Examination Series Paper 06

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 playground does not become useful only when an adult organises a match. Children can make rules, adapt a familiar game or invent an activity from the available space. Such play may look less orderly than a scheduled lesson, but disorder in appearance is not the same as an absence of learning. Negotiating a rule, noticing that someone has been left out and adjusting a team can involve judgement that an adult's ready-made instructions would otherwise supply.

(2) This does not mean that every game children invent is fair. A confident player may control the rules, or a group may repeatedly exclude someone. Adults still have a responsibility to notice harm and create conditions in which participation is possible. The question is whether intervention must always take the form of taking over. Sometimes asking the players to explain their arrangement can reveal the problem and leave them responsible for proposing a better one.

(3) Space matters as much as equipment. A large fixed structure can attract attention but occupy most of a small ground, leaving little room for different activities. An open area can serve several purposes at different times, provided users agree how it will be shared. A chalk line may be temporary, yet it can define a court for one game and disappear before another begins. The value of a feature therefore depends partly on how it allows later choices, not only on how impressive it looks on installation day.

(4) There are limits to flexibility. If a surface is unsafe or access is blocked, children should not be expected to negotiate away the danger. Maintenance and clear routes remain adult responsibilities. Nor does freedom require everyone to enjoy the same energetic activity. A quiet corner can allow conversation or observation without turning a child who prefers those activities into a failed player. Variety concerns different ways of occupying a shared place, not a compulsory rotation through every available game.

(5) Evaluating a playground consequently requires more than counting its equipment or the number of organised matches. Observers might ask who uses each area, who stays outside the activity and whether the same people always control decisions. Children's accounts can explain patterns that a photograph misses. A well-used space should still be open to criticism, because popularity does not prove that every user has a voice. The aim is not to remove adults or abolish organised sport. It is to recognise unstructured play as an activity worth supporting, with room for invention, disagreement, inclusion and responsible care.

1(I) The writer supports unstructured play chiefly because it can provide opportunities to:
(a) avoid every adult responsibility.
(b) practise judgement through making and revising arrangements.
(c) remove all organised sport permanently.
(d) make the biggest structure the centre of every game. [1]

1(II) State ONE risk of letting a confident player control all the rules. [1]

1(III) Find the ONE word in paragraph 3 meaning not intended to remain permanently. [1]

1(IV) In 30–40 words, explain how an adult can intervene without taking over the children's game. [2]

1(V) Why might a chalk line be valuable in a shared ground?
(a) It guarantees that every game is fair.
(b) It prevents all maintenance problems.
(c) It can define one activity without permanently excluding later uses.
(d) It makes a quiet corner unnecessary. [1]

1(VI) TRUE or FALSE: The writer expects children to resolve an unsafe surface by negotiation. [1]

1(VII) Which observation would most directly test whether users have a voice?
(a) Counting how many new swings were installed.
(b) Photographing the tallest climbing frame.
(c) Measuring the height of the fence.
(d) Checking whether the same people always control decisions. [1]

1(VIII) In 30–40 words, explain why a quiet corner can support participation rather than indicate failure to join in. [2]

2 Reading comprehension [10 marks]

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

(1) A fictional school kept a water-meter log during a five-day maintenance week. The meter records a cumulative total in litres: each reading includes all water registered before that time. Staff read it at eight each morning, starting on Monday and finishing on Saturday. The table therefore contains six readings for five intervals. The amount used in an interval is the later reading minus the earlier reading; a large cumulative reading by itself does not mean that more water was used on that particular day.

(2) A caretaker repaired a leaking tap on Wednesday afternoon. Staff hoped that later daily use would fall, but the log does not identify individual uses of water. Thursday also had fewer students on site because one class was away. The figures cannot separate the effect of repair from attendance or other changes. They can show when measured consumption was higher or lower, which is useful when deciding where further investigation should begin.

(3) Staff will continue the log and record attendance, cleaning work and any faults alongside the readings. They will check an unusual figure against the original meter note before treating it as a confirmed change. A transposed digit could produce a misleading daily difference even when the meter works properly. The record is therefore a starting point for questions about consumption, not a complete explanation of why every litre was used.

