PAUL ACADEMY

@ English Mines

SAMPLE PAPER NO. 10

ENGLISH PAPER 2 (ENGLISH LITERATURE) | ICSE Class 10

Practice for the ICSE Examination 2027

Maximum Marks: 80 **Writing Time: 2 hours**

Reading Time: 15 minutes before the writing time begins.

Name: _____ Class/Section: _____

Instructions to candidates

Write your answers on separate answer sheets. Do not write answers during the reading time.

Section A is compulsory: answer all sixteen parts of Question 1.

Answer FOUR questions from Questions 2–7: choose at least ONE from Section B, ONE from Section C and ONE from Section D, plus ONE further question from any of these three sections.

Answer all five parts of every extract-based question you choose. Each complete question carries 16 marks. Total attempted: 16 + (4 × 16) = 80.

Marks are shown in square brackets. Answer with close reference to the prescribed texts.

Scope: the full prescribed Class X syllabus for 2027, including Julius Caesar Acts III–V and the Class X stories and poems in Treasure Chest.

An original Paul Academy practice paper.

SECTION A COMPULSORY

Question 1 **[16]**

Choose the correct answer in each case. Write the part number and the correct option. Each part carries 1 mark.

(i) In Antony's funeral speech, "interred" means [1]

(a) elected.
(b) buried.
(c) rewarded.
(d) remembered.

(ii) The mob's cry for "firebrands" in Act III, Scene 3 asks for [1]

(a) lists of voters.
(b) musical instruments.
(c) sealed letters.
(d) burning pieces of wood.

(iii) Antony's "His corporal motion" refers to his horse's [1]

(a) bodily movement.
(b) military promotion.
(c) future reputation.
(d) food supply.

(iv) Brutus refuses to obtain money by "indirection". Here the word means [1]

(a) a long journey.
(b) a written request.
(c) dishonest dealing.
(d) a public announcement.

SECTION A COMPULSORY

Question 1 continued. Each part carries 1 mark.

(v) In Cassius's account, the eagles "consorted us" to Philippi. This means that they [1]

(a) accompanied the army.
(b) attacked the soldiers.
(c) built a city.
(d) carried written orders.

(vi) Brutus's request to Volumnius, "List a word", means [1]

(a) write down a name.
(b) count the soldiers.
(c) listen to something.
(d) choose a weapon.

(vii) In With the Photographer, calling the finished picture a "bauble" dismisses it as [1]

(a) a legal document.
(b) a faithful witness.
(c) a living creature.
(d) a worthless trinket.

(viii) In The Elevator, the father's word "timid" means [1]

(a) wealthy and generous.
(b) shy or easily frightened.
(c) confident and daring.
(d) careful and accurate.

SECTION A COMPULSORY

Question 1 continued. Each part carries 1 mark.

(ix) In The Girl Who Can, the borrowed pressing iron uses [1]

(a) solar panels.
(b) electric batteries.
(c) charcoal.
(d) petrol.

(x) When Mead imagines "A revue?" in The Pedestrian, he is thinking of [1]

(a) an entertainment of short acts or sketches.
(b) a police inspection.
(c) a revised school textbook.
(d) a road repair.

(xi) The "trunks" being packed in The Last Lesson are [1]

(a) tree stems.
(b) large travelling cases.
(c) elephants' noses.
(d) swimming clothes.

(xii) In Haunted Houses, "realm" in "realm of mystery and night" means [1]

(a) a written contract.
(b) a beam of timber.
(c) a household servant.
(d) a region or domain.

SECTION A COMPULSORY

Question 1 continued. Each part carries 1 mark.

(xiii) In The Glove and the Lions, "whisking through the air" suggests movement that is [1]

(a) slow and stationary.
(b) carefully measured in writing.
(c) hidden beneath the ground.
(d) quick and light.

(xiv) Which stanza of When Great Trees Fall first begins "When great souls die"? [1]

(a) The second.
(b) The third.
(c) The fourth.
(d) The fifth.

(xv) Who wrote A Considerable Speck? [1]

(a) Robert Frost.
(b) Leigh Hunt.
(c) H. W. Longfellow.
(d) Sukumar Ray.

(xvi) In The Power of Music, "languish pale and sickly" means [1]

(a) grow energetic.
(b) march in formation.
(c) become weak and unwell.
(d) give a cheerful speech.

SECTION B DRAMA

Julius Caesar by William Shakespeare

Choose questions according to the instructions on page 1.

Question 2 **[16]**

Read the extract from Act III, Scene 1 and answer all the questions that follow.

Brutus: Our hearts you see not. They are pitiful;
And pity to the general wrong of Rome
(As fire drives out fire, so pity pity)
Hath done this deed on Caesar. For your part,
To you our swords have leaden points, Mark Antony.

(i) How does Brutus distinguish visible hands from unseen hearts? Explain the defence this distinction offers. [3]

(ii) Explain "general wrong of Rome". Whose interest does Brutus place first, and how certain is his claim? [3]

(iii) Explain the fire comparison and the two objects of pity. How does the comparison defend a harsh deed? [3]

(iv) What do swords with "leaden points" suggest? Explain the material image and its reassurance to Antony. [3]

(v) Immediately afterwards, what political offer does Cassius make? Explain "strong" and contrast his appeal with Brutus's defence. [4]

SECTION B DRAMA

Julius Caesar by William Shakespeare

Choose questions according to the instructions on page 1.

