Examination Series Paper 14

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 public bench is easy to overlook until someone needs to stop. To a hurried passer-by it may seem like an object occupying space that could be used for movement. To a person carrying heavy bags, waiting for a companion or simply wishing to watch the street, it offers another way to belong there. A place designed only for passing through can quietly exclude the ordinary wish to remain for a while without having to buy something.

(2) The usefulness of a bench cannot be judged only by counting how many people sit on it in one short observation. An empty bench may still provide reassurance to someone who knows a resting place is available farther along a walk. A crowded bench may reveal demand, but could also indicate that too few alternatives exist nearby. The same visible fact needs to be interpreted in relation to location, time and the choices available to users.

(3) Those choices include small details. Shade at one hour may disappear at another. A seat beside a lively path offers company but may not suit someone seeking quiet. A place for bags or a clear route towards the seat can matter as much as an attractive shape. No single arrangement will serve every purpose equally well. Offering different kinds of resting places can therefore be more useful than declaring one design ideal for everyone.

(4) Decisions about such spaces should include people who use them in different ways. A drawing reviewed indoors cannot reveal every experience of approaching a seat, sitting down or getting up again. A temporary trial can help, provided feedback asks about particular difficulties rather than merely inviting a vote on appearance. Someone who does not use the bench may also have relevant information about why it is difficult to reach or why its position discourages a pause.

(5) Maintenance belongs to the same discussion. A handsome seat that remains broken or unusable does not keep the promise made by its installation. Responsibility for checking and repair should therefore be considered when a bench is planned, not left as an unrelated question after a ceremony. Public space communicates through what it permits people to do. A well-considered place to rest says that lingering, waiting and recovering energy are legitimate parts of shared life, not failures to keep moving. The argument is not that every empty corner must contain a bench. It is that opportunities to pause deserve deliberate attention alongside routes that help people reach their destination.

1(I) What does a bench make possible beyond movement through a place?
(a) Compulsory shopping for every visitor.
(b) The removal of every walking route.
(c) Remaining for a while without necessarily making a purchase.
(d) One identical experience for all users. [1]

1(II) Name ONE reason a person might want to pause, according to paragraph 1. [1]

1(III) Find the ONE word in paragraph 2 meaning a feeling of confidence or reduced worry. [1]

1(IV) In 30–40 words, explain why an empty bench does not necessarily have no value. [2]

1(V) Why might a crowded bench require more interpretation?
(a) Crowding may reflect demand or a lack of nearby alternatives.
(b) Crowding proves that every design detail is ideal.
(c) Crowding establishes that nobody wants quiet.
(d) Crowding means maintenance is unnecessary. [1]

1(VI) TRUE or FALSE: The passage says an indoor drawing can reveal every experience of using a seat. [1]

1(VII) Whose feedback may be useful even without sitting on the bench?
(a) Only the person who drew its decoration.
(b) Only someone who bought a nearby item.
(c) Only the person who counted one empty minute.
(d) Someone who finds the route to it difficult. [1]

1(VIII) In 30–40 words, explain why maintenance should be considered at the planning stage. [2]

2 Reading comprehension [10 marks]

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

(1) A fictional skills club recorded completed practice tasks for five separate groups at the beginning and end of a four-week period. Each task was counted once under the same local completion rule. The table gives group totals, not individual scores. To compare change, an absolute increase is the final count minus the starting count. A percentage increase is that difference divided by the starting count, multiplied by one hundred.

(2) A high final count and a large increase are different claims. A group that began with many completed tasks may still finish highest while adding fewer than another group. Percentage change also depends on the starting value: the same additional number can be a different share of two different baselines. The club should therefore name the measure it uses instead of describing one group as the best without explaining the criterion.

(3) The record measures completed tasks under this exercise's rule. It does not supply group membership, task difficulty or individual learning gains. Consequently, group totals cannot directly rank pupils' ability or show that a particular teaching method caused improvement. Staff plan to use the figures as one part of a review, alongside descriptions of the tasks and information about participation. The data can answer specific numerical questions without answering every educational question the club might ask.

