

**Solution**  
**PRELIMINARY EXAM - 3**  
**Class 10 - English Language and Literature**  
**SECTION A**

1. I. - Tone - Informative / objective / formal / appreciative
  - Rationalization - Writer - presented factual information about the historical use of Saffron - its medicinal properties, without any particular emotional or subjective bias.
- II. (C) Saffron is considered to be the most valuable spice, similar to how gold is valued among metals.
- III. - Being used since ages in various foods made for the royals and elites/Forms the backbone of several iconic dishes from around the world
  - Contains medicinal properties.
  - Has strong aroma and unique flavour.
  - Has high retail value because of labour-intensive harvesting methods.
- IV. (B) widely recognised
- V. - hand-picking / drying over charcoal fires/spread on trays/fifty hours of labour
- VI. True
- VII. (C) Due to its labour - intensive cultivation process and its relatively low yield per plant.
- VIII. - Beetroot and pomegranate are used as adulterants to enhance red colour of Saffron
  - because of its high price, adulteration is quite common
  - silk fibres, oil or wax - used to add bulk
  - Powdered saffron can be adulterated with turmeric and paprika
2. i.
  - Soft and smooth texture
  - Feels comfortable on skin
  - Absorbs, releases moisture
- ii. Both the assertion and reason are true, and the reason is the correct explanation of the assertion
- iii.
  - Labour-intensive cultivation.
  - Limited production due to natural factors.
  - Specialized knowledge, expertise required.
  - Careful selection for superior quality.
- iv. China and India
- v. This makes the production limited/cost high/ (any other correct response to be accepted)
- vi.
  - easily damaged as it loses 20% strength when wet
  - moderate to poor elasticity
  - weakened when exposed to sunlight
  - if dirty - attacked by insects
- vii.
  - Karnataka produced the most amount
  - Uttar Pradesh produced the least amount.
- viii. ...production of 1 kg of silk
- ix. It requires specialized knowledge/expertise by skilled artisans and craftsmanship.

**SECTION &nbsp;B**

3. Complete any ten of the following twelve tasks, as directed. (10×1=10)

(a) Considering

(b)	Error	Correction
	trapping	trapped

(c) Yukti asked Sanjay if/whether that restaurant served good South Indian food.

(d) **(c)** if she was sure she could manage

**Explanation:**

if she was sure she could manage

(e) Migrate

(f)	Error	Correction

Much	More/ Something
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(g) **(b)** Option (C)

**Explanation:**

Option (C)

(h) **(b)** enjoyed

**Explanation:**

enjoyed

(i) She had finished the project the day before/ the previous day

(j) **(d)** will be held

**Explanation:**

will be held

(k) **(d)** ensure

**Explanation:**

ensure

(l)

Error	Correction
upto	into

4. 345, Green Apartments

Tyagnagar

15 November 20XX

The SHO

Tyagnagar Police Station

Tyagnagar

**Subject: Request for Deployment of More Police Personnel in High-Crime Areas**

Sir/Madam,

Through this letter, I wish to draw your attention to the rising concern regarding certain prominent places in our city that have recently been identified as high-crime zones. Women and elderly residents feel especially unsafe while passing through these areas due to frequent incidents of robbery and physical attacks.

To ensure their safety, I request you to increase police patrolling, deploy additional personnel at vulnerable points, and install more CCTV cameras. Strict and prompt action against offenders will help reduce the crime rate and restore public confidence.

Thanking you.

Yours sincerely,

**Suman Lata / Rohan Mori**

OR

867, Limeroad Heights

Tramnagar

15 November, 20XX

The Editor

The Times of India

New Delhi

**Subject: Benefits and Risks of New Technologies in Daily Life**

Sir,

Through the columns of your esteemed newspaper, I wish to highlight the growing impact of new technologies on our everyday lives. Innovations such as AI, Wi-Fi, drones, and smart devices have transformed the way we work, communicate, and manage daily tasks. They have made life faster, more efficient, and highly convenient.

However, these advancements come with serious concerns. Issues like data privacy breaches, cybercrimes, and misuse of personal information are on the rise. People often unknowingly share sensitive data, making them vulnerable to digital threats.

It is essential to promote digital awareness and strengthen cybersecurity measures for public safety.

Thanking you.  
Yours sincerely,

**Anjali Gehlot / Rohan Hora**

5. The shift from traditional classrooms to digital platforms has transformed the teaching-learning process. **E-learning** offers flexible access to lessons *anytime and anywhere*, allowing students to learn at their own pace. It eliminates travel, saving both time and money. **Classroom learning**, in contrast, requires students to be present at the same place and time, which may not suit individual learning needs. However, it provides direct interaction with teachers and peers, catering effectively to the needs of the entire class. It also involves transportation costs and additional time. **Therefore**, both methods have clear benefits and drawbacks: e-learning is convenient and economical, while classroom learning supports structured guidance and personal engagement.

OR

A computer is an electronic device that can **store and process information**, making our lives easy and simple. It consists of physical parts such as a **monitor, keyboard, CPU, and mouse**, which help users operate it smoothly. In addition to performing basic tasks, computer technology is now used in almost every field, including **education, medicine, commerce, and entertainment**. This wide applicability shows how computers have become an essential tool in modern life. Therefore, the increasing dependence on computers highlights their importance in improving efficiency, supporting complex tasks, and enhancing overall productivity across various sectors.

