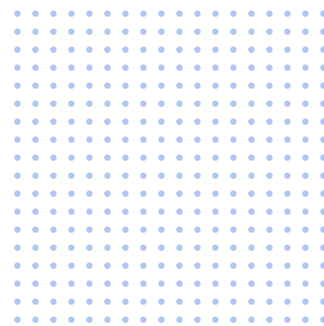




FOR CBSE CLASS 10 PREPARATION

CBSE Class 10 Sample Paper 2027 for English Communicative

EXAM

CBSE Class 10

YEAR

2027

TYPE

Sample Paper

SUBJECT

English

ENGLISH COMMUNICATIVE - 101
SAMPLE QUESTION PAPER
CLASS-X-(2026-27)

Time allowed: 3 Hrs.

Maximum Marks: 80

General Instructions

Read the following instructions carefully and follow them:

- i. This question paper has 12 questions. All questions are compulsory.
- ii. This question paper contains three sections:
 Section A: Reading Skills,
 Section B: Writing Skills
 Section C: Grammar
 Section D: Literature.
- iii. Attempt all questions based on specific instructions for each part. Write the correct question number and part thereof in your answer sheet.
- iv. Separate instructions are given with each question/part, wherever necessary.
- v. Adhere to the prescribed word limit while answering the questions.

SECTION A
READING SKILLS (22 marks)

1. Read the following passage carefully:

12

1. What does travel do to you? Do you come back home a different person? Travel could be far more than a change of scenery — it can become a spiritual experience that shakes off our usual certainties and connects us to a richer, vaster world.
2. As celebrated travel writer Pico Iyer reflects, “When you are in a foreign place, you can’t define yourself as you used to.” In unfamiliar surroundings, stripped of familiar routines and expectations, we are no longer the versions of ourselves that we know best. The landmarks that once anchored our identity fall away, and in their absence, a wider self begins to emerge.
3. This transformation is not just poetic — it’s practical. When we travel, we encounter different cultures, traditions, landscapes and belief systems. These interactions gently push us to question our assumptions and recalibrate our worldview. Such places possess a beauty and depth that move almost everyone who visits, regardless of their background or belief.
4. Indeed, many travellers discover that their journey becomes a mirror. The unfamiliar acts as a magnifying glass on the self: our prejudices, fears, joys and curiosities all come into sharper focus. Iyer suggests that in such moments, we return “a different person than the one who left home.” We become more curious, humble and open to the world’s complexity, rather than reinforcing old certainties.

- 5 Travel's greatest gift may be humility. When we step out of our comfort zones, we face situations that challenge our assumptions — from language barriers to unfamiliar foods, social norms and customs. This daily negotiation with difference teaches us resilience and empathy. As travellers engage with peoples whose lives have unfolded on very different cultural trajectories, they begin to weave a broader understanding of humanity.
- 6 But not all travel has to be far-flung to be transformative. Even within one's own country, journeys through varied landscapes — deserts, mountains, coastlines, forests — can stir a deeper appreciation for life's diversity and the interconnectedness of all people. In a world where so many people live in digital proximity yet real-world distance, travel reminds us that human experience is far broader than our immediate neighbourhood.
- 7 Ultimately, travel is not merely about ticking destinations off a list; it's about letting experiences shape a more expansive sense of self. Whether you walk ancient streets, witness natural wonders, share a meal with strangers, or simply watch a sunset in a place unknown, the journey invites reflection, challenges complacency, and inspires growth.

Source: Published in The Times of India – Speaking Tree (Travel & Personal Insight)

Answer the following questions, based on the passage above.

- I Why does the writer describe travel as more than “a change of scenery”? 1
 - a) it provides temporary enjoyment without lasting personal impact
 - b) it provides a brief escape from everyday duties and routines
 - c) it leads to transformation of one's outlook and self
 - d) it increases awareness of one's regular habits and surroundings

- II Complete the following with the correct option from those given in the brackets. 1
 In the line ‘a wider self begins to emerge’, the word ‘wider’ indicates ____
 (a broader and more inclusive sense of identity / a physically expanded self / an unclear or confused identity).

- III What does Pico Iyer mean by the phrase ‘you can't define yourself as you used to'? 1
 It means that travel ____

 Select the correct option to complete the answer.
 - a) removes all memories of a person's past life.
 - b) compels individuals to abandon their cultural origins.
 - c) questions fixed identities formed by habit and familiarity.
 - d) eliminates the need for personal identity altogether.

