PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

CBSE Class 10 English Language and Literature (184)

Practice Sample Paper | Paper 08

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) Feedback is sometimes treated as a verdict delivered after work has finished. A teacher writes a comment, a student reads a mark and the page is put away. In that arrangement, even a thoughtful suggestion can arrive too late to become useful. Feedback has greater value when it enters a continuing process: someone understands the comment, tries a change and examines what the change achieves.

(2) A class tested this approach while preparing instructions for a simple paper model. Each group wrote a draft and gave it to classmates who had not seen the demonstration. The readers attempted the model without asking the writers for help. Several instructions that had seemed obvious produced unexpected folds. Instead of explaining what they had meant, the writers recorded where confusion occurred. The difficulty belonged to the instructions, not automatically to the intelligence of the reader.

(3) This distinction changed the conversation. Comments such as this is bad were replaced by specific observations: the diagram does not show which edge faces upwards, or step three mentions a line that has not been marked. The writers could act on these descriptions because

they identified a place and a problem. Praise also became more precise. A reader could point to the numbered stages that made it easy to recover after losing the sequence.

(4) Useful feedback did not require accepting every suggestion. One reader wanted a separate diagram for each movement, while another preferred fewer images and more written explanation. The group considered its intended audience and tested two versions. Decisions became arguments supported by a purpose, rather than attempts to satisfy the last person who had spoken. Listening and judgement worked together; neither could replace the other.

(5) The teacher reserved time for revision and a second trial. Without that time, the exercise would merely have collected complaints. Students compared the later results with the earlier ones and noted which misunderstandings remained. Some discovered that a shorter instruction could be clearer than a longer one. Others found that removing a word had accidentally removed essential information. Improvement depended on testing the effect, not simply on making a visible alteration.

(6) The experience suggested a wider lesson about mistakes. An error can be evidence about how a task has been understood, provided that people feel safe enough to reveal it. Blame may hide that evidence, while vague reassurance may fail to explain it. Constructive feedback needs honesty, detail and an opportunity to act. Its purpose is not to make every first attempt look successful, but to help the next attempt become more successful for reasons the learner can understand.

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

I. What limits feedback when a marked page is immediately put away? [1]

II. Why did readers attempt the model without help from the writers? A. To test whether the instructions worked independently B. To punish the class C. To avoid using paper D. To choose the best artist [1]

III. In paragraph 3, “sequence” means: A. material cost B. order of stages C. teacher’s rank D. size of paper [1]

IV. Explain in 30–40 words why specific observations were more useful than “this is bad”. [2]

V. Complete: Conflicting suggestions were evaluated in relation to the intended _____. [1]

VI. Which statement matches the second trial? A. Any visible change proved improvement. B. The effects of revisions were checked. C. All diagrams were removed. D. Every instruction became longer. [1]

VII. State True or False: The passage suggests that mistakes should be hidden to protect confidence. [1]

VIII. In 30–40 words, explain why an opportunity to revise is essential to constructive feedback. [2]

2. Case-based Factual Passage — 10 Marks

(1) A fictional school canteen tested a choice of smaller and regular lunch portions for three weeks. The menu, price and number of meals served remained unchanged. Students could request an additional serving without payment. Staff weighed edible food left on trays after lunch, using the same scales and collection method each week.

(2) The table shows a steady decline in edible leftovers during the trial. However, it does not show whether every student ate enough or whether food remaining in serving containers changed. The canteen therefore treated the figures as evidence about tray waste, rather than a complete measure of its food system. Reduced waste would not be a success if students avoided asking for more and left hungry.

(3) The student council recommended anonymous feedback on satisfaction and a separate record of unserved food. It also proposed checking whether younger students understood that extra helpings were available. Staff would continue offering both portion sizes and explaining the arrangement clearly. Since the trial lasted only three weeks, the council wanted further measurements before setting a permanent policy. A broader review could connect waste, adequate meals and students' confidence in requesting what they needed. The figures are fictional and were designed for assessment; no claim is made about an actual school's food consumption or canteen performance.

Week	Meals served	Edible tray leftovers
1	1,000	80 kg
2	1,000	65 kg
3	1,000	50 kg

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

I. What was the total fall in edible tray leftovers from Week 1 to Week 3? [1]

II. What was the average leftover per meal in Week 3? A. 5 g B. 50 g C. 500 g D. 5 kg [1]

III. Identify one factor kept unchanged during the trial besides meals served. [1]

IV. Explain in 30–40 words why less tray waste does not by itself establish an entirely successful policy. [2]

V. Complete: Extra servings were available _____. [1]

VI. Which proposed record covers food not placed on trays? A. Unserved food B. Student names C. Table numbers D. Menu titles [1]

VII. Why check younger students' understanding of the arrangement? [1]

VIII. In 30–40 words, explain what anonymous feedback could add to the weight measurements. [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 canteen _____ the revised menu yesterday. A. displays B. displayed C. has displayed D. displaying [1]