Reading day, 8 a.m.	Meter total (litres)	Record note
Monday	1200	Start
Tuesday	1450	Reading
Wednesday	1750	Reading
Thursday	1930	Reading
Friday	2050	Reading
Saturday	2210	End

2(I) How many litres were recorded between Monday and Tuesday mornings? [1]

2(II) Which interval records the highest use?
(a) Monday–Tuesday.
(b) Tuesday–Wednesday.
(c) Thursday–Friday.
(d) Friday–Saturday. [1]

2(III) What is the total measured use across all five intervals? [1]

2(IV) Which claim confuses a cumulative total with daily use?
(a) Tuesday–Wednesday used 300 litres.
(b) Friday–Saturday used 160 litres.
(c) Saturday's reading means 2210 litres were used on Friday alone.
(d) The log contains six readings. [1]

2(V) In 30–40 words, explain why the lower Thursday–Friday use cannot be credited solely to the repair. [2]

2(VI) How many readings are required here to describe five consecutive intervals? [1]

2(VII) What should staff consult first if a digit appears to have been transposed in the log? [1]

2(VIII) Calculate the difference between Wednesday–Thursday use and Thursday–Friday use. [1]

2(IX) Which additional record would help interpret changes in the meter log?
(a) A list of the students' favourite novels.
(b) The colour of the noticeboard.
(c) The number of books in each bag.
(d) Attendance and cleaning work on the relevant days. [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 emphasising three completed reports rather than a continuing writing process: So far, Mira _____ three reports and is now starting a fourth.
(a) has written
(b) has been writing
(c) had written
(d) will have written [1]

3(II) Use the present continuous of taste for this deliberate action: The chef _____ the soup now to decide whether it needs more seasoning. [1]

3(III) Choose the determiner referring to the entire specified pair: _____ of these two entrances are open; neither is closed.
(a) Either
(b) Neither
(c) Both
(d) Each [1]

3(IV) Correct the single error: The teacher, together with the helpers, are checking the log. Write Error→Correction. [1]

3(V) Report the question using the supplied impersonal frame: The visitor asked, “Who is in charge?” Begin: The visitor asked _____. [1]

3(VI) Choose the modal form expressing an unrealised past opportunity: You _____ have asked for help, but you chose to struggle alone.
(a) must
(b) can
(c) could
(d) may [1]

3(VII) Use the correct present form of be: The author and illustrator of this book _____ one and the same person. [1]

3(VIII) Correct only the pronoun in this report. Sam spoke to me; I am reporting his words: Sam said, “I will call you.” Report: Sam said that he would call you. Write Error→Correction. [1]

3(IX) Choose the determiner expressing more than half but fewer than all in this stated result: _____ of the requests were accepted.
(a) Most
(b) None
(c) Some
(d) All [1]

3(X) Correct the single error: One of the pupils who works here has found the key. The relative clause refers to the pupils as a group. Write Error→Correction. [1]

3(XI) Complete with the past perfect passive of lock: By the time we reached the gate yesterday, it _____. [1]

3(XII) Report both parts using conventional backshift: Ina said, “I am tired, but I will finish.” Begin: Ina 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 Sana/Samir, Sports Secretary of Grove School, Sundarpur. Write to the Principal proposing a weekly period of supervised unstructured play. Explain its purpose, inclusion safeguards and the continuing responsibility for safety. Use 100–120 words. [5]

OR

4(B) You are Iqra/Ishan of 14 Market Lane, Sundarpur. Write to the Water Department’s local office requesting clarification of an unusually high meter bill. Give a fictional account reference, explain the need to check readings and request the proper review process. Do not allege fraud. 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 shows places offered and requested for three school workshops. Write an analytical paragraph in 100–120 words explaining the mismatch, the limits of transferring spare places and what further information is needed before changing provision. [5]

Workshop	Places offered	Places requested
Drama	30	45
Clay	25	20
Music	20	35

OR

5(B) Two fictional school newsletter formats are proposed. Digital-only costs INR 600 and reaches 70 households directly; print-only costs INR 1400 and reaches 90. The school has 100 households, a budget of INR 1600 and no information about overlap between the two groups. Compare the options in 100–120 words, explaining why combined reach cannot be calculated and what should be checked next. [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: She had thriftily saved whatever stray coins came her way, resisting every temptation to buy peppermints, toys, balloons, and the like, and finally she had saved a total of sixty paise. How difficult it had been, particularly that day at the village fair, but she had resolutely stifled a strong desire to ride the merry-go-round, even though she had the money.
(Madam Rides the Bus)

