CBSE Class 10 English (Communicative)

Practice Paper 2026-27 (Set 1)

Subject: English Communicative | **Subject Code:** 101 | **Class:** X
Time Allowed: 3 Hours | **Maximum Marks:** 80

Prepared by Sunbeam World School for practice. This is an original practice paper written on the CBSE Class X question paper design for 2026-27. It is not a CBSE board paper and not a CBSE sample question paper. Official past board papers are published on cbse.gov.in and the official sample question paper is on cbseacademic.nic.in.

Check before using this paper. Most Class 10 candidates are entered for English Language and Literature (184). Confirm with the school which English code the student is registered for, since the two papers have different section structures and are not interchangeable.

General Instructions

1. This paper is divided into **four Sections: A, B, C and D**. All questions are compulsory.
2. Answers should be brief and to the point, and must respect the word limits given.
3. Separate instructions are given with each section and question wherever necessary.
4. Use of a dictionary is **not** permitted.

Blueprint: Section-Wise Distribution

Section	Area	Marks
A	Reading Skills	22
B	Writing Skills	22
C	Grammar	10
D	Literature Textbook	26
	Total	**80**

SECTION A: READING SKILLS

22 marks

1. Read the passage carefully. (12 marks)

(1) The bicycle has had an unusual history. Invented in Europe in the nineteenth century, it was at first a curiosity for the wealthy, expensive and awkward to ride. Within fifty years it had become the cheapest personal transport available anywhere, and by the middle of the twentieth century it was the ordinary vehicle of the working person across much of the world.

(2) Then it nearly disappeared in the places that had invented it. As cars became affordable, cities were rebuilt around them. Roads widened, parking replaced public squares, and cycling came to seem eccentric or unsafe. In some European cities, cycling fell to a small fraction of all journeys within a single generation.

(3) The reversal that followed was not accidental. Several cities, faced with congestion and poor air, chose deliberately to rebuild for bicycles: separated lanes, secure parking, and junctions designed so that a cyclist is visible to a driver rather than hidden beside one. The results took two decades to appear, and they appeared only where the investment was sustained rather than announced and abandoned.

(4) What is often missed is that these changes benefited people who do not cycle at all. Fewer cars meant quieter streets, shorter bus journeys and safer crossings for pedestrians. The argument for cycling infrastructure turns out to be weakest when it is made only to cyclists, and strongest when it is made to everyone who uses a street.

Answer the following questions.

(i) State how the bicycle was regarded when it was first invented. **(2)**
(ii) Explain in about 30 words why cycling declined in the cities that had invented it. **(2)**
(iii) The writer says the reversal "was not accidental". State what this means. **(2)**
(iv) List any two specific changes cities made to encourage cycling. **(2)**
(v) Explain why the writer says the argument for cycling is strongest when made to everyone. **(2)**
(vi) Find a word in paragraph 3 that means "continued over a long period". **(1)**
(vii) Find a word in paragraph 2 that means "strange or unconventional". **(1)**

2. Read the passage carefully. (10 marks)

(1) Handwriting is taught less than it once was, and the question of whether that matters has produced more opinion than evidence. What evidence exists points in an interesting direction. Students who take notes by hand in a lecture tend to recall the material better than students typing the same lecture, even though the typists capture far more words.

(2) The explanation most researchers favour is that handwriting is slower. Because a student cannot write everything down, they must decide in the moment what matters, and that decision is itself a form of learning. The typist, able to keep up, records without selecting.

(3) This does not mean typing is useless. For long documents, for editing, and for anyone whose handwriting is painful or illegible, a keyboard is plainly better. The finding is narrower than the headlines suggest: for the specific task of learning new material in real time, the slower tool wins.

Answer the following questions.

