Examination Series Paper 10

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 written play does not arrive on stage as a complete set of instructions for every breath and movement. Even when the words remain unchanged, performers must decide where to stand, when to pause and how quickly to answer. These decisions can affect what an audience notices. Reading a scene and watching it performed are therefore related experiences, but neither is simply a copy of the other. Performance makes some possibilities visible while leaving others unexplored.

(2) In a school rehearsal, two pupils may speak the same short exchange in different ways. A pause before an answer might suggest uncertainty, reluctance or careful thought. Its effect depends on the surrounding action, not on a rule that silence always means one thing. The group can try more than one version and ask observers what they inferred. Observers should distinguish the words they heard from the motive they supplied, since an interpretation is not automatically a fact about the character.

(3) Rehearsal offers a useful temporary freedom. A choice can be tested without becoming a permanent commitment. If a comic delivery makes an important conflict seem harmless, the group can reconsider it. If a quiet delivery makes the exchange difficult to hear, practical audibility also needs attention. Meaning and communication cannot be separated entirely: a subtle choice that no one beyond the front row can perceive may fail to reach most of its intended audience.

(4) Equipment does not settle these problems by itself. A microphone can increase volume without making an unclear relationship between speakers easier to understand. A bright light can reveal an actor while distracting attention from a listener whose reaction matters. Technical decisions should therefore serve a considered account of the scene. More equipment may create more choices, but it does not remove the need to decide which choice helps this particular performance.

(5) After a trial, useful feedback names an observed moment and explains its effect. A comment that one actor is simply talented gives the group little to test. A comment that a delayed answer made the listener seem doubtful points to a decision the performers can reconsider. Different observers may reasonably disagree, especially when a scene leaves motives unsettled. The group's task is not to force every viewer into one response. It is to make choices that can be explained through the text and the action, while remaining alert to effects that were not intended. Rehearsal becomes a form of enquiry when a performance is treated as a developing interpretation rather than proof that all other readings are wrong.

1(I) Why is a performance more than a copy of the printed play?
(a) Actors must change every line.
(b) Stage choices decide how written words become visible and audible action.
(c) The written text contains no useful information.
(d) An audience can never interpret a scene. [1]

1(II) Name ONE possible meaning of a pause before an answer, according to paragraph 2. [1]

1(III) Find the ONE word in paragraph 3 meaning the quality of being possible to hear. [1]

1(IV) In 30–40 words, explain why observers should distinguish a spoken line from the motive they infer. [2]

1(V) Which example best illustrates a technical choice failing to serve the scene?
(a) A light reveals the speaker but hides a listener's important reaction.
(b) A trial allows a choice to be reconsidered.
(c) An observer identifies a particular delayed reply.
(d) Two actors test different pauses. [1]

1(VI) TRUE or FALSE: The passage treats every disagreement among observers as evidence that the performance has failed. [1]

1(VII) Which feedback gives performers a decision they can test?
(a) You are simply talented.
(b) No one may disagree with my reading.
(c) This actor is always good.
(d) The delayed reply made the listener seem doubtful. [1]

1(VIII) In 30–40 words, explain the temporary freedom that rehearsal provides. [2]

2 Reading comprehension [10 marks]

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

(1) A fictional activity committee prepared a table of requests from five groups. Each pupil submitted only one request, and all requests are included in the total. The committee decided not to display an individual group count below five, hoping this would prevent readers from learning that small count. It printed the word withheld for Group C but displayed the overall total and every other group's count.

(2) The table contains no names, and the groups have different sizes. Request counts therefore cannot establish the proportion of each group that participated, because group membership totals are not supplied. However, the displayed total creates a different issue: readers can add the four visible counts and subtract their sum from the overall figure. Removing a single cell does not conceal its value if the remaining numbers determine it exactly.

(3) Staff are reviewing the table before public circulation. They could change the level of detail or reconsider which totals and component counts appear together. The purpose is to retain useful information without promising a protection that the published arithmetic defeats. This case illustrates a weakness in this particular reporting design; it does not claim that withholding any small number is always ineffective. The committee has not published the draft, and the table represents an invented exercise rather than actual pupils' information.

