Examination Series Paper 01

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 broken chair can seem like an object with no future. Yet in a neighbourhood repair club, it becomes the beginning of a conversation. Someone remembers how the joint was made; another person knows where to find a suitable screw. Repair is therefore more than a way of keeping possessions in use. It is a way of noticing the knowledge that ordinary people carry, often without certificates or impressive job titles.

(2) The strongest repair clubs do not promise to rescue everything. A damaged electrical appliance may require a qualified professional, and some materials cannot safely be restored. Recognising such limits is part of responsible repair, not evidence of failure. When volunteers explain why an object should not be used, they teach a valuable lesson: care sometimes means refusing a quick solution. Enthusiasm becomes useful only when it is accompanied by judgement and attention to safety.

(3) Nor should repair become a competition to prove who is most resourceful. If an experienced volunteer completes every task while newcomers watch, the club may return many objects but share very little knowledge. A slower session, in which a beginner learns to tighten a joint, can have greater lasting value. The newcomer leaves with a skill and the confidence to ask questions. Success must therefore be measured partly by what people can do afterwards, not simply by the number of objects repaired.

(4) There are practical obstacles. Tools need storage, volunteers need time, and replacement parts cost money. A club that depends on one energetic organiser may disappear when that person moves away. Shared records, small contributions and rotating responsibilities can make the work more durable. These arrangements may look less exciting than a dramatic transformation of a ruined bicycle, but they are what allow ordinary meetings to continue month after month without exhausting a few generous people.

(5) Repair also changes how we judge new purchases. Someone who has struggled to open a sealed casing may begin to ask whether a product can be maintained before buying it. This does not mean that every household must become a workshop or that buying something new is always wrong. It means that convenience should be considered alongside durability, safety and access to spare parts. A repaired chair is useful; a community that has learned to question wasteful habits has gained something larger. The lasting achievement is a habit of informed care, carried from the shared table into everyday decisions.

1(I) Which statement best expresses the central argument of the passage?
(a) Repair clubs are most valuable when they maximise immediate output.
(b) Repair can build shared knowledge and more thoughtful habits.
(c) Repair clubs should teach skills without influencing purchasing decisions.
(d) Repair is chiefly a strategy for reducing the price of new products. [1]

1(II) Complete the sentence in your own words. A volunteer who refuses to repair an unsafe electrical appliance may be showing _____. [1]

1(III) Find the ONE word in paragraph 3 that means able to find effective ways of dealing with practical difficulties. [1]

1(IV) In 30–40 words, explain why repairing fewer objects in a session might still be a greater success. [2]

1(V) Which arrangement most directly reduces dependence on one organiser?
(a) Let the most skilled volunteer coordinate every meeting.
(b) Add more equipment before deciding how to organise work.
(c) Prioritise complicated repairs to attract new visitors.
(d) Rotate responsibilities and maintain shared records. [1]

1(VI) State whether the following is TRUE or FALSE: The writer believes that buying a new product is always irresponsible. [1]

1(VII) In paragraph 4, what does durable mean when applied to the work of the club?
(a) Able to continue reliably over time.
(b) Certain to attract larger audiences.
(c) Free from every financial expense.
(d) Dependent on specialised machines. [1]

1(VIII) In 30–40 words, explain how the experience of repair can influence a later purchase. [2]

2 Reading comprehension [10 marks]

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

(1) The following fictional case study describes a travel survey at Riverbank School. In August, 200 students recorded their main mode of travel on one specified school day. After a four-week travel-planning trial, the same students answered the same question on another specified day in September. Each student selected exactly one category on each occasion. The table shows percentages of the 200 respondents, not percentages of all students at the school.

(2) During the trial, volunteers helped families plan shared routes. The school also provided cycle parking and organised supervised walking groups. Participation was voluntary. The organisers wanted to explore whether practical support could make shared or active travel more convenient. They did not ask any family to choose a route that felt unsafe. Students living far away could still use the school bus or other suitable transport.

(3) Walking and cycling together accounted for 30% of responses in August and 45% in September. Private-car travel declined, while the school-bus share remained unchanged. However, the survey did not track which individual students changed modes. The two survey days also differed in weather, and there was no comparison school without a trial. The organisers therefore described the results as an encouraging association rather than proof that the trial caused the changes. They recommended repeating the survey in different months before deciding whether the change would last.