(i) State the finding about note-taking described in paragraph 1. **(2)**
(ii) Explain why being slower helps the student writing by hand. **(2)**
(iii) State two situations in which the writer accepts that typing is better. **(2)**
(iv) The writer says the finding is "narrower than the headlines suggest". Explain what the writer means. **(2)**
(v) Find a word in paragraph 1 that means "to remember". **(1)**
(vi) Find a word in paragraph 3 that means "difficult or impossible to read". **(1)**

SECTION B: WRITING SKILLS

22 marks

3. You are Rohan or Rohini Sharma, Secretary of the Eco Club of your school. Write a notice in about 50 words for the school notice board, informing students about a tree plantation drive to be held on the school grounds, giving the date, time, what to bring and whom to contact. **(4)**

4. You are Kabir or Kavya Nair of 27, Rose Lane, Kochi. Write a letter in about 120 words to the Manager of a sports equipment company, placing an order for items required by your school athletics team, specifying the items, quantity and the date by which delivery is needed. **(6)**

OR

You are the Sports Captain of your school. Write a letter in about 120 words to the Editor of a local newspaper, drawing attention to the poor condition of the public playground in your locality and suggesting what the authorities could do.

5. Write a short story in about 150 to 200 words beginning with the line given below. **(6)**
The envelope had been lying on the table for three days before anyone opened it.

OR

Write a short story in about 150 to 200 words ending with the line given below.
She never did find out who had left the umbrella.

6. Write an article in about 150 to 200 words on the topic *Why Every Student Should Learn to Cook*, giving at least three reasons and one practical suggestion for schools. **(6)**

OR

Write a speech in about 150 to 200 words to be delivered at the school assembly on the topic *Small Habits That Make a Big Difference*.

SECTION C: GRAMMAR

10 marks

7. Complete the passage by choosing the correct option for each blank. (4 × 1 = 4)

The library (a) _ ***renovated last summer, and it now (b)*** _ twice as many readers as before. Students (c) _ ***reserve a study desk online, a facility that (d)*** _ not exist two years ago.

(a) (i) is (ii) was (iii) has (iv) were
(b) (i) attract (ii) attracts (iii) attracting (iv) attracted
(c) (i) can (ii) must (iii) should (iv) need
(d) (i) does (ii) did (iii) do (iv) was

8. Rearrange any three of the following into meaningful sentences. (3 × 1 = 3)

(a) the / was / cancelled / because / match / rain / of
(b) every morning / she / before / walks / breakfast / in the park
(c) have / they / the project / completed / already
(d) difficult / this question / than / is / the previous one / more

9. Complete any three of the following tasks as directed. (3 × 1 = 3)

(a) Report the dialogue. "*Are you coming with us?*" *asked Meera.*
(b) Change into the passive voice. *The students planted fifty saplings.*
(c) Identify the error and supply the correction. *Each of the boys were given a certificate.*
(d) Join using a suitable conjunction. *He was tired. He finished the work.*

SECTION D: LITERATURE TEXTBOOK

26 marks

10. Answer the questions for any one of (A) or (B). Refer to your prescribed Literature Reader. (4)

(A) In the poem you have studied about a creature kept in confinement, the poet contrasts the animal's present surroundings with the life it should be living.
(i) Name the poem and the poet. **(1)**
(ii) State one detail the poet gives about the animal's confinement. **(1)**
(iii) Explain what the contrast between the two lives suggests about the poet's view. **(2)**

(B) In one of the prose lessons you have studied, a character makes a decision that surprises the people around them.

(i) Name the lesson and the character. **(1)**
(ii) State the decision made. **(1)**
(iii) Explain why the decision surprised others. **(2)**

11. Answer any four of the following five questions in about 30 to 40 words each. (4 × 2 = 8)

(i) What is the central conflict in any one play you have studied this year?
(ii) Describe one way in which the setting of a story you have read shapes its events.
(iii) What change does the main character undergo in any one prose lesson you have studied?
(iv) Explain the significance of the title of any one text in your course.
(v) Describe one image from a poem you have studied and state what it conveys.

12. Answer any two of the following three questions in about 40 to 50 words each. (2 × 3 = 6)

(i) Compare the attitudes of any two characters in a single text towards the same event.
(ii) Describe a moment in any text where a character's silence says more than speech would have.
(iii) Explain how a minor character in any text you have studied influences the outcome.

13. Answer any one of the following two questions in about 100 to 120 words. (8)

(i) Many texts in your course deal with the gap between what a character expects and what actually happens. Choose one such text, describe the expectation, describe the outcome, and explain what the character learns.

OR

(ii) Write a letter in the voice of a character from any text you have studied, addressed to another character, explaining a decision that was never explained in the text itself.