Group	Requests	Display note
A	12	Shown
B	18	Shown
C	Withheld	Below 5
D	20	Shown
E	16	Shown
Total	69	All requests included

2(I) What is the sum of the four visible group counts? [1]

2(II) How can a reader recover Group C's count?
(a) Add the four visible counts to the overall total.
(b) Divide the overall total equally among the five groups.
(c) Subtract the four visible counts from the overall total.
(d) Treat the average visible count as the missing count. [1]

2(III) How many requests came from Group C? [1]

2(IV) Why can request counts not rank the groups by participation rate?
(a) Requests were submitted more than once by every pupil.
(b) Group membership totals are missing.
(c) The total does not include Group C.
(d) The table provides no request counts at all. [1]

2(V) In 30–40 words, explain why printing withheld did not achieve the committee's stated aim. [2]

2(VI) Does the calculated Group C count satisfy the stated below-five condition? Answer YES or NO. [1]

2(VII) Which group has the highest displayed count? [1]

2(VIII) Name ONE reporting choice staff could reconsider. [1]

2(IX) Which conclusion goes beyond this case?
(a) The four visible counts sum to 66.
(b) The draft has not yet been published.
(c) C's count is recoverable from the displayed numbers.
(d) Every method of withholding a small count is ineffective. [1]

Section B Grammar and Writing Skills

3 Grammar [10 marks]

Complete any TEN of the TWELVE grammar tasks, as directed.

3(I) A news headline reports a completed victory using the conventional headline present. Choose the form: School team _____ district final.
(a) had been winning
(b) was winning
(c) wins
(d) will have won [1]

3(II) Complete with the present perfect of speak: This is the first time I _____ before such a large audience. [1]

3(III) Select the complete determiner phrase: _____ these books belong to the library, but a few are privately owned.
(a) Most of
(b) Every of
(c) Much of
(d) Either of [1]

3(IV) Correct the single modal error in this unreal past condition: If I had known about the meeting, I will have attended. Write Error→Correction. [1]

3(V) Report with conventional backshift: The teacher asked me, “How long have you been waiting?” Begin: The teacher asked me _____. [1]

3(VI) Choose the expression describing an action completed but unnecessary: You brought a microphone, but the hall already supplied one. You _____ brought your own.
(a) must not have
(b) need not have
(c) cannot have
(d) could not have [1]

3(VII) Correct the single verb-form error: She has gone to Jaipur twice and returned home each time. Write Error→Correction. [1]

3(VIII) Correct the position of enough by supplying the corrected two-word phrase: This room is not enough large for our meeting. [1]

3(IX) Choose the determiner expressing that every possible option in a stated set has been exhausted: We tried _____ available method; none worked.
(a) several
(b) a few
(c) many
(d) every [1]

3(X) Correct the single error: I wish I know the answer now. Write Error→Correction. [1]

3(XI) Use the past continuous of always interrupt to express the speaker's irritation about a repeated past habit: He _____ me during our meetings last term. [1]

3(XII) Report the offer as an offer, using the supplied start: The monitor said to me, "Shall I carry the charts for you?" Begin: The monitor offered _____. [1]

4 Formal letter [5 marks]

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

4(A) You are Aditi/Adil of 21 Maple Road, Haripur. Write to the Editor of City Watch seeking clearer public notices about temporary road diversions. Explain how incomplete notices cause difficulty and suggest practical information to include. Do not invent an accident or a legal rule. Use 100–120 words. [5]

OR

4(B) You are Noor/Neel, Secretary of the Readers' Forum, River School, Haripur. Write to the Manager of Pageway Books about a duplicate invoice for an order already paid. Give fictional references, request reconciliation and ask for confirmation without making an unsupported allegation. 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 compares three fictional search methods for the same collection, which contains twenty relevant documents. Every returned result must be checked. Write an analytical paragraph in 100–120 words comparing completeness and unnecessary checking, and recommend a method conditionally on whether finding every relevant document is essential. [5]