- IV Give two reasons why encountering unfamiliar cultures can transform a traveller's worldview. (Answer in 30–40 words.) 2

- V Complete the following with the appropriate option. 1
 The phrase ‘the journey becomes a mirror’ creates the imagery of a _____.
 - a) reflection revealing one's inner self
 - b) window opening to the outer world
 - c) shield protecting personal beliefs
 - d) map guiding physical travel

- VI. What would be the most suitable title for Paragraph 4? 1
 a) Pleasure, Escape and Recreation in Travel
 b) Discomfort, Adjustment and Challenge in Travel
 c) Humility, Empathy, and Growth Through Travel
 d) Difference, Distance and Division in a Globalised Travel
- VII. Fill in the blank by choosing the appropriate option from those given in the brackets. 1
 Paragraph 4 includes a _____ (observation / warning / reflection) about how travel challenges assumptions and builds empathy.
- VIII. Which phrase from Paragraph 5 shows that travel does not need to be international to be transformative? 1
- IX. Why does the writer describe travel as an experience that inspires growth? 2
 (Answer in 30–40 words.)
- X. Why does the author suggest that travel helps individuals develop empathy and resilience? 1

2. Read the following.

10

EACH ONE TEACH ONE
When Learning is Shared, it Multiplies

<p>Learning Is Not a Competition. It Is a Responsibility.</p> <p>In every classroom, there are students who quietly struggle. Some hesitate to ask questions. Some need a little more time. Some simply need someone who will sit beside them and say, "Let's try again."</p> <p>The 'Each One Teach One' project begins with a simple but powerful belief — that learning grows when it is shared. Instead of competing with one another, students become partners in progress. Each volunteer chooses one learner who needs support and commits to teaching them for a few weeks. The focus may be reading, writing, mathematics, grammar, or even exam preparation.</p> <p>When students teach, something remarkable happens. They revise concepts more deeply, understand ideas more clearly, and discover</p>	<p>Two Learners. One Journey.</p> <p>The impact of this initiative is twofold. The learner gains confidence, clarity, and the courage to ask questions. The student-teacher develops patience, leadership, and empathy. In helping someone else understand, they begin to understand themselves better.</p> <p>More importantly, the culture of the school begins to change. Classrooms become spaces of cooperation rather than comparison. Success is no longer measured only by marks, but by the ability to uplift others.</p> <div style="text-align: right;">  <p>'Each One Teach One' reminds us that education is not merely about scoring well in examinations. It is about building a community where</p> </div>
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gaps in their own knowledge. Teaching does not reduce what they know; it strengthens it. Education becomes not just a personal achievement, but a shared journey.	knowledge flows freely and no student feels left behind. One student. One learner. One meaningful difference.
To volunteer or register for the project, contact the School Social Responsibility Cell or speak to your Class Teacher. Email: eachoneteachone@sspschool.edu Website: www.ssspschool.edu/eachoneteachone Helpline: 98765 43XXX Registrations open till 15 August.	

Answer the following questions, based on your reading of the above information.

- I. Complete the following with a suitable option. 1
 The 'Each One Teach One' initiative challenges the idea that learning is primarily a _____.
 (a) structured institutional obligation
 (b) competitive individual pursuit
 (c) government-regulated system
 (d) performance-based evaluation model
- II. Complete the following with a suitable option. 1
 When the passage states that 'teaching strengthens what they know,' it implies that peer instruction leads to _____ understanding.
 (a) superficial and temporary
 (b) memorised and mechanical
 (c) reinforced and conceptually deeper
 (d) examination-oriented and strategic
- III. State whether True or False 1
 The 'Each One Teach One' initiative suggests that academic excellence is best achieved through individual competition rather than collaborative responsibility.
- IV. Select the option that best explains the phrase, 'partners in progress'. 1
 (a) students working separately to achieve their own academic improvement
 (b) classmates supporting each other to achieve shared academic growth
 (c) learners competing actively to secure higher academic positions
 (d) teachers monitoring students to ensure steady academic progress
- V. Explain how the initiative benefits the student-teacher beyond academic revision. 2
- VI. Complete the following with a suitable option. 1
 The phrase 'no student feels left behind' suggests _____.
 (a) automatic promotion of all students regardless of performance levels

- (b) comprehensive emotional and academic inclusion within the classroom
- (c) complete abolition of examinations across all grade levels
- (d) total elimination of differences in student ability and performance

- VII. Complete the following suitably. 1
 By encouraging students to support peers who hesitate to ask questions, the 'Each One Teach One' project transforms learning from a competition into a _____.
- VIII How does the 'Each One Teach One' initiative challenge traditional ideas of academic success? Explain with reference to the text. 2

SECTION B WRITING SKILLS (22 marks)

All the names and addresses used in the questions are fictitious. Resemblance, if any, is purely coincidental.

