PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

CBSE Class 10 English Language and Literature (184)

Complete Answer Key | Key 07

Board Examination 2027

Maximum Marks: 80 Time Allowed: 3 Hours

Marking Guidance

This complete key answers all alternatives; candidates attempt only the choices specified in the paper. Accept relevant, accurate equivalent responses. Retain the better-scoring response when an extra answer is attempted. Award no mark for an MCQ with multiple options selected.

For 2-mark responses, award 1 mark for each of the two distinct ideas indicated. For Q8–9: content 2, expression 1; deduct up to 1 overall for language inaccuracies without double deduction. For Q10–11: content 3, expression 2, accuracy 1. Model answers illustrate acceptable responses, not compulsory wording.

Section A Reading Skills — 20 Marks

1. Reading Answers — 10 Marks

I. That only one kind of visitor has been considered / that some visitors are not expected. [1]

II. A. Invitations may not have reached or informed families. [1]

III. B. without realising it. [1]

IV. A literal equivalent could preserve the original uncertainty about what the programme involved. Explaining activities, eligibility and registration communicated the practical meaning families needed, making the invitation useful rather than merely reproducing an unclear expression in another language. [2]

V. the meaning actually understood / whether the intended meaning reached the reader. [1]

VI. B. A specialist legal document. [1]

VII. False. [1]

VIII. Changing languages, populations and practical needs can make an earlier notice inadequate. The centre must continue reviewing information and allowing questions, because genuine access depends on people understanding and using the message rather than on a single successful invitation. [2]

2. Reading Answers — 10 Marks

I. Transport home: 40 students. [1]

II. B. One tenth. [1]

III. 70 respondents. [1]

IV. Only ten students identify lack of interest as their main barrier, while most select transport, timing or cost. Non-attendance therefore cannot reasonably be equated with disliking sport; practical arrangements may prevent students from joining activities they would otherwise value. [2]

V. multiple simultaneous difficulties / all barriers each student faces. [1]

VI. A. A later shared bus. [1]

VII. The sample concerns only one school and one term. [1]

VIII. Changes designed for non-participants might disrupt arrangements that existing players rely on. Consulting current participants would help the committee recognise these effects and seek improvements that widen access without unintentionally making participation harder for another group of students. [2]

Section B Grammar and Creative Writing — 20 Marks

3. Grammar Answers — 10 Marks

I. B. published [1]

II. Iqbal said that he knew the meaning of that word. [1]

III. B. Which [1]

IV. Error: depend; correction: depends. [1]

V. A. should [1]

VI. The editor requested/asked Meera to keep the original title. [1]

VII. has translated [1]

VIII. Error: were; correction: was. [1]

IX. Kiran asked Bela if/whether she was reading the original. [1]

X. C. some [1]

XI. had ended [1]

XII. A. May [1]

4. Formal Letter Models — 5 Marks

Format 1; content 2; organisation 1; accuracy 1.

4A Model Response

20 Centre Road
Hyderabad
16 January 2027
The Director
Community Youth Centre
Hyderabad
Subject: Clearer programme notices for local families
Madam/Sir,
I propose reviewing the centre's programme notices so that more local families can understand and use them. Online announcements alone may miss residents, while formal wording can leave practical questions about eligibility and registration unanswered.
Please consider short printed notices in languages commonly used nearby. Each version should explain the activity, age group, timing, cost and registration process. Volunteers could ask a few readers to describe the message in their own words before copies are displayed. Kindly also provide a contact number for questions and a date for updating the information. These arrangements would help us judge whether invitations reach people effectively, rather than assume that displaying a notice ensures understanding.
Yours faithfully
Meera Iqbal

The body of the model letter follows the 100–120-word limit; address and closing conventions are shown in full.