Search method	Results returned	Relevant results
A	10	8
B	25	20
C	20	12

OR

5(B) A fictional report compares average scores of 70 and 72 out of 100. Its bar chart starts the vertical axis at 69, making the visible bars have heights of one and three units. Write an analytical paragraph in 100–120 words explaining how the chart can exaggerate the impression of change and how the comparison should be presented transparently. [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: For the first twenty-four hours Mijbil was neither hostile nor friendly; he was simply aloof and indifferent, choosing to sleep on the floor as far from my bed as possible. The second night Mijbil came on to my bed in the small hours and remained asleep in the crook of my knees until the servant brought tea in the morning. (Mijbil the Otter)

6(A)(I) Which description best fits Mijbil during the first twenty-four hours?
(a) Actively aggressive towards everyone.
(b) Immediately affectionate towards the narrator.
(c) Anxious to perform tricks for visitors.
(d) Distant without being openly hostile. [1]

6(A)(II) What change in sleeping place occurs on the second night? [1]

6(A)(III) What does “the small hours” mean here? [1]

6(A)(IV) In 30–40 words, explain why the narrator’s sequence of observations is more precise than simply saying that Mijbil was friendly from the beginning. [2]

OR

Extract B

Text and source: Suddenly she discovered, in a black satin box, a superb necklace of diamonds. Her hands trembled as she took it out. She placed it about her throat against her dress, and was ecstatic.
(The Necklace)

6(B)(I) What contains the necklace when she notices it? [1]

6(B)(II) Which action shows her trying the necklace as part of an appearance?
(a) Counting repayment instalments.
(b) Searching for an address.
(c) Placing it about her throat against her dress.
(d) Returning it without looking. [1]

6(B)(III) In 30–40 words, explain how the physical response makes her excitement visible rather than merely stating a wish for jewellery. [2]

6(B)(IV) Find the ONE word meaning intensely delighted. [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 when you're walking round your yard
You meet a creature there,
Who hugs you very, very hard,
Be sure it is a Bear.
If you have any doubts, I guess
He'll give you just one more caress.
(How to Tell Wild Animals)

7(A)(I) Where does the imagined encounter take place? [1]

7(A)(II) What makes "caress" comic in this context?
(a) It means a written identification label.
(b) A word for gentle affection describes another dangerously forceful embrace.
(c) It proves that the bear is a trained pet.
(d) It changes the setting to a schoolroom. [1]

7(A)(III) Which word is repeated to intensify the strength of the hug? [1]

7(A)(IV) In 30–40 words, explain the joke in offering another hug as the way to remove doubt. [2]

OR

Extract B

Text and source: The way a crow
Shook down on me
The dust of snow
From a hemlock tree
(Dust of Snow)

7(B)(I) What falls on the speaker? [1]

7(B)(II) The past-tense verb "Shook" presents the bird's movement as:
(a) an action promised for the future.
(b) an instruction addressed to the speaker.
(c) a condition that has not yet been fulfilled.
(d) a completed action recalled by the speaker. [1]

7(B)(III) Which TWO end words rhyme in lines 1 and 3? [1]

7(B)(IV) In 30–40 words, explain how this stanza presents an encounter received by the speaker rather than a deliberate act of self-improvement. [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) Why does the sight of a ledge make the young seagull's difficulty more than a simple refusal to move? [3]

8(II) How does Mandela's account of twin obligations show that apartheid affected relationships as well as public rights? [3]

8(III) Why does Valli refuse the conductor's offer of a free drink at the town? [3]

8(IV) What does the expectation that the whispers will be silent tomorrow suggest about the moment narrated in The Trees? [3]

8(V) Why is the speaker's interruption in The Ball Poem described as something he would not do? [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 Mrs Pumphrey's description of Tricki's recovery as a miracle misrepresent the treatment the reader has seen? [3]

9(II) How does Bholi's plan to support her parents and teach alter the idea that marriage is her only possible future? [3]

9(III) Why does the young woman's familiarity with the dog make her false claim of belonging persuasive to Horace? [3]

10 First Flight long response [6 marks]

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

10(A) How does the class's anxiety about promotion reveal both Anne's participation in school life and the limits of her knowledge? [6]

OR

10(B) Compare the treatment of silence in Amanda! and A Tiger in the Zoo. [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) How does the ending of The Necklace make the timing of truth as important as the truth itself? [6]

OR

11(B) How does the account of Ebright's unsuccessful caterpillar experiment challenge the idea that worthwhile science must immediately produce a clear result? [6]