MARKING SCHEME

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Marks are shown in brackets. Accept any other correct and well-supported answer.

SECTION A: READING (22)

1. (i) It was a curiosity for the wealthy, expensive to buy and awkward to ride **(2)**
(ii) Cars became affordable and cities were rebuilt around them, with wider roads and parking replacing public squares, so cycling came to seem eccentric or unsafe **(2)**
(iii) It means the recovery of cycling was the result of deliberate choices and sustained investment by cities, rather than something that happened on its own **(2)**
(iv) Any two, 1 mark each: separated cycle lanes; secure parking; junctions designed so a cyclist is visible to a driver **(2)**
(v) Because the changes also benefit people who never cycle, through quieter streets, shorter bus journeys and safer crossings, so an argument addressed to all street users is supported by a wider range of benefits **(2)**
(vi) **sustained (1)**
(vii) **eccentric (1)**

2. (i) Students who take notes by hand recall lecture material better than students who type it, even though typists record far more words **(2)**
(ii) Because handwriting is slower, the student cannot write everything and must decide in the moment what matters, and that act of selection is itself a form of learning **(2)**
(iii) Any two, 1 mark each: for long documents; for editing; for anyone whose handwriting is painful or illegible **(2)**
(iv) The writer means the advantage of handwriting applies only to the specific task of learning new material in real time, and does not show that typing is generally worse, which is how headlines tend to present it **(2)**
(v) **recall (1)**
(vi) **illegible (1)**

SECTION B: WRITING (22)

3. Notice **(4)**
Format, with the word NOTICE, the name of the school or club, a heading, the date and the writer's name and designation, in a box **(1)**
Content, covering the event, date, time, venue, what to bring and contact person **(2)**
Expression, accuracy and brevity within the word limit **(1)**

4. Letter, order or to the editor **(6)**
Format, including sender's address, date, receiver's address, subject, salutation, body and closing **(1)**
Content, covering the items, quantity and delivery date for the order, or the problem and suggestions for the editor letter **(3)**
Expression, fluency, accuracy and formal register **(2)**

5. Story **(6)**
Content, including a clear situation, development and ending, with the given line used correctly at the start or at the end as specified **(3)**
Organisation, coherence, and an appropriate title **(1.5)**
Expression, vocabulary, accuracy and word limit **(1.5)**
Award no credit for the given line if it has been altered or placed in the wrong position.

6. Article or speech **(6)**
Format, with a title and the writer's name for an article, or an address to the audience and a close for a speech **(1)**
Content, with at least three reasons and one practical suggestion for the article topic, or at least three developed points for the speech **(3)**
Expression, coherence, accuracy and word limit **(2)**

SECTION C: GRAMMAR (10)

7. (a) **(ii) was** (b) **(ii) attracts** (c) **(i) can** (d) **(ii) did (4 × 1 = 4)**

8. Any three, 1 mark each **(3)**
(a) The match was cancelled because of rain.
(b) She walks in the park every morning before breakfast.
(c) They have already completed the project.
(d) This question is more difficult than the previous one.

9. Any three, 1 mark each **(3)**
(a) Meera asked whether I was going with them. *Accept: Meera asked if I was coming with them.*
(b) Fifty saplings were planted by the students.
(c) Error **were**, Correction **was**.
(d) He was tired, but he finished the work. *Accept: Although he was tired, he finished the work.*

SECTION D: LITERATURE (26)

10. Any one **(4)**
Award 1 mark for correct naming, 1 mark for the detail or decision stated, and 2 marks for the explanation. Accept any answer supported by the prescribed Literature Reader, since candidates may choose different texts.

11. Any four, 2 marks each **(8)**
Award 1 mark for a correct and relevant point drawn from a named text, and 1 mark for explanation and expression within the word limit. Credit any text from the prescribed Literature Reader.

12. Any two, 3 marks each **(6)**
Award 1 mark for identifying the characters, moment or minor character, and 2 marks for comparison or explanation supported by the text.

13. Any one **(8)**
Content, with the expectation and outcome clearly described and the learning explained, or a letter that is consistent with the character's voice and situation **(4)**
Organisation, including letter conventions where the letter option is chosen **(2)**
Expression, vocabulary, accuracy and word limit **(2)**

End of marking scheme.