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**CBSE Sample Paper-04**  
**SUMMATIVE ASSESSMENT – I**  
**English Language and Literature**  
**Class – X**

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Time allowed: 3 hours

Maximum Marks: 70

**General Instructions:**

- (i) The Question paper is divided into three sections:

Section A - Reading	<b>20 marks</b>
Section B - Writing and Grammar	<b>25 marks</b>
Section C - Literature	<b>25 marks</b>
  - (ii) All questions are compulsory.
  - (iii) You may attempt any section at a time.
  - (iv) All questions of that particular section must be attempted in the correct order.
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**Section A**  
**Reading (20 marks)**

1. Read the passage carefully. **(8)**
- Chlorofluorocarbons, commonly referred to as CFCs, are non-combustible liquids that were, at one time, frequently used as refrigerants and aerosol propellants, as well as for cleaning products. Since scientists discovered CFCs caused the depletion of the ozone layer, CFCs have been phased out, but old refrigerators and other devices that use CFCs might still be in use. Through inhalation, digestion or other physical contact, as well as from exposure to harmful levels of ultraviolet rays, CFCs can have a negative impact on human health. Since CFCs contribute greatly to the loss of the protective ozone layer, which blocks ultraviolet rays from the sun, spending too much time in direct sunlight can cause skin cancer. According to the University of Georgia, one in five Americans develops skin cancer. Even without the occurrence of skin cancers, some individuals experience premature aging – meaning the skin becomes wrinkled, thick or leathery from too much sun exposure. Also, increased contact with ultraviolet rays can cause cataracts, macular degeneration and other eye damage. Inhalation of CFCs affects the central nervous system, according to the New Hampshire Department of Environmental Sciences. The result is intoxication similar to alcohol intake and also includes lightheadedness, headaches, tremors and convulsions. Inhalation of CFCs can also disturb heart rhythm, which can lead to death. Exposure to large amount of CFCs could potentially cause asphyxiation, according to the Center for Disease Control and Prevention.
- According to the New Hampshire Department of Environmental Sciences, exposure to pressurized CFCs, such as that from a refrigerant leak, can cause frostbite on the skin. Direct skin exposure to CFCs has not been linked to cancer, according to the Scottish Environment Protection Agency. Ingestion of CFCs can cause nausea, vomiting, diarrhea or other upset to the digestive tract.
- Since direct exposure to CFCs is linked to negative effects with the central nervous system, these substances can generally impair the human immune system. Problems might include difficulty breathing or injury to the heart, kidneys and liver. The University of Georgia also reports that overexposure to the sun suppresses overall immune function or the skins natural defences.

**Answer the following questions:**

- (i) What are chlorofluorocarbons commonly known as?
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- (ii) What have CFCs caused?
  - (iii) CFCs are released from \_\_\_\_\_.
  - (iv) Why are CFCs harmful?
  - (v) What causes asphyxiation?
  - (vi) \_\_\_\_\_ can cause frostbite on skin.
  - (vii) CFCs gives rise to which diseases?
  - (viii) The \_\_\_\_\_ can impair the immune system.

2. Read the passage carefully.

**(12)**

Many of us grew up hearing the admonition that money is the root of all evil. Money, in and of itself, is neither evil nor good; it is only what happens with money once it is in our hands that gives it qualities of either good or evil. Money can be a tool, and it is a necessary tool for simply maintaining our daily lives. We need money to put a roof over our heads so that we are safe, warm and dry. Money provides food to keep us alive so that we can continue to function and clothes us so that we can function in a socially acceptable manner. And it takes money to keep us healthy so that we can continue to lead productive, meaningful lives.

Money can also be a test. Needing to earn money can test our ingenuity, our determination and even our humility when we find it necessary to generate work for ourselves or we have to take a job that feels like it is several steps back from where we rightfully could be in our employment. Being financially unable to do and have many of the things we'd like to do and have for ourselves, as well as for sharing with others, can test our attitudes and our willingness to live our lives realistically.

Ironically, having an abundance of money can be an even more challenging test of the persons that we truly are. When we can afford to do anything we want to do and to have anything we want to have, we are faced with the choice of whether we use our money solely to benefit ourselves or we use it to make the world a better place for others, as well as for ourselves. Having significant wealth can open our eyes to the opportunities available to reach out to others who need our help, or it can blind us to anything and everything beyond our own ever-escalating desires for possessions, prestige and power, thereby testing to the very limit the true nature of our character as human beings.