3. You are Riya, Class X-B, Vidyabhavan Public School. Write an application to the Principal requesting permission to set up a Reading Corner in your classroom. State the reason how it will benefit students and suggest one way to manage it effectively. 1x3=3
4. Write a factual description of the School Library in your school in not more than 100 words. Describe its physical layout, seating arrangement and the resources and facilities available for students and teachers. 1x4=4
5. Attempt **any one** of the two, (A) or (B), in 120 words 1x7=7
- A. You are Anish Khanna, a concerned citizen, residing at 45, Green Park, New Delhi. You are deeply worried about the increasing tendency of people to consume antibiotics for minor health issues such as common cold, mild fever, or throat irritation, often without proper medical advice. This indiscriminate intake is leading to serious health problems, including weakened immunity and antibiotic resistance.
 Write a letter to the Editor of a national daily highlighting the harmful effects of misuse of medication on human health in 120–150 words. Use your own ideas along with those from MCB Unit 1: Health and Medicine, to write this letter.

OR

- B. You recently came across the article that private coaching centres, online tutors and AI-based learning platforms are multiplying. Despite all this schools continue to play the most crucial role in shaping students' values, discipline, empathy and social responsibility.
 Write a letter to the Editor of a national daily as Meera Singh, 102, Rosewood Colony, Jaipur, expressing your views on how schools contribute to value education to create better humans. Use your own ideas along with those from MCB Unit 2: Education, to write this letter.
6. Attempt **any one** of the two, (A) or (B), in 150 words 1x8=8

- A** Imagine you are Soham Sharma of Class X. Write an article for your school magazine on the topic 'Promoting Social Harmony in a Diverse Society'. Emphasise the importance of respect, tolerance and cooperation. Explain how social harmony strengthens national integration and suggest practical steps students can take to promote peaceful coexistence in their daily lives.

You may use your own ideas along with the given cues and your reading of MCB Unit 6: National Integration.

Social harmony – key elements – small acts build unity – practical ways to practice harmony in daily life.

OR

- B** You are Kritika Kapoor, class X. Write an article for your school magazine on 'The Role of Renewable Energy in Building a Sustainable Future'. In your article, discuss the different types of renewable energy, their benefits to society and the environment and the challenges faced in adopting them.

You may include use your own ideas along with the given cues and your reading of the MCB Unit 3: Science

Major sources- key advantages- challenges and critical issues-actionable steps to promote clean energy use.

SECTION C GRAMMAR (10 marks)

- 7. Fill in the blanks (i) – (iii) with the appropriate option from those in the brackets. 3x1=3**

Urban green spaces play an important role in improving mental health and are central to cities' plans of (i)_____ (promote / promoting / promoted) sustainable living. For many people, nature-based solutions (ii)_____ (was seen / are seen / seeing) as optional luxuries, but modern research proves their necessity. Today, governments (iii)_____ (recognise / recognised / recognising) green spaces as an essential part of urban development.

- 8. In the following paragraph, one word has been omitted in each line. In your answer sheets, remember to write the missing word along with the word that comes before and after it, as shown below. The first one has been done as an example 4x1=4**

S No.	Text	Word Before	Omission	Word After
e.g.	When travelling most regions of India,	travelling	in	most
i	you find local restaurants serving			

ii	a platter offering choicest dishes specific			
iii	to that region. However it is more than			
iv	just a part the country's dining-out culture.			

9. Do as directed.**1 + 2 =3**

- I Rearrange the following jumbled words/phrases in the given dialogue to create a meaningful sentence. 1

Shubhani: Social media has changed the way we interact with people, but it has both advantages and disadvantages. What do you think?

Rohan: (i) I agree/ share ideas easily/ people connect and/that/but at the/ causes stress / same time it

- II. Report the conversation given below by filling in the blanks to complete the following paragraph. **1X2=2**

Anika: Hi, Kabir! Did you see the art exhibition at the city museum yesterday?

Kabir: Yes, Anika! The paintings and sculptures were amazing and the digital installations made it even more interesting.

