Examination Series Paper 20

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) Asking for help is sometimes mistaken for giving up. A learner may hide a difficulty because independence has been confused with doing everything alone. Yet a useful request can be an active piece of work. Explaining where an attempt stopped, what has already been tried and what remains unclear requires attention to the task. The request does not hand over responsibility automatically; it can make the next attempt more deliberate.

(2) Compare two questions about a difficult paragraph. One asks someone else to supply the entire answer immediately. The other identifies an uncertain pronoun and asks which earlier noun it refers to. The second question gives the helper a place to begin and the learner something specific to examine. This does not mean that a confused beginner must always produce a perfectly precise question. Helping someone locate the difficulty may itself be the first useful form of support.

(3) The helper also has choices. Finishing the task can solve an immediate problem but leave the learner unable to act next time. A hint, a worked step or a question may instead preserve some thinking for the learner to do. The right response depends on the purpose and the situation. An urgent practical need is different from a practice exercise, and the same amount of assistance should not be prescribed mechanically for every person.

(4) Receiving help includes deciding what to do with it. Copying an explanation without examining it may create the appearance of completion while leaving the original confusion intact. Trying the next step, explaining it in one’s own words or asking a further question can reveal whether the help has become usable. A helper’s confident tone is not a reason to ignore an inconsistency; a respectful question can protect the accuracy of the shared work.

(5) Finally, both people can acknowledge limits. A classmate may understand one part and need advice on another. Saying that a point still needs checking is more responsible than inventing certainty to keep the role of expert. Independence then becomes the growing capacity to judge, act and seek appropriate support, rather than a performance of never needing anyone. A successful exchange leaves the learner with a clearer next action and the helper with a clearer sense of what was understood. Its value lies not only in producing an answer now, but in making another attempt possible without pretending that learning has reached a final state beyond all questions.

1(I) What is the opening's main distinction?
(a) Independence requires permanent silence.
(b) Every request transfers all responsibility.
(c) Asking for help can involve active attention rather than surrender.
(d) Only experts are allowed to ask questions. [1]

1(II) Name ONE detail a learner can include in a useful request according to paragraph 1. [1]

1(III) Find the ONE word in paragraph 4 meaning a lack of agreement between parts of an explanation. [1]

1(IV) In 30–40 words, explain why locating the difficulty can itself be a form of help. [2]

1(V) Why does the passage reject one fixed amount of assistance for everyone?
(a) Purpose, urgency and the learner's situation may differ.
(b) Every learner is already an expert.
(c) A hint is forbidden in all practice.
(d) Immediate practical problems never need answers. [1]

1(VI) TRUE or FALSE: A confident tone guarantees that an explanation is consistent. [1]

1(VII) Which action best checks whether help has become usable?
(a) Copying it without looking at it.
(b) Refusing every further question.
(c) Assuming completion proves understanding.
(d) Trying the next step and explaining it independently. [1]

1(VIII) In 30–40 words, explain the revised meaning of independence proposed at the end. [2]

2 Reading comprehension [10 marks]

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

(1) A fictional school activity fund receives five contributions. Each donor states a restriction, recorded in the table. Money marked books only may buy books, money marked sports only may buy sports materials, and unrestricted money may buy either. For this exercise, the stated restrictions must be honoured unless the donor first agrees to a change. All amounts are available, no money has yet been spent and there are no other charges.

(2) The total fund is therefore not the same as the amount available for any single purpose. Readers should first separate restricted and unrestricted contributions, then assign the flexible amount without counting it twice. Spending the unrestricted money on books leaves less of that same money for sports. Adding it to both purpose totals as though there were two separate flexible funds would exaggerate what the school can pay.

(3) The committee is considering an order for five hundred rupees of books and three hundred rupees of sports materials. It wants to check whether both purchases can be covered under the stated rules and how much remains. This is an invented reading exercise, not a claim about real funding law or a recommendation to change any actual donor's instructions. The figures establish spending possibilities, not the educational quality of the proposed materials.

