Examination Series Paper 19

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 family recipe can travel on a scrap of paper, but the paper may carry only part of what a cook knows. An instruction to add a little water assumes that someone can recognise the mixture when it feels right. A reminder to cook until ready depends on signs that an experienced person may notice without naming them. Writing a recipe down is therefore an opportunity to make some hidden knowledge available, not merely to copy a list.

(2) The conversation required can be surprisingly rich. A learner may ask what the mixture should look like, which step can wait and what mistake is easiest to correct. The cook may discover that a familiar movement is harder to explain than to perform. Demonstration, description and another attempt can help them build an account together. Neither person needs to pretend that the first written version captures everything perfectly.

(3) Respect for the older recipe does not require treating every variation as a betrayal. Ingredients may be unavailable, utensils may differ and the number of people eating may change. A useful record can distinguish a remembered version from an adaptation, noting why a change was made. That distinction preserves information instead of forcing a choice between claiming perfect sameness and discarding the connection with the earlier cook altogether.

(4) At the same time, a learner should not assume that replacing an ingredient changes nothing. Flavour, texture and timing can depend on relationships that a short list does not explain. The sensible response is to ask, try carefully and record the result, rather than promise that every substitution will work. Learning includes finding where a procedure is flexible and where a particular step matters. An uncertain note is more helpful than a confident instruction copied from an untested guess.

(5) Such a collection can become a record of relationships as well as meals. It may preserve who taught a method, the occasion on which it was used and the words a cook preferred. Those details need not turn one family's practice into a rule for an entire region. They can keep a particular voice audible within an honest account of change. The best record may therefore leave room for another person's note beside the first: what was tried, what differed and what still needs asking. A living tradition is supported by that attentive conversation, in which remembering and learning remain possible together rather than competing for the right to stop the story.

1(I) What does the opening suggest a written recipe may leave unstated?
(a) Every ingredient's existence.
(b) All relationships between family members.
(c) That paper can carry words.
(d) Experienced judgements about how a mixture should feel. [1]

1(II) Name ONE question a learner may ask in paragraph 2. [1]

1(III) Find the ONE word in paragraph 3 meaning a changed version suited to different circumstances. [1]

1(IV) In 30–40 words, explain why demonstration and writing can help one another. [2]

1(V) How should a useful record handle a changed ingredient?
(a) Erase every reference to the earlier version.
(b) Distinguish the adaptation and explain the change.
(c) Promise that all substitutions are identical.
(d) Call any change a betrayal automatically. [1]

1(VI) TRUE or FALSE: The writer guarantees that every substitution will work. [1]

1(VII) Which note would best fit the writer's approach?
(a) This must represent every family in the region.
(b) Nobody may ask another question.
(c) We tried this change; the texture differed; ask about the timing.
(d) All details are certain because they were copied. [1]

1(VIII) In 30–40 words, explain how remembering and adapting need not compete. [2]

2 Reading comprehension [10 marks]

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

(1) A fictional school library lists five newly catalogued titles with two different year fields. Publication year refers to the listed edition's appearance in print; acquisition year is when this library obtained its copy. All copies were first catalogued in their acquisition year. The table gives years only, not dates within a year, and it does not claim that the listed edition was the first edition ever published.

(2) New to this library is not the same as newly published. An older edition may have arrived recently, while a more recent edition may already have been in the collection for a year. The difference between the two year numbers can describe the calendar-year gap, but it does not establish an exact elapsed duration in months or days. Neither field by itself proves a book's quality or suitability.

(3) The librarian wants a display of titles acquired in 2026. A separate display of editions published in 2026 would use a different selection rule. Readers should identify the appropriate field before counting, and should not silently turn publication year into a claim about the age of an author or the date of a story's events. The records provide limited but useful information when their labels are read carefully.

Title code	Publication year	Acquisition year
A	2019	2026
B	2025	2025
C	2010	2026
D	2026	2026
E	2024	2025
Fields	Listed edition	This library copy

2(I) Which listed edition has the earliest publication year? [1]

2(II) Which title belongs in a display of editions published in 2026?
(a) A
(b) B
(c) D
(d) E [1]

2(III) List ALL title codes acquired in 2026. [1]

2(IV) Which pair was first catalogued in 2025 under the case rule?
(a) B and E
(b) A and C
(c) C and D
(d) A and D [1]

2(V) In 30–40 words, explain why advertising every 2026 acquisition as a newly published edition would mislead. [2]

2(VI) Which record has the largest calendar-year gap between the two fields? State the gap. [1]

2(VII) Does B's record show its author was born in 2025? [1]

2(VIII) Why cannot the exact elapsed age of a copy in months be calculated from these fields? [1]

2(IX) Which conclusion is supported?
(a) All five books were first written in 2026.
(b) Every 2025 acquisition was published in 2025.
(c) The oldest edition must be unsuitable.
(d) Some 2026 acquisitions have earlier publication years. [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 pair that distinguishes a past habit from present familiarity: I _____ walk here daily; now I am _____ walking in the city.
(a) used to; used to
(b) use to; use to
(c) used to; use
(d) using to; used [1]

3(II) Use lay or laid for both blanks: Yesterday I _____ the cloth on the table, and the cat _____ on it. [1]

3(III) Choose the correctly ordered phrase: It was _____ that we needed help.
(a) so a difficult task
(b) a so difficult task
(c) so difficult task a
(d) so difficult a task [1]

3(IV) Use is/are in formal British agreement with members acting separately: The jury _____ divided in their opinions. [1]

3(V) Report the confirmation question with backshift: Rina asked me, “This bag is yours, isn’t it?” Begin: Rina asked me whether _____; change this to that. [1]

