PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

CBSE Class 10 English Language and Literature (184)

Practice Sample Paper | Paper 04

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) Observation is often praised as the ability to notice something quickly. A person spots a bird, identifies a pattern or detects an error before anyone else. Speed can be useful, but some kinds of understanding require the opposite habit: returning to the same ordinary place until details begin to separate themselves from assumptions. Looking again is not evidence that the first visit was wasted. It may be the beginning of careful inquiry.

(2) A class once monitored a small patch of ground beside its laboratory. On the first afternoon, most students described it as bare soil with a few weeds. Their teacher asked them to record only what they could actually observe, keeping guesses in a separate column. One student wrote that ants were carrying food; after watching more closely, she changed the entry to ants carrying pale fragments. She could see the movement but could not yet identify the material.

(3) This revision was a success rather than an embarrassment. The new description said less, but supported it better. Other students noticed that the patch changed after rain, that a shadow crossed it at different times and that tiny seedlings appeared where they had

previously seen nothing. An apparently uninteresting corner became a place with events, differences and unanswered questions. Familiarity had initially hidden these details instead of revealing them.

(4) The exercise also challenged a common misunderstanding about science: that a good investigation must produce an exciting discovery. The class did not find a rare species or solve a large environmental problem. It learnt to make dated records, distinguish observations from interpretations and compare accounts without turning disagreement into a contest. These habits can matter when later decisions depend on evidence that is incomplete or difficult to collect.

(5) Patience, however, should not become aimlessness. Students needed questions that gave their visits direction. Did the number of visible insects change after watering? Which parts remained shaded longest? They also needed consistent methods. Counting for two minutes on one day and twenty minutes on another would make comparison misleading. A clear plan helped them use time thoughtfully while remaining open to unexpected observations that the plan had not predicted.

(6) At the end, the teacher displayed an early description beside a later one. The improvement lay less in impressive vocabulary than in precise claims and visible uncertainty. The students had learnt that careful language is part of careful seeing. In a world crowded with confident statements, the ability to say what we know, how we know it and what we still need to check is an achievement worth practising.

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

I. What alternative to speed does paragraph 1 recommend for some kinds of understanding? [1]

II. Why did the student replace “food” with “pale fragments”? A. She stopped seeing ants. B. She could not yet identify the material. C. The teacher banned nouns. D. The fragments disappeared. [1]

III. In paragraph 1, which word refers to ideas accepted before careful checking? [1]

IV. Explain in 30–40 words why the revised description was considered an improvement. [2]

V. Complete: Dated records help students compare observations made at _____. [1]

VI. Which counting method would permit the fairest comparison? A. Equal observation periods B. Longer periods only on sunny days C. No timing D. Different methods for every visit [1]

VII. State True or False: The class's achievement depended on discovering a rare species. [1]

VIII. In 30–40 words, explain the relationship between careful language and careful observation in the final paragraph. [2]

2. Case-based Factual Passage — 10 Marks

(1) A fictional school measured mixed waste placed in its disposal bins during three consecutive weeks. In the first week, the existing system remained unchanged. In the second, labelled sorting bins were introduced. In the third, student volunteers explained the labels during the lunch break. The table records total mixed waste and the number of lunches served each week.

(2) The school served the same number of lunches throughout, making the totals easier to compare. Mixed waste fell after the bins appeared and declined further when explanations were added. However, the records do not show whether the reduced mixed waste was correctly recycled, composted or simply taken elsewhere. A lower total in one stream is not enough to establish what happened to every item.

(3) The environment club therefore proposed checking the contents of each separated stream and recording collection destinations. It also wanted to repeat the observations for several weeks, because novelty might temporarily encourage careful sorting. Students were asked not to open bins containing sharp or unsafe material; trained staff would handle those checks. The club's report treated the figures as a useful starting point rather than final proof of success. It recommended clear responsibilities, safe checking methods and continued measurement before the school expanded the programme to all buildings. The figures are invented and have no connection with an actual school.

Week / arrangement	Lunches	Mixed waste
1 Existing system	1,000	120 kg
2 Labelled bins	1,000	90 kg
3 Bins and explanation	1,000	60 kg

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

I. Which factor was held constant in the table? [1]

II. What was the reduction in mixed waste from Week 1 to Week 3? A. 30 kg B. 40 kg C. 60 kg D. 90 kg [1]

III. Express Week 3's mixed waste as a percentage of Week 1's total. [1]

IV. In 30–40 words, explain why the falling mixed-waste total does not prove successful recycling. [2]

V. Complete: The third week added _____ to the labelled-bin system. [1]

VI. Which possible temporary influence is mentioned? A. Novelty B. Fewer lunches C. A holiday D. A new building [1]

VII. Who should inspect sharp or unsafe waste? [1]

VIII. Explain in 30–40 words why continued measurement would improve the club's recommendation. [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 science club _____ a rain gauge yesterday. A. installs B. installed C. has installed D. installing [1]