Contribution	Rupees	Restriction
A	300	Books only
B	200	Sports only
C	150	Unrestricted
D	100	Books only
E	250	Unrestricted
Rule	No spending yet	Prior consent for change

2(I) What is the total fund? [1]

2(II) The unrestricted amount is:
(a) ₹200
(b) ₹400
(c) ₹600
(d) ₹1000 [1]

2(III) How much is restricted to books only? [1]

2(IV) Which contribution cannot initially be used for books?
(a) A
(b) C
(c) D
(d) B [1]

2(V) In 30–40 words, explain why the committee cannot initially spend the entire fund on books. [2]

2(VI) Calculate the most that can initially be spent on books alone. [1]

2(VII) Can ₹800 of books AND ₹200 of sports materials both be covered? [1]

2(VIII) Do these figures prove the proposed materials will be educationally effective? [1]

2(IX) After buying the proposed ₹500 books and ₹300 sports materials using restricted funds first, unrestricted money left is:
(a) ₹200
(b) ₹0
(c) ₹100
(d) ₹400 [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 clause presenting completed work BEFORE a future departure: You may leave when _____.
(a) you had finished the work
(b) you will finish the work
(c) you have finished the work
(d) you are finishing the work [1]

3(II) What does the past perfect suggest in "I had hoped to meet her, but she left before I arrived"? Was the stated hope fulfilled? [1]

3(III) Choose the correct quantity phrase: Please send _____.
(a) two dozens copies
(b) two dozen copies
(c) two dozen of copies
(d) two dozen copy [1]

3(IV) Use has/have: Each boy and each girl _____ received an individual card. [1]

3(V) Report the permission in a conventional later report from another location, changing this to that: "You may keep this copy," he said to me. Begin: He allowed me _____. [1]

3(VI) "May your team succeed!" primarily expresses:
(a) a wish.
(b) permission for the team to enter.
(c) certainty about a future result.
(d) a requirement that the team must win. [1]

3(VII) Explain the reference difference: "Books can be useful" and "The books on this desk are useful." [1]

3(VIII) Complete with be about to in the present: Hurry! The curtain _____ rise any second. [1]

3(IX) "The small task may take as little as five minutes." The phrase as little as chiefly presents five minutes as:
(a) an exact duration guaranteed for every person.
(b) an impossibly large quantity.
(c) a compulsory maximum for the whole day.
(d) a surprisingly small possible amount. [1]

3(X) Rina said to Ravi, "I will meet you." Ravi reports, "Rina said she would meet me." Mira reports the same exchange, "Rina said she would meet _____." Supply the pronoun. [1]

3(XI) In “I cannot help laughing”, does cannot help chiefly mean inability to give assistance or inability to stop the reaction? [1]

3(XII) Report with backshift but retain tomorrow because you are reporting immediately on the SAME day: Meera said, “I will visit tomorrow.” Begin: Meera said that _____. [1]

4 Formal letter [5 marks]

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

4(A) You are Aditi/Aditya, Activity Fund Secretary, Sunrise School, Amaltas Nagar. A fictional donor restricted a contribution to books. Write requesting permission before using part for display materials instead. Explain the proposed change and confirm the original restriction will remain if permission is refused. Use 100–120 words. [5]

OR

4(B) You are Sana/Samar, Class 10, Sunrise School, Amaltas Nagar. Write to the Exhibition Coordinator withdrawing from an accepted volunteer duty because of a timetable clash. Give prompt notice, offer a responsible handover and avoid promising to appoint your own replacement. 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 peer-help session aims to help a beginner understand a process, with time for a further attempt. Compare the three responses in the table. Write 100–120 words recommending one while acknowledging what the others might provide. [5]

Response	What is supplied	Learner's next work
A	Complete answer only	Copy or inspect independently
B	One explained step and question	Try and explain next step
C	Relevant reference only	Locate and interpret it

