PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

CBSE Class 10 English Language and Literature (184)

Practice Sample Paper | Paper 07

Board Examination 2027

Maximum Marks: 80 Time Allowed: 3 Hours

General Instructions

This paper contains 11 compulsory questions in three sections. Follow each question's internal choice instructions.

Section A: Reading Skills (20); Section B: Grammar and Creative Writing Skills (20); Section C: Literature Textbook (40).

Write answers in the prescribed word limits. Figures and situations in reading and writing tasks are original and fictional unless stated otherwise.

This PAUL ACADEMY practice paper follows the CBSE 2026–27 syllabus and sample-paper pattern.

Section A Reading Skills — 20 Marks

1. Discursive Passage — 10 Marks

(1) A translated notice can seem like a small addition to a public building. The original message remains, and another version appears beneath it. Yet the decision to translate can change who feels expected to enter. A notice that people cannot understand does more than fail to communicate a rule; it may suggest that the institution has imagined only one kind of visitor. Language access begins with recognising that its audience is wider.

(2) A youth centre learnt this when it invited families to a new evening programme. The announcement used formal language and appeared only online. Organisers assumed that low attendance meant little interest. During informal conversations, however, several parents explained that they had not understood whether younger children could accompany them. Others had not seen the announcement at all. The programme's popularity could not be judged fairly before the invitation itself had been examined.

(3) Volunteers prepared shorter notices in languages used locally and placed printed copies at familiar meeting points. They did not simply exchange one word for another. A phrase meaning open session

confused some readers, so the revised text explained what would happen, who could attend and whether registration was required. Translation worked best when it carried the practical meaning of the message, rather than preserving an unclear expression out of loyalty to its wording.

(4) The centre also checked its drafts with readers who had not helped write them. This revealed missing details that fluent volunteers had unconsciously supplied from their own knowledge. Asking someone to explain the notice in their own words proved more useful than asking whether it looked clear. A polite agreement might conceal confusion, while an explanation showed which meaning had actually reached the reader.

(5) There were important limits to the volunteers' role. They could help with routine information, but complex medical or legal documents required qualified support. The centre did not treat a person's ability to speak two languages as proof that every specialist text could be translated safely. It also avoided using a child as the only interpreter for a family's sensitive conversation. Respect included knowing when a convenient arrangement was unsuitable.

(6) The revised invitation brought more families, but the centre resisted declaring the problem solved. Languages, needs and local populations can change. Information has to be reviewed, and people need a way to ask questions. The broader lesson is that access depends not only on whether words have been provided, but on whether meaning can be understood and acted upon. A welcoming message should make participation possible, rather than merely allow an organiser to say that a notice was displayed.

Answer all the following questions. Use 30–40 words for each 2-mark answer.

I. According to paragraph 1, what can an unreadable notice imply about the institution's imagined audience? [1]

II. Why was low attendance not reliable proof of low interest? A. Invitations may not have reached or informed families B. All sessions were cancelled C. The building was empty D. Every family refused to attend [1]

III. In paragraph 4, "unconsciously" means: A. deliberately B. without realising it C. angrily D. after a warning [1]

IV. Explain in 30–40 words why translating "open session" required more than exchanging words. [2]

V. Complete: Testing a notice by asking a reader to explain it reveals _____. [1]

VI. Which task should be referred for qualified support? A. A routine opening-hours notice B. A specialist legal document C. A simple club invitation D. A list of meeting dates [1]

VII. State True or False: The centre considered bilingual ability sufficient for every specialist translation. [1]

VIII. In 30–40 words, explain why increased attendance did not end the centre's responsibility. [2]

2. Case-based Factual Passage — 10 Marks

(1) A fictional school surveyed one hundred students about participation in afternoon sports. Each student selected the main barrier that most often prevented attendance. The four choices were transport home, equipment cost, inconvenient timing and lack of interest. The table shows the number selecting each barrier, so the responses form separate groups adding to one hundred.

