Examination Series Paper 07

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) Finishing a novel answers one question: what happens at the end? It does not necessarily answer every question about how the book works. On a first reading, attention often follows the plot's urgency. A reader wants to know whether a character will escape, whom another person trusts or what a hidden letter contains. Returning to the book can shift attention from those outcomes to the choices of language and arrangement that made them matter.

(2) Knowing an ending can make an early detail more interesting rather than less. A casual remark may acquire a second meaning when the reader recognises what will happen later. This does not mean that every ordinary object is a secret clue. Interpretation still requires evidence from the book. Rereading can reveal a pattern, but it can also expose an earlier interpretation as too neat. A convincing account should explain difficult details instead of quietly discarding them.

(3) The reader also changes between encounters with a text. An argument that once seemed unimportant may become recognisable after a new experience. Another reader's question may draw attention to a voice previously overlooked. These changes need not prove that the book has acquired new sentences or that the first response was foolish. They show that reading is a meeting between a relatively stable arrangement of words and a person whose attention, knowledge and concerns can develop.

(4) Old annotations offer a record of that meeting. A note written years ago may preserve surprise that a later reading cannot reproduce. It can be tempting to erase the note simply because one now disagrees with it. Keeping a dated record instead allows the reader to compare interpretations and ask why they changed. The earlier response becomes evidence about a reading history, not a command that every later response must obey.

(5) Rereading should not become a test of endurance or a claim that familiar books are always superior to unfamiliar ones. Time and interest are limited, and some readers may reasonably choose a new work. Nor does finishing a second reading automatically produce a deeper interpretation. The value lies in renewed attention: following a minor character, examining a recurring image or testing an earlier judgement against a troublesome scene. A return to a book can thus be an experiment in noticing. Its reward is not merely the comfort of a known ending, but the possibility that something previously present and unnoticed may now become visible.

1(I) What shift of attention does the writer associate with returning to a completed novel?
(a) From language to finding the ending for the first time.
(b) From urgent outcomes towards how the book creates meaning.
(c) From textual evidence towards ignoring inconvenient scenes.
(d) From interpretation to a requirement to memorise every sentence. [1]

1(II) What must support a claim that an ordinary object is a secret clue? [1]

1(III) Find the ONE word in paragraph 5 meaning happening repeatedly. [1]

1(IV) In 30–40 words, explain why a changed response need not mean that the book itself has changed. [2]

1(V) What is the chief value of retaining a dated old annotation?
(a) It forces the later reader to agree with it.
(b) It proves the first reading was always correct.
(c) It permits comparison of responses across a reading history.
(d) It guarantees that the novel contains no ambiguity. [1]

1(VI) TRUE or FALSE: The passage claims that reading a book twice automatically produces a deeper interpretation. [1]

1(VII) Which practice would most conflict with the writer's account of a convincing interpretation?
(a) Examining a troublesome scene.
(b) Comparing an early note with a later judgement.
(c) Following the words of a minor character.
(d) Discarding details that do not fit a tidy explanation. [1]

1(VIII) In 30–40 words, explain why knowing the ending can increase interest in an early remark. [2]

2 Reading comprehension [10 marks]

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

(1) A fictional school invited all 120 members of its reading programme to answer an optional survey. Sixty members responded before the deadline. Each respondent selected one preferred reading format, including an option for no preference. The table records these sixty choices. It does not contain the preferences of members who did not respond, and it does not show how often any respondent actually used the chosen format.

(2) Printed books received the largest single count, but twenty choices out of sixty do not constitute a majority. A majority would require more than half. The school should also avoid describing the result as the preference of all 120 members. People with strong opinions may be more likely to complete an optional survey, although this possibility does not prove that the recorded answers are false. The results accurately report the responses received, subject to checking the entries.

(3) Before changing its collection, the library plans to contact non-respondents and ask about access needs as well as preferences. A preferred format and a necessary accessible format are not always the same thing. The library will also retain the no-preference category instead of distributing those ten people among the named formats without permission. The survey is useful for opening a discussion about provision, but the table alone cannot justify removing every format except the most frequently selected one.