4B Model Response

17 Stadium Road
Hyderabad
16 January 2027
The Principal
Riverside School
Hyderabad
Subject: Trial transport support for afternoon sports
Madam/Sir,
I request a review of transport arrangements for students interested in afternoon sports. Some students may be unable to stay because their usual journey home begins immediately after lessons. A short consultation would establish how many face this difficulty and which routes they use.
Please consider a limited trial of a later shared bus on two activity days, subject to demand and available resources. Clear departure times and advance registration would help the school plan responsibly. The sports committee could compare participation and collect feedback during the trial. Kindly discuss the proposal with the transport staff and inform students of the outcome before the next activity schedule is finalised.
Yours faithfully
Kiran Bala

The body of the model letter follows the 100–120-word limit; address and closing conventions are shown in full.

5. Analytical Paragraph Models — 5 Marks

Content 2; organisation 2; accuracy 1. Write one connected paragraph without a title.

5A Model Response

The simplified translated notice was associated with stronger understanding of eligibility. Forty-two of fifty students in Group B answered correctly, compared with thirty of fifty in Group A. These results represent eighty-four per cent and sixty per cent respectively, a gap of twenty-four percentage points. The difference supports further testing of the revised notice, but does not prove that wording and translation alone caused the improvement. Different students formed the two groups, and no random allocation is stated, so other differences may have contributed. The centre should repeat the comparison under more closely matched conditions. It should also check understanding of timing and registration, since correct eligibility answers do not establish complete comprehension.

5B Model Response

Option B is the most relevant response because it addresses the reported transport barrier directly and includes an attendance review. The two-week late-bus trial costs forty-five hundred rupees, leaving five hundred within the budget. It would allow the school to assess demand before making a longer commitment. The equipment cabinet may be useful for students lacking resources, but it does not solve the stated travel difficulty. Promotional banners are cheaper, yet increased publicity cannot provide a journey home. The school should therefore favour a targeted trial over a more visible but unrelated purchase. Feedback and attendance records would help determine whether transport support actually enables additional students to participate.

Section C Literature Textbook — 40 Marks

6. Prose or Drama Extract Answers — 5 Marks

6A The Sermon at Benares

I. Kisa Gotami’s. [1]

II. A. deep sorrow. [1]

III. universal / shared by everyone. [1]

IV. She begins to see her bereavement within the shared condition of human life rather than as an isolated injustice. This wider understanding opens a path towards acceptance and peace, although it does not restore the child she has lost. [2]

6B Footprints Without Feet

I. Scientific brilliance and lawless conduct. [1]

II. B. does not guarantee moral responsibility. [1]

III. Arson against his landlord / theft / assault on the shopkeeper / stealing the clergyman's money. Accept any one. [1]

IV. His discovery demonstrates ability, but the repeated misuse of it harms other people. The contrast prevents readers from admiring achievement uncritically and makes ethical judgement depend on conduct and consequences as well as on the originality of an invention. [2]

7. Poetry Extract Answers — 5 Marks

7A A Tiger in the Zoo

I. The cage / concrete cell and bars. [1]

II. A. the imagined natural life outside. [1]

III. It restricts its expression. [1]

IV. The tiger retains his physical power, but the bars prevent him from using it in a natural setting. The image presents confinement as the wasting of living potential, making restriction more disturbing than a simple description of enclosure. [2]

7B How to Tell Wild Animals

I. The chameleon. [1]

II. B. apparent absence as evidence. [1]

III. Camouflage / blending with surroundings. [1]

IV. The reader is told to identify an animal by seeing nothing, which reverses the normal purpose of visual recognition. The joke draws on camouflage while presenting an impossible-looking observation as if it were a perfectly simple rule. [2]

8. First Flight Short Answers — 12 Marks

I. Lencho cannot believe that God would send less than requested, so he assumes the post office employees have stolen the missing amount. His certainty protects his religious faith while preventing him from recognising their generosity. The ending exposes the limits of judging people through a fixed assumption. [3]

II. The anthems bring together groups previously separated by hostility, with each learning the song once associated with the other. Their shared performance suggests a future built through reconciliation. It gives the political transition an emotional and public form without pretending that unity requires identical histories. [3]