OR

5(B) Compare two fictional instructions: A says, "Put the card beside the folder. Give it to Mira." B says, "Put the card beside the folder, then give the folder to Mira." Write 100–120 words explaining clarity, the possible interpretations of A and why B is preferable only if folder is the intended object. [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: Mij discovered that if he placed the ball on the high end it would run down the length of the suitcase. He would dash around to the other end to ambush its arrival, hide from it, crouching, to spring up and take it by surprise, grab it and trot off with it to the high end once more.
(Mijbil the Otter)

6(A)(I) What sends the ball towards the other end?
(a) The suitcase's slope.
(b) A motor named in the extract.
(c) A child carrying it.
(d) A stream of bath water. [1]

6(A)(II) Which word names a surprise attack from hiding? [1]

6(A)(III) What does once more show about the game? [1]

6(A)(IV) In 30–40 words, explain the effect of describing the ball game through the language of a hunt. [2]

OR

Extract B

Text and source: Bholi felt as if suddenly all the bells in the village temple were ringing and the trees in front of the school-house had blossomed into big red flowers. Her heart was throbbing with a new hope and a new life.
(Bholi)

6(B)(I) What colour are the imagined flowers? [1]

6(B)(II) As if chiefly marks the bells and blossoms as:
(a) an official weather report.
(b) a claim that all trees changed species.
(c) the felt likeness of Bholi's experience.
(d) a plan to rebuild the temple. [1]

6(B)(III) In 30–40 words, explain how the sound and colour make an inward change seem outwardly present. [2]

6(B)(IV) Which feeling is explicitly named in the final sentence? [1]

7 Poetry extract [5 marks]

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

Extract A

Text and source: “I heard an old religious man
But yesternight declare
That he had found a text to prove
That only God, my dear,
Could love you for yourself alone
And not your yellow hair.”
(For Anne Gregory)

7(A)(I) What modal auxiliary precedes love in the reported claim? [1]

7(A)(II) Does this stanza give the title or exact words of the claimed text?
(a) Yes, its full title and every word.
(b) No, it reports that such a text was claimed.
(c) Yes, a publication date is printed in the speech.
(d) No, because no religious man is mentioned. [1]

7(A)(III) Which phrase describes the kind of love at issue, beyond the visible feature? [1]

7(A)(IV) In 30–40 words, explain how repeating And not your yellow hair from the opening speech affects the poem’s close. [2]

OR

Extract B

Text and source: The way a crow
Shook down on me
The dust of snow
From a hemlock tree
Has given my heart
A change of mood
And saved some part
Of a day I had rued.
(Dust of Snow)

7(B)(I) Give ONE rhyming pair from the first four line endings. [1]

7(B)(II) Had rued places the regret:
(a) after an announced future journey.
(b) inside an instruction to the crow.
(c) before the change of mood being recalled.
(d) in another person’s quoted speech. [1]

7(B)(III) Does heart chiefly refer to an anatomical examination or to the speaker’s emotional experience here? [1]

7(B)(IV) In 30–40 words, explain why the crow’s helpful effect does not prove a deliberate intention to cheer the speaker. [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 is the effect of attributing mischief to squirrels and langurs dropping fruit in Coorg? [3]

8(II) How does Mandela's contrast between the first and final decades of the twentieth century shape his historical account? [3]

8(III) How does A Baker from Goa use even today to connect recollection with the narrator's present? [3]

8(IV) What does carrot add to the woman's practical reply about changing hair colour in For Anne Gregory? [3]

8(V) Why is Fog's harbour-and-city setting significant to its natural image? [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 the final description of Noodle's status revise the hierarchy seen during the invasion? [3]

9(II) How do the contrasting dinner responses introduce a difference between Loisel and Mathilde? [3]

9(III) What is ironic about Horace becoming an assistant librarian in prison? [3]

10 First Flight long response [6 marks]

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

10(A) Compare the tones used to describe the seagull learning to fly and Mij's invented ball game. [6]

OR

10(B) Compare the light images in Kisa Gotami's reflection and Mandela's statement about human goodness. [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 appropriate care responds to different needs in Bholi's first school experience and Tricki's stay at the surgery. [6]

OR

11(B) How do the door and window organise successive changes of control in The Midnight Visitor? [6]