6(A)(I) How much has Valli saved in total? [1]

6(A)(II) "Even though she had the money" chiefly emphasises that Valli's refusal was:
(a) forced by having no coins at all.
(b) a deliberate choice between competing pleasures.
(c) a result of the fair being closed.
(d) ordered by the conductor. [1]

6(A)(III) Find the ONE word meaning economically or with careful use of money. [1]

6(A)(IV) In 30–40 words, explain how the merry-go-round detail makes Valli's planning more than a statement about saving money. [2]

OR

Extract B

Text and source: Later, he patted me on the head and said never mind, he'd teach me to cook. He also taught me to write my name and said he would soon teach me to write whole sentences and to add numbers. I was grateful. I knew that once I could write like an educated man there would be no limit to what I could achieve.
(The Thief's Story)

6(B)(I) Name ONE skill Anil has already begun to teach Hari in the extract. [1]

6(B)(II) Hari regards literacy chiefly as:
(a) a punishment for poor cooking.
(b) a way to avoid every future task.
(c) a means of expanding what he can achieve.
(d) proof that Anil cannot read. [1]

6(B)(III) In 30–40 words, explain how Anil's response treats a failed meal as a beginning rather than an endpoint. [2]

6(B)(IV) What is Hari's explicitly stated response to Anil's teaching? [1]

7 Poetry extract [5 marks]

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

Extract A

Text and source: An ultimate shaking grief fixes the boy
As he stands rigid, trembling, staring down
All his young days into the harbour where
His ball went.
(The Ball Poem)

7(A)(I) Which place receives the boy's gaze? [1]

7(A)(II) Which pair most strongly combines stillness with bodily disturbance?
(a) young / days
(b) harbour / ball
(c) his / where
(d) rigid / trembling [1]

7(A)(III) Which ONE word presents grief as holding the boy in place? [1]

7(A)(IV) In 30–40 words, explain how "all his young days" enlarges the focus beyond the missing object. [2]

OR

Extract B

Text and source: the forest that was empty all these days
where no bird could sit
no insect hide
no sun bury its feet in shadow
(The Trees)

7(B)(I) Which repeated negative word stresses the absence of normal forest activity? [1]

7(B)(II) "Bury its feet" gives the sun:
(a) an exact scientific measurement.
(b) a bodily action associated with a living being.
(c) a literal pair of shoes in the veranda.
(d) an instruction to stop shining forever. [1]

7(B)(III) Name ONE creature denied a place to sit or hide. [1]

7(B)(IV) In 30–40 words, explain why calling the forest empty is developed through several different absences. [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 sight of tea pluckers make the plantation more than a picturesque background in Tea from Assam? [3]

8(II) How does the opening of Anne's diary entry reveal uncertainty about whether anyone else will care about her writing? [3]

8(III) Why do references to marriage gifts and festivals help establish the baker's importance in the Goan community? [3]

8(IV) How do Siddhartha's encounters outside the palace change the direction of his life in The Sermon at Benares? [3]

8(V) How does the tiger's refusal to acknowledge visitors complicate the idea that a zoo animal exists simply to entertain them? [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 Ebright's debating interests challenge a narrow picture of a scientist as someone interested only in laboratory work? [3]

9(II) How does Mathilde's changed appearance after the debt years challenge her earlier imagined identity? [3]

9(III) Why does Think-Tank's response to the intelligence vitamins expose more than a mistaken reading of an Earth book? [3]

10 First Flight long response [6 marks]

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

10(A) Discuss how the repeated quarrels in The Proposal prevent the characters from keeping the purpose of Lomov's visit in view. [6]

OR

10(B) Why does Mandela argue that the oppressor as well as the oppressed needs liberation? Explain how this complicates an account of freedom based only on who holds power. [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 Mrs Hall's initial treatment of Griffin changes when the stranger's money and behaviour no longer fit her expectations in Footprints without Feet. [6]

OR

11(B) Assess the importance of Anil's irregular earnings to the relationship described in The Thief's Story. [6]