(2) Transport was the most frequently selected barrier, followed by timing. Lack of interest was the least frequent response. The sports committee therefore questioned the assumption that students who did not attend simply disliked games. Practical arrangements appeared important, although the survey did not measure the seriousness of each barrier or ask whether a student faced several difficulties at once.

(3) The committee proposed discussing a later shared bus and trying one activity slot immediately after lessons. Before choosing equipment purchases, it would ask which costs were difficult for students and whether borrowing could help. The survey concerned one school and one term, so its findings should not be treated as a statement about all teenagers. Students could provide further comments anonymously, and the committee planned to compare attendance after any changes. It also wanted feedback from current participants to ensure that revised arrangements did not create new difficulties for them. All numbers were invented for this question and have no connection with a real school survey.

Main barrier	Students
Transport home	40
Equipment cost	20
Timing	30
Lack of interest	10

Answer all the following questions. Use 30–40 words for each 2-mark answer.

I. Which barrier was selected by the largest group? [1]

II. What proportion selected lack of interest? A. One half B. One tenth C. One third D. Three quarters [1]

III. How many respondents selected either transport or timing? [1]

IV. In 30–40 words, explain how the results challenge an assumption about non-participation. [2]

V. Complete: Allowing only one main barrier does not show _____. [1]

VI. Which proposed action directly addresses transport? A. A later shared bus B. More posters C. A new trophy D. A shorter survey [1]

VII. Why should the results not describe all teenagers? [1]

VIII. Explain in 30–40 words why current participants should also be consulted. [2]

Section B Grammar and Creative Writing — 20 Marks

3. Grammar — 10 Marks

Attempt any TEN of the following TWELVE tasks. Each carries 1 mark.

I. The language club _____ a new glossary last Friday. A. publish B. published C. has published D. publishing [1]

II. Report Iqbal's statement: "I know the meaning of this word." [1]

III. Choose: _____ of the two translations is clearer? A. Much B. Which C. Many D. Any [1]

IV. Correct the error: The meaning of these phrases depend on context. [1]

V. Choose the modal expressing advice: Translators _____ read the whole sentence first. A. should B. must to C. ought D. can to [1]

VI. Report the request: The editor said to Meera, "Please keep the original title." [1]

VII. Use the present perfect: She _____ (translate) five stories so far. [1]

VIII. Correct the error: Each of the speakers were given a microphone. [1]

IX. Report the question: Kiran asked Bela, "Are you reading the original?" [1]

X. Choose: The short announcement contains _____ useful information. A. a few B. many C. some D. an [1]

XI. Use the past perfect: The discussion _____ (end) before the interpreter arrived. [1]

XII. Choose the modal expressing permission: _____ I suggest another word, please? A. May B. Must C. Need D. Ought [1]

4. Formal Letter — 5 Marks

Attempt either A or B. All situations and data are fictional.

A. You are Meera Iqbal, 20 Centre Road, Hyderabad. Write in 100–120 words to the Director, Community Youth Centre, Hyderabad, proposing clearer multilingual programme notices. Include printed access, essential details and testing with readers. [5]

OR

B. You are Kiran Bala, 17 Stadium Road, Hyderabad. Write a letter in 100–120 words to the Principal, Riverside School, Hyderabad, requesting a trial transport arrangement for afternoon sports. Explain consultation, timing and review without asserting universal demand. [5]

5. Analytical Paragraph — 5 Marks

Attempt either A or B. All situations and data are fictional.

A. In 100–120 words analyse fictional notice-comprehension results. Group A: original notice, 30 of 50 correctly state eligibility. Group B: simplified translated notice, 42 of 50 correct. Different students in each group; no random allocation stated. Compare and qualify. [5]

OR

B. Recommend a fictional sports-access action in 100–120 words. Main reported barrier: transport. Budget Rs 5,000. A: equipment cabinet Rs 4,000, no transport change. B: two-week late-bus trial Rs 4,500, attendance review. C: promotional banners Rs 1,000, no travel support. Evaluate against the stated problem. [5]

Section C Literature Textbook — 40 Marks

6. Prose or Drama Extract — 5 Marks

Attempt either extract A or extract B. Answer all four parts of the chosen extract. Use 30–40 words for its 2-mark part.