Preferred format	Responses	Scope
Printed books	20	Respondents
Digital text	15	Respondents
Audio	10	Respondents
Large print	5	Respondents
No preference	10	Respondents
Total	60	One choice each

2(I) What proportion of the invited members responded? Give a percentage. [1]

2(II) Which format has the highest single response count?
(a) Printed books.
(b) Digital text.
(c) Audio.
(d) Large print. [1]

2(III) How many responses would be the minimum majority among sixty respondents? [1]

2(IV) Which statement uses the table's population accurately?
(a) The preferences of all 120 members are known.
(b) Every non-respondent has no preference.
(c) Twenty of the sixty respondents selected printed books.
(d) Printed books were selected by more than half the respondents. [1]

2(V) In 30–40 words, explain how optional participation can limit conclusions without making the recorded answers false. [2]

2(VI) How many more respondents chose digital text than large print? [1]

2(VII) Why should the no-preference responses not be allocated to other categories? [1]

2(VIII) Name ONE type of information the follow-up will collect besides preference. [1]

2(IX) Which proposed action exceeds what the table alone can justify?
(a) Contacting non-respondents.
(b) Checking the response entries.
(c) Discussing collection provision.
(d) Removing every format other than printed books. [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 preserving the difference between a completed habit and the present: When I lived by the river as a child, I _____ there every evening, but I no longer do.
(a) have walked
(b) will walk
(c) used to walk
(d) am walking [1]

3(II) Complete with the past form of have to express an unreal PRESENT situation: If I _____ more time now, I would make another sketch. [1]

3(III) Choose the interrogative determiner specifically asking about ownership: _____ folder is this?
(a) Which
(b) Whose
(c) What
(d) How many [1]

3(IV) Correct the single error: Mathematics are the subject I enjoy most. Write Error→Correction. [1]

3(V) Report this obligation using conventional backshift: The librarian said to me, “You have to return the reference copy.” Begin: The librarian said that I _____. [1]

3(VI) Choose the form expressing regret about an action not taken: I _____ have checked the page number before submitting the essay.
(a) should
(b) can
(c) shall
(d) will [1]

3(VII) Use the correct present form of be in this inverted sentence: On the last shelf _____ the two missing dictionaries. [1]

3(VIII) Correct only the time word in this conventional later report. Direct: “I will arrive tomorrow,” he said. Report: He said that he would arrive tomorrow. Write Error→Correction. [1]

3(IX) Choose the determiner for an additional two items: We need _____ two copies, making four altogether.
(a) much
(b) another
(c) every
(d) any [1]

3(X) Correct the single error: More than one pupil have asked for a copy. Write Error→Correction. [1]

3(XI) Complete with the future perfect continuous of rehearse: By next Friday, the troupe _____ for six weeks without a break. [1]

3(XII) Report the command while preserving its condition: The guard said to me, “Wait here if the gate is closed.” Begin: The guard told me _____; change here to there. [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, Editor of Cedar School’s magazine, Meerapur. Write to the Principal requesting permission for a student review column that compares first and later readings of books. Explain its purpose and a fair editorial process. Use 100–120 words. [5]

OR

4(B) You are Omar/Omana of 7 Orchard Road, Meerapur. You received a damaged dictionary ordered from a fictional supplier, Bookline. Write a complaint identifying the order, the damage and the remedy requested, while offering evidence and asking for return instructions. 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 voluntary service hours across three projects in two terms. Write an analytical paragraph in 100–120 words comparing changes in total effort and allocation. Explain why hours alone cannot establish which project produced the greatest benefit. [5]

Project	First term (hours)	Second term (hours)
Gardening	40	50
Reading buddies	30	45
Recycling	30	25