**SECTION &nbsp;C**

6. i. (C) There was a hailstorm  
ii. Devastated  
iii.
  - All his effort put in the field had gone in vain.
  - The storm had destroyed his cornfields.  
iv. A few leaves would have been left
- OR
- i. Anil was careless/casual/generous about his money.  
ii. (C) That he would be able to accomplish a lot if he gets educated.  
iii.
  - Anil promised to teach him how to cook, write his name, whole sentences and add numbers.
  - The narrator felt grateful for the opportunity to learn, believing that once he could write like an educated man, there would be no limit to what he could achieve  
iv. profit
7. i. It is a term of endearment or affection.  
ii.
  - The “yellow hair” mentioned in the poem is likely symbolic of physical beauty or attractiveness
  - The religious man suggests it not to be the basis of God’s love.  
iii. Selfless  
iv. Only 4

OR

- i.
  - Oxymoron - In his quiet rage
  - Metaphor - pads of velvet quiet
  - Repetition - quiet
  - Alliteration - stress, should, stripes, shadow
  - Imagery - lurking, sliding
  - Personification  
ii. Soft  
iii. (B) both subdued and angry.  
iv. (B) Along the sand, the people  
All turn and look one way  
They turn back on the sand  
They look at the sea all day
8. Answer any four of the following five questions in 40 - 50 words each: (4×3=12)

- (a) Mijbil loved to play and spent most of his time enjoying different games. He shuffled a rubber ball like a soccer player, splashed water, and dribbled or threw the ball with quick movements of his neck. He even lay on his back to juggle small objects and invented his own marble and ping-pong games.
- (b) According to Rajvir, the Indian legend says that Bodhidharma, a Buddhist ascetic, once cut off his eyelids to avoid feeling sleepy during meditation. From his fallen eyelids, ten tea plants are believed to have grown. When their leaves were boiled and drunk, they helped keep sleep away.
- (c) Mandela learned the true meaning of courage from his comrades in the freedom struggle. He watched men and women face brutal attacks and torture without giving up, showing remarkable strength. He realized that courage is not the absence of fear, but the ability to overcome it.
- (d) The term **“bear hug”** is ironical because a bear’s hug is not affectionate at all. When a bear attacks, it grabs its prey tightly and crushes it to death. Instead of expressing love, the hug becomes a deadly grip, making the term darkly humorous.
- (e) The poet’s mood changes when a crow shakes down a dust of snow from a hemlock tree onto him. This simple, unexpected act lifts his spirits, shaking off his sadness and regret. The light snowfall refreshes him and brightens his day, leaving him in a happier and more positive mood.

9. Answer any two of the following three questions in 40-50 words each: (2×3=6)

- (a) Herriot uses Tricky and Mrs. Pumphrey’s relationship to highlight how excessive pampering and lack of discipline can harm pets. Mrs. Pumphrey’s overfeeding and neglect of exercise reflect a common societal tendency to equate love with indulgence. Through Tricky’s condition, the lesson stresses responsible pet care and balanced attention for animal well-being.
- (b) Although modern readers are turning to electronic media, the play humorously shows that a simple *book* ends up saving Earth. In *The Book That Saved the Earth*, the Martians misinterpret a children’s rhyme as a powerful warning, proving that books still hold immense value. The chapter highlights that even in a digital age, books can inform, guide, and protect humanity in unexpected ways.
- (c) Griffin’s character evolves from an ambitious scientist intoxicated by the power of invisibility to a troubled figure trapped by his own creation. His actions - burning his landlord’s house, stealing food and clothes, and terrorizing people - show how his gift becomes a curse. Gradually, he is forced to face the moral and practical consequences of misusing science.

10. Amanda and Valli both symbolize a deep yearning for freedom, though in different ways. Amanda longs for personal space and independence, as she constantly feels restricted by continuous instructions and reprimands. Her imaginative escapes-dreaming of being a mermaid or Rapunzel-reflect her desire to break free from excessive control. In contrast, Valli from *Madam Rides the Bus* expresses her freedom through action. With curiosity and determination, she plans and undertakes a bus journey all by herself, proving her independence. Despite being only eight, she saves money, observes carefully, and fulfills her wish to explore the outside world. Both characters highlight that children crave autonomy, and when given space, they grow more confident and self-aware.

OR

*The Ball Poem* and *Nelson Mandela - Long Walk to Freedom* share the themes of loss, suffering, and growth, though expressed in different contexts. In *The Ball Poem*, the boy’s loss of his ball symbolizes the first encounter with grief and teaches him that loss - whether material or emotional-is an inevitable part of growing up. He learns to accept and cope with suffering. In contrast, Mandela’s experience reflects the collective loss of freedom faced by Black South Africans under apartheid. His suffering was not personal alone, but shared by an entire nation oppressed because of race. Yet, through struggle and courage, Mandela transformed this loss into a fight for justice and equality. While the poem teaches acceptance of loss, Mandela’s narrative teaches resilience and the moral duty to fight for human rights.

11. Horace Danby planned the robbery at Shotover Grange with great care and attention to detail. He had read a magazine article that described the house, its rooms, and the location of the safe hidden behind a painting. For two weeks, he closely observed the house, studying its wiring, pathways, and garden, even becoming familiar with the dog. He knew that the servants would be away at the cinema on the planned day. Carrying his carefully packed tools, he approached the house from behind the garden wall.

Wearing gloves, he took the kitchen door key from its usual hook, unlocked the door, and entered confidently, thinking his plan would work perfectly.

OR

The sacrifices made by the Loisels were indeed in vain, as revealed at the end of the story. Matilda had borrowed a necklace from her friend Madame Forestier to appear wealthy at a ball but unfortunately lost it. To replace it, she and her husband bought an expensive necklace, plunging themselves into heavy debt. Their lives changed drastically-they shifted to a small attic room, Matilda did all the household chores herself, and Mr. Loisel worked tirelessly, even copying documents for extra income. After ten years of hardship, they finally repaid the debt. However, when Matilda met Madame Forestier and confessed the truth, she learned that the original necklace was fake. This revelation made all their sacrifices meaningless.

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