3(VI) “They should have reached home by now; their train was on time.” Here should have primarily expresses:
(a) a command given yesterday.
(b) an expected completed outcome.
(c) proof that the journey never began.
(d) permission to miss the train. [1]

3(VII) Why can some be used in “Would you like some tea?” although it is a question? [1]

3(VIII) Which action happened first? “When we arrived, the guests had left.” [1]

3(IX) Choose the phrase fitting the plural count noun: We received _____ useful suggestions.
(a) a great deal of
(b) a great many
(c) much of a
(d) another one [1]

3(X) Report with backshift: The guard said to me, “Do not leave unless I call you.” Begin: The guard told me _____. [1]

3(XI) Rewrite using ordinary do-support, preserving the lack of courage: He dare not disagree. Begin: He does _____. [1]

3(XII) Report the hypothetical statement without turning it into a promise: He said, “I would help if I could.” Begin: He 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 Deepa/Deepak, Heritage Club Secretary, Sunrise School, Amaltas Nagar. Write a formal letter thanking Ms Tara Sen for helping pupils record a family recipe. Acknowledge her demonstration, explanations and permission to identify her contribution; do not claim her recipe represents an entire region. Use 100–120 words. [5]

OR

4(B) You are Farah/Farhan, Library Display Coordinator, Sunrise School, Amaltas Nagar. Write to the Librarian suggesting that a new-arrivals display distinguish acquisition year from publication year. Explain the possible confusion and propose clear labels without dismissing older editions. 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) A fictional library exhibition can use the three arrangements in the table. Its main aim is to help readers compare treatments of one theme, while a smaller panel explains collection history. Write 100–120 words analysing the alternatives and recommending an arrangement. [5]

Arrangement	Main order	Likely reader route
A	Publication year	Earlier to later editions
B	Theme	Related subjects together
C	Acquisition year	Collection history

OR

5(B) A fictional recipe record offers two layouts. A gives a single polished instruction list with no notes. B gives the agreed remembered method, a separate dated adaptation and a space for unresolved questions. The aim is to preserve both memory and later learning. Write 100–120 words comparing them and recommending one. [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: There was no answer. The radio was dead too. I had no radio, no compass, and I could not see where I was. I was lost in the storm.
(Black Aeroplane)

6(A)(I) Dead describes the radio as:
(a) buried under the runway.
(b) not functioning.
(c) making an unusually loud reply.
(d) a living creature that has died. [1]

6(A)(II) What response does the pilot receive through the radio? [1]

6(A)(III) Which first-person pronoun keeps the account within the pilot's experience? [1]

6(A)(IV) In 30–40 words, explain how the short clauses and repeated negatives shape the account of danger. [2]

OR

Extract B

Text and source: The voice was suddenly sharp. "Why should I? You were going to rob me. If I let you go, you'll only rob someone else. Society must be protected from men like you."
(A Question of Trust)

6(B)(I) Whose voice becomes sharp? [1]

6(B)(II) What does her speech claim to defend?
(a) The convenience of the burglar.
(b) The price of flowers.
(c) The whole of society.
(d) The safety of a library catalogue. [1]

6(B)(III) In 30–40 words, explain how this speech gains irony from the woman's later revealed identity. [2]

6(B)(IV) Which word marks the change in her tone as abrupt? [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 senses first responsibility
In a world of possessions. People will take
Balls, balls will be lost always, little boy.
And no one buys a ball back. Money is external.
(The Ball Poem)

7(A)(I) Which phrase directly addresses the child? [1]

7(A)(II) Which noun names the world in which responsibility is being learned?
(a) weather
(b) possessions
(c) traffic
(d) ceremony [1]

7(A)(III) Which two-word phrase excludes all buyers in the claim about buying the ball back? [1]

7(A)(IV) In 30–40 words, explain what the direct address little boy does to the observing voice. [2]

OR

Extract B

Text and source: (I am Rapunzel, I have not a care;
life in a tower is tranquil and rare;
I'll certainly never let down my bright hair!)
(Amanda!)

7(B)(I) Which word means calm or peaceful? [1]

7(B)(II) Certainly emphasises the speaker's:
(a) firm intention within the fantasy.
(b) uncertainty about every colour.
(c) report of a completed haircut.
(d) instruction to a teacher. [1]

7(B)(III) Write the three line-ending words. [1]

7(B)(IV) In 30–40 words, explain how the linked end sounds help make this fantasy feel self-contained. [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 Mandela's account of taking office resist defining the new order as one group's permanent domination? [3]

8(II) What does Anne's description of her father as the most adorable father tell us about the family sketch's voice? [3]

8(III) How does Natalya's concession about Oxen Meadows differ from Lomov's response when he returns? [3]

8(IV) Why does the title A Tiger in the Zoo matter when the stanzas repeatedly call the animal only he? [3]

8(V) What does the phrase dust of snow suggest about the scale and texture of the falling material? [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 does Bholi connect being taken away to school with what happened to Lakshmi? [3]

9(II) What makes the clergyman's empty-room discovery evidence of an unexplained theft rather than proof that nothing happened? [3]

9(III) How does the account of Ebright not shouting Eureka qualify a dramatic picture of discovery? [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 pilot's earlier decision to enter the storm shape the later danger in Black Aeroplane? [6]

OR

10(B) Compare the movement imagined for natural presences in The Trees and Fog. [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) In The Thief's Story, how does Hari's classification of victims' reactions differ from his prediction about Anil? Explain how the contrast develops his understanding of theft. [6]

OR

11(B) Analyse the disagreement about wearing natural flowers to the ball in The Necklace. What different standards of suitable appearance emerge from the Loisels' dialogue? [6]