Question 3 **[16]**

Read the extract from Act IV, Scene 3 and answer all the questions that follow.

Cassius: I'll not endure it. You forget yourself
To hedge me in. I am a soldier, I,
Older in practice, abler than yourself
To make conditions.
Brutus: Go to! You are not, Cassius.
Cassius: I am.
Brutus: I say you are not.
Cassius: Urge me no more! I shall forget myself.
Have mind upon your health. Tempt me no further.

(i) Explain "hedge me in". How does this image turn disagreement into a complaint about restriction? [3]

(ii) What authority does "Older in practice" claim? Explain "make conditions" and the distinction between a claim and evidence. [3]

(iii) How do the repeated "I" and the very short replies change the pace and nature of the argument? [3]

(iv) Compare "You forget yourself" with "I shall forget myself". How does the repeated phrase change its purpose? [3]

(v) Explain "Have mind upon your health" and "Tempt me no further". How do they affect the apparent concern for health? [4]

SECTION C PROSE

Treasure Chest Short Stories

Choose questions according to the instructions on page 1.

Question 4 **[16]**

Read the extract from The Last Lesson by Alphonse Daudet and answer all the questions that follow.

> After the writing, we had a lesson in history, and then the babies chanted their ba, be, bi, bo, bu. Down there at the back of the room old Hauser had put on his spectacles and, holding his primer in both hands, spelled the letters with them. You could see that he, too, was crying; his voice trembled with emotion, and it was so funny to hear him that we all wanted to laugh and cry. Ah, how well I remember it, that last lesson!

(i) Give the sequence of learning activities named here. How do the chanted syllables identify the youngest pupils' stage of learning? [3]

(ii) Explain the contrast between Hauser's age and his spelling task. How does shared learning cross age divisions? [3]

(iii) How does the passage make Hauser's emotion both visible and audible? Explain the force of "too". [3]

(iv) Why can the children want to laugh and cry together? Explain why "funny" does not cancel the sadness. [3]

(v) How does "Ah, how well I remember it" change the narrative focus? Discuss the exclamation and the delayed phrase "that last lesson". [4]

SECTION C PROSE

Treasure Chest Short Stories

Choose questions according to the instructions on page 1.

Question 5 **[16]**

Read the extract from The Elevator by William Sleator and answer all the questions that follow.

> At least his father was with him in the elevator on the way back from the hospital. There was no room for the fat lady to get in, and if she did, his father would see her and maybe he would understand. When he got home, he could stay in the apartment for a few days. The doctor said that he had to rest as much as possible. Martin felt quite safe from the fat lady now.

(i) What does "At least" suggest about Martin's relief? Explain the particular comfort he finds in company. [3]

(ii) How does "no room" acquire a reassuring meaning here? Explain the reversal in Martin's attitude to confined space. [3]

(iii) Distinguish "would see her" from "maybe he would understand". What gap does Martin recognise? [3]

(iv) How do "a few days" and the doctor's instruction make the apartment a temporary refuge? [3]

(v) Is the final sentence a guarantee of safety? Discuss "felt", "quite" and "now", and the conditions behind his confidence. [4]

SECTION D POETRY

Treasure Chest Poems

Choose questions according to the instructions on page 1.

Question 6 **[16]**

Read the extract from Haunted Houses by H. W. Longfellow and answer all the questions that follow.

The spirit-world around this world of sense
Floats like an atmosphere, and everywhere
Wafts through these earthly mists and vapours dense
A vital breath of more ethereal air.

(i) What does "world of sense" mean? How do "around" and the repeated "world" relate the two realms? [3]

(ii) Explain the atmosphere simile. How does "Floats" affect the imagined weight and boundaries of the spirit-world? [3]

(iii) How do "everywhere" and "through" extend the spiritual presence? Explain the difference between surrounding and penetrating. [3]

(iv) What does "vital breath" contribute beyond the idea of air? Explain its effect on the poem's treatment of the dead. [3]

(v) How does the sentence run across the verse lines? Explain the effects of delaying "Floats" and "A vital breath". [4]

SECTION D POETRY

Treasure Chest Poems

Choose questions according to the instructions on page 1.

Question 7 **[16]**

Read the extract from A Considerable Speck by Robert Frost and answer all the questions that follow.

This was no dust speck by my breathing blown,
But unmistakably a living mite
With inclinations it could call its own.
It paused as with suspicion of my pen,

(i) How does "no … But" organise a correction? Explain the change in the speaker's way of classifying what he sees. [3]

(ii) Explain the passive phrase "by my breathing blown". What cause would it give the movement, and why is that explanation rejected? [3]

(iii) Compare "unmistakably" with "as with suspicion". What different degrees of certainty do they express? [3]

(iv) Identify the rhyme linking the first and third lines. How does it bind the rejected cause to the creature's possession? [3]

(v) Explain how "my pen" changes from a familiar writing tool into an object of possible suspicion beside the mite. [4]

End of question paper