II. Report Diya's statement: "I am checking the bills now." [1]

III. Choose: There is _____ milk left, barely enough for one cup. A. few B. little C. many D. every [1]

IV. Correct the error: Every member of the kitchen team follow the schedule. [1]

V. Choose the modal expressing obligation: Food handlers _____ follow the hygiene rules. A. might B. must C. could D. would [1]

VI. Report the instruction: The manager said to the helpers, "Wash the trays." [1]

VII. Use the present perfect continuous: We _____ (record) waste since Monday. [1]

VIII. Correct the error: The number of lunch orders have increased. [1]

IX. Report the question: Ali asked Noor, "How much rice did you order?" [1]

X. Choose: _____ student must return the reusable cup. A. Each B. Many C. Both D. All [1]

XI. Use the past continuous: The cooks _____ (prepare) lunch at noon yesterday. [1]

XII. Choose the modal showing a possibility: The new portion size _____ reduce waste, but a trial is needed. A. might B. must C. ought D. need to [1]

4. Formal Letter — 5 Marks

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

A. You are Diya Sharma, 8 Learning Lane, Chandigarh. Write a 100–120-word letter to the Principal, Central School, Chandigarh, proposing a feedback-and-revision period before the final assessment of project instructions. Explain peer testing, specific comments and a second trial. [5]

OR

B. You are Ali Noor, 29 Canteen Road, Chandigarh. Write in 100–120 words to the Canteen Manager, Central School, Chandigarh, requesting a review that includes food adequacy and unserved waste alongside tray leftovers. Mention confidential feedback and clear portion information. [5]

5. Analytical Paragraph — 5 Marks

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

A. Analyse a fictional instruction trial in 100–120 words: 40 readers tested each version. Original: 18 completed without help, 22 needed help. Revised: 32 completed without help, 8 needed help. Different readers, task unchanged. Compare and note a limit. [5]

OR

B. Write 100–120 words recommending a fictional canteen evaluation plan. Goal: assess waste and adequate meals. A: tray weights only, Rs 500. B: tray and unserved weights plus anonymous satisfaction forms, Rs 1,200. C: meal photographs only, Rs 800. Budget Rs 1,500. [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 Proposal

I've come to ask the hand of your daughter, Natalya Stepanovna, in marriage.

I. Name the visitor making this request. [1]

II. The request establishes the visit's: A. legal verdict B. central purpose C. travel route D. military plan [1]

III. To whom is the request made? [1]

IV. Explain in 30–40 words why remembering this purpose makes the later quarrels comic. [2]

OR

B The Making of a Scientist

He realised the winners had tried to do real experiments, not simply make a neat display.

I. Who reaches this understanding? [1]

II. What distinction matters here? A. Display and investigation B. Paper and metal C. Age and height D. Winners and teachers [1]

III. Complete: His response is to plan a real _____ for the next fair. [1]

IV. In 30–40 words, explain how disappointment becomes useful feedback. [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 The Ball Poem

Merrily bouncing, down the street, and then
Merrily over — there it is in the water!

I. What moves into the water? [1]

II. The repeated "merrily" contrasts with the boy's later: A. grief B. laughter C. indifference D. pride in winning [1]

III. Which punctuation mark gives the final discovery sudden force? [1]

IV. Explain in 30–40 words how the movement prepares a contrast between the object and the owner. [2]

OR

B Amanda

(I am Rapunzel, I have not a care;
life in a tower is tranquil and rare;

I. Which imagined identity does Amanda adopt? [1]

II. "Tranquil" means: A. crowded B. peaceful C. costly D. hurried [1]

III. Does the tower represent welcome solitude or feared punishment in this fantasy? [1]

IV. In 30–40 words, explain why a tower can symbolise freedom in Amanda's imagination. [2]

8. First Flight Short Answers — 12 Marks

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

I. How does the postmaster's anonymous signature shape Lencho's interpretation of the money? [3]

II. What does the seagull's initial comparison with his siblings reveal about his fear? [3]

III. Why is the baker's importance at celebrations more than a matter of selling everyday food? [3]

IV. How does the image of the broken moon change the ending of The Trees? [3]

V. What distinction does For Anne Gregory make between changing appearance and being loved for oneself? [3]

9. Footprints Without Feet Short Answers — 6 Marks

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

I. How does Herriot's description of Tricki's early indifference to the other dogs support the recovery sequence? [3]

II. What does Fowler learn about the difference between adventure imagined in books and practical intelligence? [3]

III. Why does the imitation necklace's true value make the ending more than a surprise? [3]

10. First Flight Long Answer — 6 Marks

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

A. Imagine a discussion on whether politeness alone prevents conflict. Use The Proposal to explain why intentions, listening and priorities also matter. [6]

OR

B. Compare how Dust of Snow and The Trees use movement to challenge an apparently settled condition. [6]

11. Footprints Without Feet Long Answer — 6 Marks

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

A. Compare Ebright's response to a failed display with Matilda's response to the lost necklace. How does each decision shape what follows? [6]

OR

B. Evaluate the idea that a kind response can challenge wrongdoing more effectively than humiliation. Use The Thief's Story, while recognising Hari's own decision. [6]

End of Question Paper