Group	Starting count	Final count
A	12	18
B	20	25
C	8	12
D	30	33
E	10	15
Scope	Four-week period	Group task totals

2(I) Which group has the highest final count? [1]

2(II) Which group has the greatest absolute increase?
(a) D
(b) A
(c) B
(d) C [1]

2(III) Calculate B's absolute increase. [1]

2(IV) A's percentage increase is:
(a) 6%
(b) 18%
(c) 50%
(d) 150% [1]

2(V) In 30–40 words, explain why D's highest final total does not show the greatest improvement by either stated change measure. [2]

2(VI) Which groups increase by 50%? [1]

2(VII) What is the combined absolute increase across all five groups? [1]

2(VIII) Name ONE reason these group totals cannot rank individual pupils' ability. [1]

2(IX) Which heading most accurately describes the data?
(a) Completed task totals before and after a four-week period.
(b) Proof that one teaching method caused every change.
(c) A ranking of individual intelligence.
(d) Final examination scores out of 80. [1]

Section B Grammar and Writing Skills

3 Grammar [10 marks]

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

3(I) The doorbell rings and I say, “That will be the courier.” Here will chiefly expresses:
(a) a completed promise made yesterday.
(b) a prohibition on opening the door.
(c) an inference about who is at the door now.
(d) a published timetable for next year. [1]

3(II) Complete with the past perfect of have: When the guests arrived, we _____ dinner already, so we offered them tea. [1]

3(III) Choose the phrase meaning all of a small available amount: He donated _____ money he had, keeping none.
(a) a few
(b) many
(c) several
(d) what little [1]

3(IV) Correct the agreement error while retaining singular they: Each applicant says they is ready. Write Error→Correction. [1]

3(V) Report this as a request for information, using the supplied start: He said to me, “Could you tell me where Mr Sen lives?” Begin: He asked me _____. [1]

3(VI) In “I would like to reserve a seat”, would helps express:
(a) a repeated past action.
(b) a polite present desire.
(c) a past event proved impossible.
(d) a compulsory instruction to another person. [1]

3(VII) A notice says “Check every other page.” Explain the determiner phrase every other. [1]

3(VIII) Correct the single verb-phrase error: By the deadline, she had been completed the task herself. Write the corrected verb phrase. [1]

3(IX) Choose the phrase explicitly identifying ALL members of a known small set: I read _____ books available in the tiny collection.
(a) the few
(b) a few
(c) few
(d) many a [1]

3(X) Report with conventional backshift but retain the place reference because we are still at the same spot: Arun said, “I waited here.” Begin: Arun said that _____. [1]

3(XI) Use the present perfect continuous of run to emphasise the recent activity causing a current condition: “Why are you out of breath?” “I _____ to catch the bus.” [1]

3(XII) Report both questions asked of you: The guard asked me, “Who are you and what do you want?” Begin: The guard asked me _____. [1]

4 Formal letter [5 marks]

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

4(A) You are Isha/Ishan, Class 10 Representative, Sunrise School, Amaltas Nagar. Write to the Principal requesting an offline alternative for pupils unable to submit a club application through the online form. Suggest a fair deadline and a way to avoid duplicate applications. Use 100–120 words. [5]

OR

4(B) You are Meera/Milan, Secretary of the Reading Club, Sunrise School, Amaltas Nagar. A supplier’s catalogue and order form show different prices for the same dictionary edition. Write to the Sales Manager, Bookline Supplies, requesting written clarification of the edition, unit price, stock and validity of the quotation before placing an order. Do not assume either price is correct. 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 reductions on the same fictional item priced at ₹1000, with no other charges or differences. Each second reduction applies to the already reduced price. Write an analytical paragraph in 100–120 words comparing final prices and explaining why adding the successive percentages is misleading. [5]

Plan	First reduction	Second reduction
A	30%	None
B	20%	10% of reduced price
C	10%	20% of reduced price