Anika asked Kabir (i) _____. Kabir replied in the affirmative and said (ii) _____. He added the digital installations had made it even more interesting.

SECTION D: LITERATURE TEXTBOOK (26 MARKS)

10. Read the given extract and answer the questions briefly, for any two extracts, **2X4=8** of the three, given.

- A. "But that has nothing to do with my present form. It might have, but I gave it up at last for that very reason, and went to work as a reader on a magazine." She sighed, and rubbed the end of her long eagle nose with a reminiscent finger. "Those were terrible days; the memory of them made me mistake purgatory for paradise, and at last when I attained my present state of being, I made up my mind that something should be done.

(A Shady Plot)

- I What attitude does the speaker express towards her past experiences in the given statement? 1
 "Those were terrible days; the memory of them made me mistake purgatory for paradise?"
- II Why does the speaker say, she "gave it up at last for that very reason"? 1

- III** What does the speaker's action of sighing and rubbing her nose suggest about her feelings towards her past experiences? 1
- IV** How does the speaker's resolve that "something should be done" reflect a change in her outlook towards life and her present identity? 1
- B.** When wasteful war shall statues overturn,
And broils root out the work of masonry,
Nor Mars his sword nor war's quick fire shall burn
The living record of your memory.
'Gainst death and all oblivious enmity (Not Marble, nor the Gilded Monuments)
- I** How does the phrase wasteful war emphasise the destructive power of human conflict over time? 1
- II** What does the phrase 'the living record of your memory' suggest about the poet's belief in the permanence of poetry? 1
- III** How does the reference to 'Mars his sword' and 'war's quick fire' enhance the contrast between physical destruction and poetic immortality? 1
- IV** What message about time and human achievements is conveyed through the idea that wars cannot erase the subject's memory preserved in verse? 1
- C.** ANTONY: O, pardon me, thou bleeding piece of earth,
That I am meek and gentle with these butchers!
Thou art the ruins of the noblest man
That ever lived in the tide of times.
Woe to the hand that shed this costly blood!
Over thy wounds now do I prophesy, --
Which, like dumb mouths, do ope their ruby lips,
To beg the voice and utterance of my tongue—
A curse shall light upon the limbs of men;
Domestic fury and fierce civil strife
Shall cumber all the parts of Italy;
Blood and destruction shall be so in use
And dreadful objects so familiar
That mothers shall but smile when they behold
Their infants quarter'd with the hands of war; (Julius Caesar)
- I** What does Antony mean when he calls Caesar "the ruins of the noblest man, That ever lived in the tide of times"? 1
- II** How does the line "dumb mouths... ruby lips" for Caesar's wounds intensify the 1

emotional appeal of Antony's speech?

- III What does Antony's prophecy about "domestic fury and fierce civil strife" reveal about his understanding of Rome's future? 1
- IV How does the image of mothers smiling at the death of their infants highlight the extreme consequences of war predicted by Antony? 1
- 11. Answer any five of the following six questions in about 30-40 words each. 5x2=10**
- I Why does the traveller describe the heart of the statue as 'cold'? (*Ozymandias*) 2
- II How does humour soften the serious conflict between logic and imagination in the story, 'A Shady Plot'? 2
- III How does the villagers' participation reflect collective moral compromise driven by power and money? (*Mrs. Packeltide's Tiger*) 2
- IV How does the contrast between the boys' age and their responsibilities deepen the theme of sacrifice in the story? (*Two Gentlemen of Verona*) 2
- V How do the Antarctic and oceanic settings emphasise the isolation and helplessness of the crew in the poem, 'The Rime of Ancient Mariner'? 2
- VI How does the Frog use his social status in the bog to establish control over the Nightingale? (*The Frog and the Nightingale*) 2
- 12. Answer any one of the following two questions in about 150 words. 1x8=8**
- I Both *Two Gentlemen of Verona* and *The Letter* highlight love and devotion. Compare how the boys' silent sacrifice in 'Two Gentlemen of Verona' and Coachman Ali's patience in 'The Letter' reflect true love and loyalty. Evaluate what the stories suggest about the nature of selfless devotion in human relationships.

OR

- II Both 'The Dear Departed' and 'Mrs. Packletide's Tiger' explore human behaviour driven by selfishness and personal gain. Compare how the characters in the two stories display greed, jealousy and self-interest. Evaluate the overall message the authors convey about human values and moral responsibility.