II. Report Nisha's statement: "I will check the gauge tomorrow." [1]

III. Only _____ students noticed the tiny marks. A. a few B. a little C. much D. every [1]

IV. Correct the error: One of the observations were incomplete. [1]

V. Choose the modal expressing necessity: We _____ wear goggles during this experiment; it is compulsory. A. might B. must C. could D. would [1]

VI. Report the instruction: The teacher said to the class, "Do not touch the hot beaker." [1]

VII. Use the correct form: The team _____ (collect) data for three weeks now. [1]

VIII. Correct the error: Neither the teacher nor the students was late. [1]

IX. Report the question: Piya asked Raj, "Why are you repeating the test?" [1]

X. Choose: We need _____ more water to fill this tube. A. a little B. many C. a few D. each [1]

XI. Use the simple future: The fair _____ (begin) next Friday. [1]

XII. Choose the modal expressing a possibility: These marks _____ be bird tracks, but we are unsure. A. might B. must C. ought D. shall to [1]

4. Formal Letter — 5 Marks

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

A. You are Nisha Paul, 6 Science Lane, Kochi. Write in 100–120 words to the Principal, Harbour School, Kochi, proposing a supervised observation corner for the science club. Explain educational value, a small site, methods and responsibilities. [5]

OR

B. You are Raj Menon, 22 School Road, Kochi. Write a letter in 100–120 words to the Manager, GreenCycle Collection Service, Kochi, requesting written information on collection destinations for your school's separated paper and food waste. Explain why the information is needed. [5]

5. Analytical Paragraph — 5 Marks

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

A. Analyse fictional science-club test results in 100–120 words. Of 50 notebooks: dated observations 45; separate observation and inference columns 30; consistent counting duration 20; all three features 15. Explain strengths and priorities; categories overlap. [5]

OR

B. Write 100–120 words evaluating three fictional waste actions. Budget Rs 2,000; need to reduce mixed waste and check outcomes. A: posters only Rs 500, no monitoring. B: labelled bins Rs 1,800, no follow-up. C: existing bins relabelled and staff-supported weekly audit Rs 1,500. Recommend with reasons. [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 Glimpses of India A Baker from Goa

Maybe the father is not alive but the son still carries on the family profession.

I. Which profession is being continued? [1]

II. The line emphasises: A. a broken tradition B. continuity across generations C. the end of village trade D. a new foreign occupation [1]

III. Complete: The baker is locally known as a _____. [1]

IV. In 30–40 words, explain how this continuity supports the chapter's treatment of memory. [2]

OR

B The Midnight Visitor

"There were no police." Ausable sighed. "Only Henry, whom I was expecting."

I. Who is Henry? [1]

II. The revelation shows that the police story was: A. an official order B. a deliberate invention C. Fowler's request D. a radio message [1]

III. Whose fear made the invention effective? [1]

IV. Explain in 30–40 words how an ordinary arrival becomes a decisive part of Ausable's plan. [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 Trees

All night the roots work
to disengage themselves from the cracks
in the veranda floor.

I. What are the roots trying to leave? [1]

II. "Disengage" means: A. decorate B. free or separate C. become heavier D. forget [1]

III. Identify the device in giving roots purposeful "work". [1]

IV. Explain in 30–40 words how the image presents freedom as an effort. [2]

OR

B Fog

The fog comes
on little cat feet.

I. What is the fog compared with? [1]

II. The feet suggest arrival that is: A. noisy B. silent C. violent D. hurried by engines [1]

III. Does the comparison use "like" or "as", or is it a metaphor? [1]

IV. In 30–40 words, explain how the image helps readers imagine a weather event. [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 inauguration's military salute acquire meaning from Mandela's earlier experience? [3]

II. Why does Anne's humorous poem succeed where her earlier essays about talking did not? [3]

III. What does the author's account of Coorg combine to create its appeal? [3]

IV. How does the repetition of "Never" strengthen Mandela's pledge about oppression? [3]

V. How does For Anne Gregory question praise based on a single attractive feature? [3]

9. Footprints Without Feet Short Answers — 6 Marks

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

I. Why does Hari remain uneasy after reaching the station with Anil's money? [3]

II. How does the young woman's familiarity with Sherry help deceive Horace? [3]

III. How does Ebright's work on butterfly spots illustrate the value of questioning appearances? [3]

10. First Flight Long Answer — 6 Marks

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

A. Explain how Glimpses of India could guide students preparing a respectful account of their own locality. Refer to at least two of its parts. [6]

OR

B. The Trees and For Anne Gregory can both prompt discussion about looking beyond a fixed outward role. Develop this interpretation with textual support. [6]

11. Footprints Without Feet Long Answer — 6 Marks

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

A. Compare the use of confidence by Ausable and the young woman in A Question of Trust. How do their performances influence someone holding an apparent advantage? [6]

OR

B. Imagine Ebright advises Hari Singh on the value of education. Write a response grounded in both The Making of a Scientist and The Thief's Story. [6]

End of Question Paper