Main mode	August %	September %
Walking	20	30
Cycling	10	15
School bus	35	35
Private car	25	12
Other	10	8
Total	100	100

2(I) How many students travelled by walking in September? [1]

2(II) Which category shows the largest fall in percentage points?
(a) Other
(b) School bus
(c) Private car
(d) Cycling [1]

2(III) Complete the statement: The combined walking-and-cycling share rose by _____ percentage points. [1]

2(IV) Which conclusion is directly supported by the table?
(a) School-bus travel represented 35% of respondents on both days.
(b) The entire school reduced its use of private cars.
(c) Every former private-car traveller switched to walking.
(d) The trial permanently changed each student's travel habits. [1]

2(V) In 30–40 words, give TWO reasons why the results do not prove that the trial caused the changes. [2]

2(VI) Which phrase in paragraph 3 describes a relationship that is promising but does not establish causation? [1]

2(VII) In August, how many more respondents used the school bus than a private car? [1]

2(VIII) State ONE feature of the survey design that makes the two sets of percentages directly comparable. [1]

2(IX) Which next step best follows the organisers' recommendation?
(a) Assume all percentage changes came from the same students.
(b) Declare the trial successful for every school in the country.
(c) Remove the school-bus option from future travel surveys.
(d) Repeat the survey in different months before judging persistence. [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 correct verb form. By the time the visitors arrived yesterday, the students _____ the exhibition.
(a) have prepared
(b) had prepared
(c) will prepare
(d) are preparing [1]

3(II) Report the request later, using the conventional time-reference change. The librarian said to Riya, "Please return the atlas today." Begin: The librarian requested Riya _____. [1]

3(III) Choose the correct determiner. We have very _____ time before the bus leaves, so we must hurry.
(a) few
(b) many
(c) little
(d) several [1]

3(IV) Report the statement using conventional tense backshift and time-reference changes. Meera said, "I finished the poster yesterday." Begin: Meera said that _____. [1]

3(V) Identify and correct the single error. Each of the volunteers have received a badge. Write Error → Correction. [1]

3(VI) Choose the modal that expresses a compulsory rule. The notice states: "All visitors _____ wear an identity badge. This is compulsory."
(a) may
(b) might
(c) could
(d) must [1]

3(VII) Identify and correct the single error. Neither the coach nor the players was ready. Write Error → Correction. [1]

3(VIII) Report the question later, from a different location. The guide asked Arun, "Have you visited this museum before?" Begin: The guide asked Arun _____. [1]

3(IX) Choose the correct word. Sana borrowed _____ umbrella from the office.
(a) an
(b) a
(c) many
(d) much [1]

3(X) Complete with the correct form of the verb in brackets. Water _____ (boil) at 100°C at standard atmospheric pressure. [1]

3(XI) Choose the modal that expresses ability. Although Nisha is only six, she _____ read simple maps without help.
(a) must
(b) can
(c) should
(d) might [1]

3(XII) Report the command. The instructor said to the pupils, "Do not touch the wet paint." Begin: The instructor told the pupils _____. [1]

4 Formal letter [5 marks]

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

4(A) You are Aditi/Adit, a resident of 14 Lake Road, Nayanagar. Write to the Municipal Librarian, Central Public Library, Nayanagar, requesting accessible entry for wheelchair users and elderly readers. Explain the problem, suggest practical action and request a response. Use 100–120 words. [5]

OR

4(B) You are Riya/Riyan, a Class 10 student of Sunrise School, Nayanagar. Write to the Principal about insufficient working drinking-water taps. Explain the effect on students, suggest repairs and maintenance, and request action. 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 records users of three activities in a fictional school library. A student may appear in more than one activity; the figures are not unique-student totals. Write an analytical paragraph in 100–120 words comparing January and April and recommending a balanced priority for future support. Base conclusions only on the data. [5]

Activity	January users	April users
Book borrowing	80	110
Reading circle	30	60
Digital resources	50	70

OR

5(B) A fictional school must choose one pilot activity for Class 10. Its main priority is broad participation without reducing revision time. Write an analytical paragraph in 100–120 words comparing these cues and recommending a pilot. Peer reading circle: 45 minutes weekly, no equipment cost, open to all 120 students, needs two trained facilitators. Podcast club: 90 minutes weekly, INR 8,000 equipment cost, 30 places initially, offers audio-editing skills. Both have a teacher mentor. Acknowledge a limitation of your preferred option. [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: Natalya: But what's this? Why, you're in evening dress! Well, I never! Are you going to a ball or what? Though I must say you look better…Tell me, why are you got up like that?
Lomov: [excited] You see, honoured Natalya Stepanovna…the fact is, I've made up my mind to ask you to hear me out…Of course you'll be surprised and perhaps even angry, but a…[aside] It's awfully cold!
Natalya: What's the matter? [pause] Well?
Lomov: I shall try to be brief. You must know, honoured Natalya Stepanovna, that I have long, since my childhood, in fact, had the privilege of knowing your family. My late aunt and her husband, from whom, as you know, I inherited my land, always had the greatest respect for your father and your late mother.
(The Proposal)