**Answer the following questions:**

- (a) What gives money the attributes of good or evil?
- (b) Why do we need money?
- (c) Why is lack of money referred to as a test?
- (d) Having abundant money is challenging, according to the author. Why?
- (e) Find the meaning of the word 'productive' in reference to the passage.
  - (i) beneficial
  - (ii) fruitful
  - (iii) powerful
  - (iv) healthy
- (f) Find the synonym of the word 'challenging' in the passage.
  - (i) agreement
  - (ii) victory
  - (iii) demanding
  - (iv) easy
- (g) Find the word from the third paragraph which means 'confined to one's self'.
  - (i) prestige
  - (ii) abundance
  - (iii) significant
  - (iv) solely
- (h) Find the antonym of the word 'escalating' in the passage.
  - (i) extending
  - (ii) diminishing
  - (iii) mounting
  - (iv) speeding

## **Section B**

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### Writing (25 marks)

3. Many students face a dilemma while choosing the right stream at the +2 level. Most of them are unsure about their options. Write a letter to the Editor of 'The Daily', New Delhi, requesting him to publish relevant information to help students in the selection and decision-making process. You can use the hints given below. Sign off as Tilak, a resident of Tilak Nagar, New Delhi. (5)
- Big decision
  - Different interests and abilities
  - Ideal stream
  - Potential career
  - Career events

Or

Unlike most higher education courses that provide basic degrees with no specialisation, vocational education prepares students for work in a particular trade. Using the given hints below, write an article in about 100-120 words on the increasing popularity of vocational education. You are Dinesh / Deepika.

- Specialisation in a particular trade
  - Technical education combined with entrepreneurial skills
  - Skills required for jobs
  - Employment opportunity
4. Write a story in about 150-200 words which begins as the following.  
"Sitting alone on a beach I felt myself like a speck of sand against the vastness of the sea. Suddenly I saw a boat coming towards the shore ...." (10)
5. Complete the following passage by choosing the correct word from the given options. (3)  
Spending time (i) \_\_\_\_\_ their kids brings immediate as well as long-term gains (ii) \_\_\_\_\_ fathers. Children of an involved dad (iii) \_\_\_\_\_ more popular, get on better with their peers.  
(a) of (b) with (c) beside (d) besides  
(a) to (b) in (c) with (d) at  
(a) is (b) was (c) were (d) are
6. The following passage has not been edited. There is one error in each line. Identify the wrong word and write it with the correction in the spaces given. (4)
- |  | Incorrect | Correct |
|--|-----------|---------|
| A priest is walking down the street one day      | (a) _____ | _____   |
| when he noticed the small boy                    | (b) _____ | _____   |
| trying to press the doorbell of the house        | (c) _____ | _____   |
| across the street. And the boy was really small. | (d) _____ | _____   |
7. Rearrange the following words and phrases to form meaningful sentences. (3)  
(i) emotional state / anger / accompanied / changes / is an / biological / by  
(ii) disability / common / congenital / a / it is / physical  
(iii) Shafique's foot / twisted inward / have / would

### Section C

#### Literature Textbook and Long Reading Text (25 marks)

8. Read the extracts given below and answer the questions that follow. (3)  
But if it had to perish twice
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I think I know enough of hate  
To say that for destruction ice  
Is also great And would suffice.  
(i) What does 'it' refers to in the first line?  
(ii) What do you mean by 'perish'?  
(iii) What does 'ice' symbolises here?

**Or**

But he's locked in a concrete cell,  
His strength behind bars,  
Stalking the length of his cage,  
Ignoring visitors.  
(i) What does the phrase 'his strength behind the bar' suggests?  
(ii) Why does the tiger ignore the visitors?  
(iii) What is the tiger doing in the cage?

9. Answer the following questions in about 30-40 words each. **(8)**

- (i) Why did Lencho not want the money to be sent through mail?
- (ii) What did Mandela realise about his brothers and sisters?
- (iii) How did the young seagull and his family celebrate his first flight?
- (iv) Why was Anne's entire class anxious and nervous?

10. Anne called 26th July a 'tumultuous' day. Explain the reasons behind it. **(4)**

**Or**

The poet presents two reasons which will lead to the destruction of the humanity. What values do you garner from the two possible causes provided by him?

11. A. "Paper has more patience than people." Explain. **(10)**

**Or**

Comment on the changing thoughts of Anne about her mother:

11. B. Helen's determination to provide her doll with eyes, reflects her own desire to be able to see again. Discuss. **(10)**

**Or**

How did Miss Sullivan teach Helen the meaning of the word, 'love'?

