: The guide requested us _____. [1]

3(VI) Choose the modal introducing an offer of help: _____ I carry that box for you?
(a) Must
(b) Should
(c) Shall
(d) Would [1]

3(VII) Supply the simple present of take: To compare the two entries carefully _____ time. [1]

3(VIII) Correct the single reporting error: She asked me that I was ready. The original was a yes/no question. Write Error→Correction. [1]

3(IX) Choose the determiner: There are five folders and four have labels. The _____ folder still needs one.
(a) other
(b) another
(c) every
(d) several [1]

3(X) Correct the single error: A pair of spectacles were found under the seat. Treat pair as the subject head. Write Error→Correction. [1]

3(XI) Complete with the present perfect form of see; do not add a second negative: Neither of us _____ that film yet. [1]

3(XII) Report the reminder: Mother said to me, “Don’t forget to bring the key.” Begin: Mother reminded me _____. [1]

4 Formal letter [5 marks]

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

4(A) You are Pihu/Pran of 11 Cedar Lane, Devpur. Write to the Editor of The Local Voice about repeated unannounced loudspeaker advertisements near residential study spaces. Explain the problem and suggest considerate communication practices without inventing legal restrictions. Use 100–120 words. [5]

OR

4(B) You are Rohan/Rohini, Secretary of the Art Club at Elm School, Devpur. Write to Colourline Supplies requesting cancellation of an unfulfilled order because the exhibition has been postponed. Identify a fictional order, ask whether dispatch has occurred and request written confirmation of the next steps. 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 gives research and presentation scores for three fictional teams. Research carries twice the weight of presentation: weighted score=2×research+presentation, maximum 30. Write an analytical paragraph in 100–120 words comparing the teams under this rule and explaining how it changes a ranking based on simply adding the two scores. [5]

Team	Research /10	Presentation /10
A	8	4
B	6	9
C	7	7

OR

5(B) A student publication can recruit one coordinator. Candidate A has editing experience and can attend two of six required meetings. Candidate B can attend all six and has limited experience, but a teacher offers training before the first meeting. Write an analytical paragraph in 100–120 words comparing the candidates, making a qualified recommendation and identifying what the training offer does not yet establish. [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: CHUBUKOV: [aside] He's come to borrow money. Shan't give him any! [aloud] What is it, my beauty?
LOMOV: You see, Honoured Stepanitch... I beg pardon Stepan Honouritch... I mean, I'm awfully excited, as you will please notice... (The Proposal)

6(A)(I) What request does Chubukov initially expect?
(a) A request for a loan.
(b) An invitation to a hunting trip.
(c) A demand for a new dog.
(d) An application to teach at school. [1]

6(A)(II) Expand the contraction "Shan't". [1]

6(A)(III) What does Lomov's reversal of the name and honorific suggest about his state? [1]

6(A)(IV) In 30–40 words, explain how Chubukov's later delight at the marriage request changes the effect of his initial suspicion. [2]

OR

Extract B

Text and source: "That probably would have been the end of my butterfly collecting," he said. "But then my mother got me a children's book called The Travels of Monarch X." That book, which told how monarch butterflies migrate to Central America, opened the world of science to the eager young collector.
(The Making of a Scientist)

6(B)(I) What destination is named in the book's account of migration? [1]

6(B)(II) "Opened the world of science" primarily describes:
(a) a literal door in a laboratory.
(b) the permanent end of every interest in butterflies.
(c) an expansion from collecting towards wider enquiry.
(d) a guarantee of winning all future prizes. [1]

6(B)(III) In 30–40 words, explain the importance of "probably" in Ebright's account of what would have happened without the book. [2]

6(B)(IV) Find the ONE word describing the collector as keen or enthusiastic. [1]

7 Poetry extract [5 marks]

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

Extract A

Text and source: The true Chameleon is small,
A lizard sort of thing;
He hasn't any ears at all,
And not a single wing.
If there is nothing on the tree,
'Tis the chameleon you see.
(How to Tell Wild Animals)

7(A)(I) Which broad kind of creature does the stanza name for the chameleon? [1]

7(A)(II) The final two lines create a comic puzzle by claiming that seeing the chameleon involves:
(a) hearing it sing from a wing.
(b) seeing apparently nothing on the tree.
(c) counting its large ears.
(d) watching it fly over the tree. [1]

7(A)(III) Which TWO words rhyme in the final couplet? [1]

7(A)(IV) In 30–40 words, explain why the ending should be read as playful advice rather than a logically reliable identification rule. [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."
(For Anne Gregory)

7(B)(I) What physical feature is described through the image of ramparts? [1]

7(B)(II) Which word makes the opening claim categorical rather than merely possible?
(a) Never
(b) great
(c) ear
(d) yellow [1]

7(B)(III) What colour is directly named for the hair in the last line? [1]

7(B)(IV) In 30–40 words, explain what the architectural image adds beyond simply naming hair. [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 can the reader infer the speaker's earlier mood in Dust of Snow even though its cause is not narrated? [3]

8(II) How do the baker's monthly accounts on a wall contribute to the narrator's presentation of everyday Goan life? [3]

8(III) Why does Mandela contrast the presence of international guests with South Africa's earlier isolation? [3]

8(IV) What does Valli's need to stand on the seat reveal about how her view of the outside world is physically shaped? [3]

8(V) How do the repeated forms of "leap" in the leopard stanza of How to Tell Wild Animals affect its mock advice? [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 Mr Weiherer distinguish Ebright's competitiveness from merely wanting a prize? [3]

9(II) Why does Horace's hay fever matter to the timing of his encounter with the young woman? [3]

9(III) What does the Martians' continuing reluctance to read Mother Goose add to the play's otherwise friendly ending? [3]

10 First Flight long response [6 marks]

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

10(A) Test the claim that poems about nature always show nature curing a human being's sadness. Compare Dust of Snow with Fog. [6]

OR

10(B) How do Lomov's bodily complaints contribute to the comedy and stage action in The Proposal? [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 scientific ability is connected with conduct in Footprints without Feet and The Making of a Scientist. [6]

OR

11(B) How does Hari's first-person narration invite readers to assess his self-presentation as well as his actions in The Thief's Story? [6]