OR

5(B) A fictional reading club considers two challenges. A counts the number of books finished, with no length categories. B asks each member to select one book and explain a changed understanding through a brief reflection. Write an analytical paragraph in 100–120 words comparing what each records and recommend one conditionally on the club's purpose. [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: If one of her friends happened to ride the bus and tried to describe the sights of the town to her, Valli would be too jealous to listen and would shout, in English: “Proud! proud!” Neither she nor her friends really understood the meaning of the word, but they used it often as a slang expression of disapproval. (Madam Rides the Bus)

6(A)(I) Why does Valli resist listening to the friend’s account?
(a) She cannot hear speech at all.
(b) The friend has never travelled.
(c) She already lives in the town.
(d) She feels jealous of the experience. [1]

6(A)(II) What function does Proud! have in this group’s usage? [1]

6(A)(III) What language does she use for the repeated expression? [1]

6(A)(IV) In 30–40 words, explain how the extract distinguishes using a word socially from understanding its meaning precisely. [2]

OR

Extract B

Text and source: She was one of those pretty, young ladies, born as if through an error of destiny, into a family of clerks. She had no dowry, no hopes, no means of becoming known, loved, and married by a man either rich or distinguished; and she allowed herself to marry a petty clerk in the office of the Board of Education. She was simple, but she was unhappy.
(The Necklace)

6(B)(I) In which office does her husband work? [1]

6(B)(II) "As if through an error of destiny" introduces a sense that her circumstances are:
(a) more splendid than she could desire.
(b) mismatched with the life she feels suited to.
(c) proof that she has already inherited a palace.
(d) irrelevant to every later event. [1]

6(B)(III) In 30–40 words, explain why the opening does more than give a neutral occupational detail. [2]

6(B)(IV) Which conjunction joins simplicity to an unexpected lack of contentment in the last sentence? [1]

7 Poetry extract [5 marks]

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

Extract A

Text and source: Belinda paled, and she cried Help! Help!
But Mustard fled with a terrified yelp,
Ink trickled down to the bottom of the household,
And little mouse Blink strategically mouseholed.
(The Tale of Custard the Dragon)

7(A)(I) Who cries Help! Help!? [1]

7(A)(II) Strategically makes Blink's hiding sound like:
(a) a calculated military manoeuvre.
(b) a public promise to fight the pirate.
(c) a statement that no danger exists.
(d) a description of Custard's teeth. [1]

7(A)(III) What does fled tell us about Mustard's action? [1]

7(A)(IV) In 30–40 words, explain how strategically mouseholed combines fear with comic self-protection. [2]

OR

Extract B

Text and source: "I heard an old religious man
But yesternight declare
That he had found a text to prove
That only God, my dear,
Could love you for yourself alone
And not your yellow hair."
(For Anne Gregory)

7(B)(I) When does the speaker say he heard the declaration? [1]

7(B)(II) Which word makes the reported claim exclusive?
(a) old
(b) heard
(c) only
(d) hair [1]

7(B)(III) Who is the source from whom the speaker says he heard the claim? [1]

7(B)(IV) In 30–40 words, explain the effect of my dear beside the exclusive claim. [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 Anne distinguish a convincing punishment essay from merely filling the required space? [3]

8(II) What does the arrow of lamentation metaphor add to the sermon's account of peace? [3]

8(III) How does the reference to Buddhist monks near Bylakuppe broaden the closing view of Coorg? [3]

8(IV) How does the word cell influence the description of the tiger's enclosure? [3]

8(V) How do rhyme links connect the different emotions and imagined endings in Fire and Ice? [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 does the end of the department store's closing period expose the temporary nature of Griffin's comfort there? [3]

9(II) Why should Ebright's observation of one starling not be presented as the chapter's final rejection of viceroy mimicry? [3]

9(III) How does the Tehsildar's intervention complicate a claim that Ramlal sends Bholi to school simply because he values girls' education? [3]

10 First Flight long response [6 marks]

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

10(A) Compare the narrative voices that invite readers into the three parts of Glimpses of India. [6]

OR

10(B) How do the bus and the cage shape two different relationships between a living observer and the world outside in Madam Rides the Bus 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) Compare the public judgements surrounding Mathilde at the ball and Bholi at the rejected wedding. [6]

OR

11(B) How do physical actions with books and vitamins make the Martians' failure to understand visible on stage? [6]