OR

5(B) A fictional reading room offers two membership proposals. Plan P charges INR 100 yearly plus INR 20 for each workshop; Plan Q charges INR 220 yearly and includes all workshops. A student expects to attend four workshops but may attend more. Write an analytical paragraph in 100–120 words comparing the plans, identifying the equal-cost attendance level and qualifying a recommendation. [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: But when he opened it, it was evident that to answer it he needed something more than goodwill, ink and paper. But he stuck to his resolution: he asked for money from his employees, he himself gave part of his salary, and several friends of his were obliged to give something 'for an act of charity'.
(A Letter to God)

6(A)(I) Who is "he" in this extract? [1]

6(A)(II) "Something more than goodwill, ink and paper" refers chiefly to the need for:
(a) a new office building.
(b) a financial contribution.
(c) a different postal uniform.
(d) an explanation of handwriting. [1]

6(A)(III) Name ONE source of the collected money other than the employees. [1]

6(A)(IV) In 30–40 words, explain what "stuck to his resolution" adds to the account of the postmaster's response. [2]

OR

Extract B

Text and source: He turned a little pale, for he had saved just this sum to buy a gun that he might be able to join some hunting parties the next summer, with some friends who went to shoot larks on Sunday. Nevertheless, he answered, "Very well. I will give you four hundred francs. But try to have a pretty dress."
(The Necklace)

6(B)(I) What purchase had Monsieur Loisel originally planned? [1]

6(B)(II) Which word marks the turn from his disappointment to agreement?
(a) for
(b) some
(c) Nevertheless
(d) Sunday [1]

6(B)(III) In 30–40 words, explain how the information about his savings affects the reader's understanding of the offer. [2]

6(B)(IV) What outward sign briefly reveals his reaction before he agrees? [1]

7 Poetry extract [5 marks]

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

Extract A

Text and source: He stalks in his vivid stripes
The few steps of his cage,
On pads of velvet quiet,
In his quiet rage.
(A Tiger in the Zoo)

7(A)(I) Which adjective makes the tiger's stripes visually striking? [1]

7(A)(II) "Pads of velvet" chiefly suggests:
(a) the cage is furnished with cushions.
(b) the softness and quietness of his footfall.
(c) the tiger wears manufactured shoes.
(d) the bars have become soft. [1]

7(A)(III) Which ONE word is repeated to connect movement and emotion? [1]

7(A)(IV) In 30–40 words, explain the tension within "quiet rage". [2]

OR

Extract B

Text and source: I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.
(Fire and Ice)

7(B)(I) Which emotion is explicitly connected with ice? [1]

7(B)(II) In this context, "great" chiefly means:
(a) morally admirable.
(b) physically gigantic in every instance.
(c) effective or powerful for destruction.
(d) pleasantly generous. [1]

7(B)(III) Find the ONE word meaning be enough. [1]

7(B)(IV) In 30–40 words, explain how the restrained final wording affects the presentation of destruction. [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 the young seagull's family turn an individual first flight into a shared event? [3]

8(II) What is the effect of the river and wildlife details on the traveller's imagined experience of Coorg? [3]

8(III) How does Maxwell's description of Mijbil's marble play make the animal an active user of objects rather than a passive pet? [3]

8(IV) Why does Amanda's Rapunzel fantasy reverse the familiar idea of letting down hair to admit a visitor? [3]

8(V) Why is the pirate's entry a turning point in the rhythm of The Tale of Custard the Dragon? [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 do the muddy footprints at the beginning of Footprints without Feet establish a mystery before its explanation is supplied? [3]

9(II) Why is Ausable's irritation about the supposed balcony useful in making his invention credible? [3]

9(III) What does Bholi's mother's reason for sending her, rather than her other daughters, to school reveal about the decision? [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 Trees use the house and forest as connected spaces rather than completely separate worlds? [6]

OR

10(B) Discuss how Valli's return home in Madam Rides the Bus creates a difference between what Valli knows and what the adults know. [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) Explain how the narration of The Necklace changes the scale of time after the ball and why that change matters. [6]

OR

11(B) How does the Historian's framing account in The Book That Saved the Earth affect the audience's view of the Martian invasion scene? [6]