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**Section A**  
**Reading (20 marks)**

1. (i) Chlorofluorocarbons are commonly known as CFCs.  
(ii) CFCs have caused the depletion of the ozone layer.  
(iii) Old refrigerators and other devices using CFCs.  
(iv) CFCs cause the loss of the protective ozone layer which blocks the ultraviolet rays from the sun, causing skin cancer.  
(v) Exposure to large amount of CFCs could cause asphyxiation.  
(vi) Direct skin exposure to pressurised CFCs.  
(vii) CFCs can cause nausea, vomiting, diarrhoea or other digestive diseases. They also cause asphyxiation and other life threatening diseases.  
(viii) CFCs
2. (i) Money in itself is neither good nor evil. It is attributed with positive or negative qualities on the basis of what happens with money once it is in our hands.  
(ii) We need money to maintain our lives. We need it to put a roof over our heads, to buy food to eat and for clothes to function in a socially acceptable manner.  
(iii) Lack of money to maintain a reasonable life creates a need to earn it, which tests our ingenuity, determination as well as humility. It also tests our attitude and willingness to live a realistic life.  
(iv) Having abundant money tests the very limit of our true nature. Possessing significant wealth can open our eyes to the opportunities to help others or it can blind us to anything beyond our selfish desires and motives.  
(v) (b) fruitful  
(vi) (c) demanding  
(vii) (d) solely  
(viii) (b) diminishing

**Section B**  
**Writing (25 marks)**

3. 9/11, Pitampura  
New Delhi – 110088

13th March, 20XX  
The Editor The Daily New Delhi

Subject Choosing the Right Stream at +2 Level

Sir/Madam

I want to bring to light the pressure that the teenagers go through while choosing the right stream at the +2 level.

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We all know that selecting a stream after class ten is the first big academic decision that a student has to take. However, it is difficult to decide about one's career interests at such a tender age.

With every child having different IQ, interest and background, children should be encouraged to choose a stream that best suits their talent and abilities. I would like to request you to kindly publish relevant information about various options offered, career events taking place, counselling workshops, job market requirements etc in the interest of parents and students.

I hope that the information available on the knowledgeable pages of your daily will enable children to match their personal interests with potential careers.

Yours faithfully

Tilak

**Or**  
**Vocational Education**

By Dinesh

Vocational education is a form of practical training programme which was earlier considered to be non-academic. It is gaining popularity because of its benefits that bridge the gap between the requirements of the job market and eligible candidates.

Vocational training imparts practical knowledge of a specific trade and specialises students to maintain the momentum of the economy. However, a rigid mindset of parents and teachers was seen discouraging students to pursue these job oriented courses earlier, but increasing employment opportunities do not fail to attract students now. Realising the need of the hour, vocational education is helping in positive developments. With a surge in number of students choosing to enrol in technical colleges, good colleges and institutions offering such courses have cropped up.

Therefore, our educational system should endeavour promoting vocational education and meeting the demands of the changed scenario.

4. Sitting alone on a beach I felt myself like a speck of sand against the vastness of the sea. Suddenly I saw a boat coming towards the shore. It seemed to be out of control but I was not yet sure about it. Soon I discovered that the boat had been through a storm and its motors had failed. There were nine people on the boat who were in a terrible condition. They were out of food and drinking water. Their clothes were torn and drenched. All of them were ill and took a while to gather their senses back. I helped them as much as I could by providing them with food and water. I also called up the authorities of the area to fulfil their needs and help them reach the destination they were heading towards. The horrifying situation they faced, as told by them, was no less than fighting death. On learning how bravely they faced the storm, I realised how petty are the issues we face in our chores. I had no idea of how eventful the day would turn out to be. It taught me a lot about life.
  5. (i) (b) with  
(ii) (a) to  
(iii) (d) are
  6. (i) is                      was  
(ii) the                    a  
(iii) the                  a  
(iv) And                But
  7. (i) Anger is an emotional state accompanied by biological changes.  
(ii) It is a common congenital physical disability.  
(iii) Shafique's foot would have twisted inward.
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**Section C**  
**Literature Textbook and Long Reading Text (25 marks)**

8. (i) 'It' refers to the world.  
(ii) Perish means die or destroy.  
(iii) 'Ice' symbolizes hatred.

**Or**

- (i) It means that he is helpless as he is locked in a cage.  
(ii) The tiger ignore the visitors because he considers them without feelings as none of them tries to help him out of the prison.  
(iii) The tiger is moving slowly and quietly along the length of the cage.
9. (i) Lencho wrote in his second letter that he received only seventy pesos but he needed a hundred pesos. He requested God not to send rest of the money by post since the post office employees were a bunch of crooks and would steal the money.  
(ii) Mandela realised that his brothers and sisters were not free in their own country due to their colour. The freedom of everyone in his society was curtailed. He joined the African National Congress and fought for the freedom.  
(iii) When the young seagull started flying and got over his fear, his family screamed around him out of joy. They praised him and offered him scraps of dog-fish out of delight as he made a successful attempt.  
(iv) Anne's class was anxious and nervous about the result. It was yet to be decided who would be promoted to the higher class or who would not because many deserved it.
10. Anne called 26th July a tumultuous day as it was full of tension and fright. The first warning siren sent off in the morning but nobody paid any attention to it because it only meant that the planes were crossing the coast. The siren alarmed again around 2 O'clock in the afternoon. Anne and her sister went upstairs but after five minutes they heard loud gunshots. After half an hour, drone of engines faded and life became normal. The city was enveloped in thick fog. But after dinner time, there was another gun-fire round and swarms of planes. The air was buzz with the drone of engines. Nobody was able to sleep that night because it repeated again at midnight.