III. The comparison makes Mijbil seem strange and almost mythical when he emerges covered in mud. As Maxwell later removes the coating and learns his habits, that first impression changes. The description therefore combines humour and surprise while preparing the reader for discovery through closer acquaintance. [3]

IV. Valli's size makes others treat her as a child needing assistance, but her firm speech insists on competence and dignity. The contrast creates humour while revealing determination. It also shows that her confidence is partly a performance through which she tries to control an unfamiliar social situation. [3]

V. Anne describes a class worried about unpredictable decisions over promotion, admitting that students cannot fully control the outcome. Her lively judgement of teachers and classmates therefore coexists with uncertainty. The episode presents her as perceptive and self-assured without making her immune to ordinary school anxieties. [3]

9. Footprints Without Feet Short Answers — 6 Marks

I. Clothing gives Griffin warmth and an ordinary visible appearance, but it also reveals him. To escape detection, he must remove the very protection winter makes necessary. The contradiction shows that invisibility does not free him from bodily needs or the practical consequences of living among others. [3]

II. Horace treats his refined taste as a reason that makes his theft different from threatening society. Yet stealing to buy books still harms others and requires deception. His justification reveals how a respectable interest can become a convenient excuse when desire is allowed to override responsibility. [3]

III. The teacher's satisfaction comes from seeing Bholi exercise judgement, self-respect and a desire to teach others. Her achievement is not merely fluent speech or examination performance. The ending presents education as the growth of a person able to act with dignity and contribute meaningfully to society. [3]

10. First Flight Long Answer — 6 Marks

A. Mandela's understanding of freedom grows from personal wishes towards recognition of his people's shared oppression. His commitment becomes larger than his own comfort and requires responsibility for the dignity of others. Kisa Gotami begins with the private anguish of losing her son, then discovers through the mustard-seed search that bereavement belongs to every household. Her grief is not dismissed, but placed within a common human condition. Their situations differ, yet each moves beyond an isolated view of the self. Mandela turns understanding into collective political struggle, while Gotami moves towards acceptance. Both texts suggest that a fuller response to suffering begins when personal experience is connected with the lives of others. [6]

B. Humour can expose faulty judgement by making its consequences exaggerated and memorable. How to Tell Wild Animals imitates a practical guide, but its methods identify creatures only during dangerous attacks or through apparent invisibility. The absurd advice encourages readers to recognise the gap between confident instruction and usefulness. The Proposal turns a marriage visit into quarrels over land and dogs, revealing pride and possessiveness through disproportionate reactions. In both works, amusement depends on noticing how behaviour fails to match its purpose. The reader laughs, but also judges. Humour therefore does not remove serious meaning; it creates distance from familiar assumptions and makes their limitations easier to see without a direct lecture. [6]

11. Footprints Without Feet Long Answer — 6 Marks

A. Griffin and Ebright both possess scientific ability, but their purposes and conduct make them very different models. Griffin discovers invisibility and repeatedly uses it to escape consequences, steal and intimidate. Knowledge becomes an instrument of personal advantage without respect for others. Ebright's development centres on curiosity, experiments, guidance and improving questions after failure. His achievement emerges through disciplined inquiry rather than the use of power against people. The comparison shows that ability alone is insufficient as an educational ideal. Students need both reliable methods and responsible purposes. Scientific knowledge has greater value when it expands understanding and is used thoughtfully, rather than when its possessor treats discovery as permission to ignore ordinary obligations. [6]

B. When I first entered school, fear and the expectation of ridicule made speaking difficult. My teacher did not solve this by taking my voice away or answering everything for me. She encouraged me patiently and made me believe that I could learn. That support mattered because it gave me opportunities to attempt words and develop confidence. Later, I could reject an insulting marriage demand and decide how I would live. Helping a hesitant learner should therefore create the conditions for independent expression. Listen without mockery, allow time and recognise effort. Speaking for someone may be necessary briefly, but the deeper aim should be to help that person speak and choose for herself. [6]