A The Sermon at Benares

Death is common to all; yet in this valley of desolation there is a path that leads him to immortality

I. Whose developing understanding is represented here? [1]

II. "Desolation" conveys: A. deep sorrow B. wealth C. amusement D. anger at weather [1]

III. Complete: "Common to all" presents death as _____. [1]

IV. Explain in 30–40 words how this recognition changes the direction of Kisa Gotami's thought. [2]

OR

B Footprints Without Feet

Brilliant scientist though he was, Griffin was rather a lawless person.

I. Which two aspects of Griffin are contrasted? [1]

II. The sentence suggests that intelligence: A. always guarantees kindness B. does not guarantee moral responsibility C. prevents discovery D. eliminates need [1]

III. Name one lawless act from the chapter. [1]

IV. In 30–40 words, explain why this contrast is central to evaluating Griffin. [2]

7. Poetry Extract — 5 Marks

Attempt either extract A or extract B. Answer all four parts of the chosen extract. Use 30–40 words for its 2-mark part.

A A Tiger in the Zoo

But he's locked in a concrete cell,
His strength behind bars,

I. What prevents the tiger from moving freely? [1]

II. "But" introduces a contrast with: A. the imagined natural life outside B. a new keeper C. another species D. a storm [1]

III. Does confinement remove the tiger's strength or restrict its expression? [1]

IV. Explain in 30–40 words how "strength behind bars" expresses the loss created by captivity. [2]

OR

B How to Tell Wild Animals

If there is nothing on the tree,
'Tis the chameleon you see.

I. Which creature is supposedly being identified? [1]

II. The comic instruction relies on: A. easy visibility B. apparent absence as evidence C. a loud roar D. a dangerous hug [1]

III. What natural ability is suggested? [1]

IV. In 30–40 words, explain the humorous contradiction in the advice. [2]

8. First Flight Short Answers — 12 Marks

Answer any FOUR of FIVE questions. Write 40–50 words for each answer.

I. How does Lencho's confidence in God coexist with an unjust conclusion about people? [3]

II. Why are two national anthems significant in Mandela's account of the inauguration? [3]

III. How does Maxwell's description of Mijbil as a small dragon affect the reader's first impression? [3]

IV. What does the contrast between Valli's small size and firm speech contribute to her character? [3]

V. How does Anne's account of the class's anxiety about promotion temper her confidence? [3]

9. Footprints Without Feet Short Answers — 6 Marks

Answer any TWO of THREE questions. Write 40–50 words for each answer.

I. Why is Griffin's need for clothing a practical contradiction in his attempt to remain unseen? [3]

II. What does Horace's wish to buy rare books reveal about his attempt to justify crime? [3]

III. How does the teacher's satisfaction at the end of Bholi define success in education? [3]

10. First Flight Long Answer — 6 Marks

Answer any ONE of TWO questions. Write 100–120 words for each answer.

A. Compare how Mandela and Kisa Gotami move from a personal concern towards a wider understanding of other people. [6]

OR

B. Write a defence of the use of humour in How to Tell Wild Animals and The Proposal. Explain how amusement can sharpen judgement. [6]

11. Footprints Without Feet Long Answer — 6 Marks

Answer any ONE of TWO questions. Write 100–120 words for each answer.

A. Compare Griffin's use of scientific knowledge with Ebright's approach to learning. How do purpose and conduct affect their value as models for students? [6]

OR

B. Imagine Bholi addresses a group who believe that helping a hesitant learner means speaking for them. Write her response using her relationship with the teacher. [6]

End of Question Paper