6(A)(I) Which detail refers to an inheritance?
(a) Natalya's comment on the evening dress.
(b) Natalya's question about attending a ball.
(c) Lomov's reference to receiving land from relatives.
(d) Lomov's comment that it is cold. [1]

6(A)(II) What does privilege suggest about Lomov's view of knowing the family? [1]

6(A)(III) Which stage direction marks speech intended only for the audience? [1]

6(A)(IV) In 30–40 words, explain the comic contrast between "I shall try to be brief" and Lomov's next remarks. [2]

OR

Extract B

Text and source: Sweat broke out over her whole body. Would her stammering tongue again disgrace her? For the sake of this kind woman, however, she decided to make an effort. She had such a soothing voice; she would not laugh at her.
“Bh-Bh-Bho-Bho-,” she began to stammer.
“Well done, well done,” the teacher encouraged her.
(Bholi)

6(B)(I) What does Bholi expect the teacher will NOT do if she struggles to speak? [1]

6(B)(II) Who is “this kind woman”?
(a) Bholi’s mother.
(b) Another pupil at school.
(c) The teacher encouraging Bholi.
(d) A visitor outside the classroom. [1]

6(B)(III) In 30–40 words, explain what the teacher’s praise for an unfinished name reveals about her idea of achievement. [2]

6(B)(IV) Find the ONE word in the extract that means calming or comforting. [1]

7 Poetry extract [5 marks]

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

Extract A

Text and source: Don’t eat that chocolate, Amanda!
Remember your acne, Amanda!
Will you please look at me when I’m speaking to you,
Amanda!
(Amanda!)

7(A)(I) Which phrase directly asks for Amanda’s attention?
(a) look at me
(b) your acne
(c) that chocolate
(d) Don’t eat [1]

7(A)(II) Identify the grammatical form of “Don’t eat”. [1]

7(A)(III) Does Amanda speak in this extract? Answer YES or NO. [1]

7(A)(IV) In 30–40 words, explain the effect of hearing no reply from Amanda. [2]

OR

Extract B

Text and source: Listen. The glass is breaking.
The trees are stumbling forward
into the night. Winds rush to meet them.
The moon is broken like a mirror,
its pieces flash now in the crown
of the tallest oak.
(The Trees)

7(B)(I) What is the moon compared with in the extract? [1]

7(B)(II) Which line personifies the wind?
(a) Listen.
(b) Winds rush to meet them.
(c) The moon is broken like a mirror.
(d) The glass is breaking. [1]

7(B)(III) Where do the moon's pieces appear to flash? [1]

7(B)(IV) In 30–40 words, explain how the broken-mirror image links the moon and the trees. [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 fog's departure contribute to the idea of change in Fog? [3]

8(II) In A Letter to God, why should a reader distinguish Lencho's judgement of the postal workers from their actual conduct? [3]

8(III) How does Mandela's understanding of freedom extend beyond his own private wishes? Refer to Nelson Mandela Long Walk to Freedom. [3]

8(IV) Why can writing a diary offer Anne something that ordinary conversation does not? Refer to From the Diary of Anne Frank. [3]

8(V) Why does Custard's conduct in the moment of danger carry more weight than the others' earlier image of bravery? Refer to 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) Why is Hari's return to Anil more significant than simply avoiding punishment? Refer to The Thief's Story. [3]

9(II) What does the contrast between the necklace's apparent value and its eventual revealed value suggest about Matilda's priorities? Refer to The Necklace. [3]

9(III) How does Horace's encounter with the young woman challenge his belief that careful planning can protect him? Refer to A Question of Trust. [3]

10 First Flight long response [6 marks]

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

10(A) Independence can involve outward experience or private reflection. Discuss this idea through Valli in Madam Rides the Bus and Anne in From the Diary of Anne Frank. Support your response with accurate references to the texts. [6]

OR

10(B) Compare how A Letter to God and Nelson Mandela Long Walk to Freedom present the relationship between an individual and a wider community. Consider both support and responsibility. [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 Ausable in The Midnight Visitor and the young woman in A Question of Trust as characters who influence another person by constructing a believable account. Explain one important ethical difference between their uses of deception. [6]

OR

11(B) Using Bholi and The Thief's Story, argue whether trust can encourage change more effectively than humiliation. Ground your answer in the teacher's treatment of Bholi and Anil's relationship with Hari. [6]