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CLASS 10 ENGLISH LANGUAGE AND LITERATURE - PRACTICE QUESTIONS

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CLASS 10

English Language and Literature

Sample Paper 1 - Questions

15 questions | 80 marks | 2026-27

Time: 3 hours. Answer all questions and subparts unless a choice is stated. Marks are shown on the right. Write answers on separate sheets. Independently prepared practice paper.

Literature contexts are retold prompts. Use the prescribed work for supporting evidence.

Section A - Reading skills

1. Read the original passage. **10**

The old boundary wall was the first thing visitors saw when they entered the neighbourhood centre. A youth group proposed a mural showing the people who used the building. The plan sounded simple until the first drawings arrived. Almost every drawing showed a performer on the stage, although the centre also hosted reading groups, repair sessions and meetings that never attracted an audience.

Nikhil, who had offered to coordinate the painting, pinned the drawings on a board without choosing a winner. He invited the caretaker, a retired teacher and several younger children to add sketches. The caretaker drew a broom beside an open door. One child drew the chair where she waited for her older brother. These small details suggested that a shared place could matter through ordinary routines as well as public events.

The group changed its approach. Instead of finding a single picture that represented everybody, it designed connected panels. A narrow painted path would link the panels and lead toward the real doorway. Contributors could suggest changes to their own panel, while decisions about colours and the connecting path would be discussed together. The arrangement gave people some control without making cooperation unnecessary.

Disagreement did not disappear. A prominent volunteer wanted a large portrait in the middle, and another contributor felt that their activity had been

given too little space. Nikhil asked each person to explain what they wanted a viewer to understand. This moved the discussion from the size of a picture to its purpose. Some panels grew, others became clearer, and one repeated scene was removed to make room for an activity that had been overlooked.

Rain delayed the painting by a week. The delay allowed the group to notice that the lowest panels would be difficult to see from the far side of the road. They adjusted the layout before using the final paint. The setback cost time, but it also prevented a design problem from becoming permanent. The group kept a record of the changes so later volunteers would understand the choices.

When the mural was finished, the centre held a small gathering. The thank-you card named the people who prepared the wall, moved equipment and cleaned the site as well as those who painted. A visitor called the mural the work of a gifted artist. Nikhil pointed to the list. The result depended on artistic skill, but also on listening, negotiation and practical work. Its most important achievement was that more people could recognise something of their own lives on a wall they passed every day.

(a) What limitation do the first drawings share? **1**

(b) Why does Nikhil invite more people to sketch? **1**

(c) What does the caretaker's sketch represent? **1**

(d) How are individual control and cooperation combined? **1**

(e) How does asking about the viewer's understanding change the disagreement? **1**

(f) What unexpected benefit follows the rain delay? **1**

(g) Why are changes recorded? **2**

(h) Discuss the significance of the thank-you card. **2**

2. Read the fictional data passage. **10**

The following data are fictional. A school asked 240 learners to select one preferred workshop from four options. Art received 72 choices, sport 96, science 48 and debate 24. Each learner selected exactly one option. The school then ran a workshop programme. Total attendance was 60 in its first week and 84 in its fourth week. The weeks did not necessarily contain the same participants. The timing changed during the programme, and no comparison group was used. In week four, 42 of the 60 people who received a feedback form returned it. The school wants to plan its next programme using the survey, attendance records and written comments. The records measure different things: an initial preference, participation on particular dates and the views of those who returned a form. They should not be treated as interchangeable evidence.

(a) How many learners selected art? **1**

(b) Which workshop received the most choices? **1**

(c) What percentage selected art? **1**

(d) Which workshop received the fewest choices? **1**

(e) Find the increase in attendance between the two weeks. **1**

(f) Find the percentage increase from the first-week attendance. **1**

(g) Calculate the feedback response rate. **2**

(h) Why do these figures not prove that the programme improved every learner's experience? **2**

Section B - Grammar and writing

3. Language practice: answer as directed. **10**

(a) Choose: The list of activities (is/are) on the board. **1**

(b) Correct: We have visited the museum yesterday. **1**

(c) Report: Mira said, "I will return the book tomorrow." **1**

(d) Join using although: The path was longer. We chose it because it was safer. 1

(e) Complete: If I had checked the date, I ___ (avoid) the mistake. 1

(f) Correct: There are less chairs than we need. 1

(g) Use the passive: The volunteers have cleaned the hall. 1

(h) Choose: You (must/may) return the borrowed equipment; it is compulsory. 1

(i) Report the question: The librarian asked, "Where do you keep the register?" 1

(j) Rearrange: before / the evidence / a conclusion / examine / reaching 1

4. Write a formal letter of 120-150 words to the editor about the need for accessible public reading spaces in your locality. Describe barriers and suggest practical improvements. 5

5. Write a 100-120-word analytical paragraph based on the following fictional data. Compare important figures and identify a limitation of the evidence. 5

The following survey data are fictional. A school asked 120 students to select one preferred activity: gardening received 36 choices, reading 48, music 24 and drama 12. Every respondent chose exactly one option. Attendance at a separate lunchtime activity rose from 20 in its first week to 40 in its fourth week. The participants were not necessarily the same, and the timetable changed. Of 50 feedback forms issued, 20 were returned. The survey was voluntary and covered one school. Preference, attendance and feedback measure different things; the school has no comparison group and no information about people who did not respond.

Section C - Literature

6. Support your interpretation with relevant textual evidence. Read the retold context below (not a textbook quotation): A thief is deceived by another person while imagining himself in control.
Explain how this situation develops the concern identified as Horace's deception. Support your response with relevant details from the prescribed work. **5**

7. Support your interpretation with relevant textual evidence. Read the retold context below (not a textbook quotation): Hari Singh returns stolen money and preserves a possible different future.
Explain how this situation develops the concern identified as Hari Singh's return. Support your response with relevant details from the prescribed work. **5**

8. Support your interpretation with relevant textual evidence. Discuss Amanda's imagination in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **3**

9. Support your interpretation with relevant textual evidence. Discuss Loss in The Ball Poem in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **3**

10. Support your interpretation with relevant textual evidence. Discuss The caged tiger in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **3**

11. Support your interpretation with relevant textual evidence. Discuss Kisa Gotami's learning in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **3**

12. Support your interpretation with relevant textual evidence. Discuss Valli's independence in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **3**

13. Support your interpretation with relevant textual evidence. Discuss Anne's diary in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **3**

14. Support your interpretation with relevant textual evidence. Discuss Mandela's freedom in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **6**

15. Support your interpretation with relevant textual evidence. Discuss Lencho's faith in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **6**

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