**Or**

- The poet provides and deals with two possible causes for the end of the world. He points more towards the emotional and sentimental side of the issue. As for him, fire denotes deep passion and burning desire, while ice is highlighted for its icy cold and hatred side of the emotions. He favours both the arguments and says that either the deep burning passion or the cold hatred jealousy factor will push the people to walk on the path of destruction. The poet is sure of this destruction of the humanity. He first talks about the destruction because of fire and in case this fails, then ice will end the world. The love that people have for one another will turn into hatred. In race of climbing up and outdo one another, people will tend to hate each other. These negative emotions will become so strong that it will surpass all the love and lead to the destruction of humanity.
11. A. In her entry on Saturday, 20th June, 1942. Anne writes that she thinks writing a diary is a strange experience. She believes that no one would be interested in the musings of a thirteen-year-old schoolgirl. However, it didn't matter to her because she needed to get all kinds of things off her chest.
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When she was down and out, pondering over things on depressing days, sitting alone, bored and listless, the thought that paper has more patience than people always ran through her mind. Anne considers paper to have more patience as she can write down her feelings, which enables her to express a whole range of emotions without hurting anyone's feelings, or later feeling guilty about things she had said in the heat of the moment.

Paper never interrupts her and always has ears for the most ridiculous or boring stories she conveys. One can pour out all her thoughts without being judged or criticised and this encourages Anne to write more. Her diary never gets tired of listening to her musings nor does it tell her to stop. Hence<sup>1</sup> unlike people, paper is more patient and accepts everything at its face value.

**Or**

Anne Frank frequently wrote of her difficult relationship with her mother and of her mixed feelings towards her. In some entries, she went to the extent of saying that she was not a mother to her and showed the utmost contempt and hatred towards her.

Later, as Anne revised her diary, she felt ashamed of her harsh attitude. She wrote, "Anne, is that really you talking about hate? Oh Anne, how could you?" She came to understand that their differences resulted from misunderstandings that were as much her fault as her mother's, and saw that she had added unnecessarily to her mother's suffering.

Later Anne thought that things had steadied between them but still she was unable to love her mother as a daughter should. With this realisation, Anne began to treat her mother with a degree of tolerance and respect. Moreover, her mother said that she looked at Anne as more of a friend. Anne was happy to have such a relationship with her.

However, she still has thoughts of the past in her mind, things that are indelible, occasions on which her mother had made her tearful.

**Or**

11. **B.** During her journey to Baltimore, Helen played with a big doll made of towels. It was given to her by her aunt. This doll was all shapeless and had no features resembling a human being. Helen herself described it as "...the most comical shapeless thing... with no nose, mouths, ears or eyes—nothing that even the imagination of a child could convert into a face." That the doll had no eyes was something that struck Helen more than all other defects put together. She constantly pointed this out to everybody, but nobody helped her to provide the doll with eyes.

Helen's sensitiveness towards the ragged doll was quite natural. Helen could not see, and the doll was without eyes. This way the fate of the doll and Helen was same. Helen perhaps identified herself with the doll and this made her quite restless. She was determined to provide the doll with eyes, and so she did. She searched under the seat and found her aunt's cape which was trimmed with large beads. She pulled off two beads and indicated to her aunt that she wanted her to sew them on her doll. The beads were sewed in the right place, and Helen succeeded in providing the doll with eyes.

Helen's resolve to make sure the doll has eyes, reflects her inner feelings. She wants to change her own fate; she too wants to have eyes to see the world.

**Or**

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Helen had found a few early violets in the garden and brought them to her teacher. Miss Sullivan was delighted by her gesture. She put her arms round Helen and spelled into her hand, 'I Love Helen.' This was the first time Helen asked her teacher the meaning of Love. Miss Sullivan drew her closer and pointing to her heart said that Love was there. Helen was puzzled as she could not understand anything unless she touched it.

Helen asked if the fragrance of the violets was Love. Miss Sullivan denied this. Then Helen thought that there was nothing more beautiful than the sun and asked if its warmth was love. Again, Miss Sullivan replied in the negative. Helen thought it strange that her teacher could not show her love.

On a rainy day the sun shone slightly. Helen again asked whether it was love. Her teacher said that love was something like the clouds that were in the sky before the sun came out. She explained, "You cannot touch the clouds, you know: but you feel the rain and know how glad the flowers and the thirsty earth are to have it after a hot day. You cannot touch Love either; but you feel the sweetness that it pours into our lives. Without Love you would not be happy or want to play." Helen thus learnt what love was.

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