



Estd. 1861

**BOYS' HIGH SCHOOL AND COLLEGE**  
**SECOND TERM EXAMINATION (2024-25)**  
**CLASS – IX**  
**ENGLISH LANGUAGE**

Maximum Marks: 80

Time allowed: Two hours

Answers to this Paper must be written on the paper provided separately. You will **not** be allowed to write during the first 15 minutes. This time is to be spent in reading the question paper. The time given at the head of this Paper is the time allowed for writing the answers. Attempt **all five** questions. The intended marks for questions or parts of questions are given in brackets [ ]. You are advised to spend not more than 30 minutes in answering **Question 1** and 20 minutes in answering **Question 2**.

**Question 1** (Do not spend more than 30 minutes on this question.)

Write a composition with a **title** of 300 to 350 words on any one of the following: (20)

- a) Write an original short story entitled: Grandpa's Magical Book in which children discovers that their grandfather's old book can bring stories to life.
- b) You have recently tried cooking for the first time. Narrate your experiences of a funny or memorable account of learning something new.
- c) Express your views either *for* or *against* the statement. Are Electric Vehicles the Future of Transportation?
- d) Describe A Festival Celebration: its preparation, celebration and significance to you.
- e) Study the picture given below. Write a *story*, a *description*, or an *account* of what it suggests to you. Your composition may be about the subject of the picture, or you may take suggestions from it; however, there must be a clear connection between the picture and your composition.



**Question 2** (Do not spend more than 20 minutes on this question.)

(10)

Select **any one** of the following:

- (i) Write a letter to your cousin about a recent academic or non-academic achievement or award you received at your school. Explain how you earned it and what it means to you.
- (ii) Write a letter to the Manager of the Charity Organisation to express your interest in donating funds or resources to support their cause. Explain why their mission resonates with you and inquire about donation options.

**Question 3**

- (i) To honour the great contributions of Michael Jackson to the field of music and dance, your school is hosting an Inter House Dance Competition. Write a notice to invite students to participate. (5)

**Python**  
Robotics & AI



**JAVA**  
Comp. Applications



**Experts' Institute**  
8-D, Kutchery Road. Ph:9415368884

**EXPERTS'**  
INSTITUTE

- (ii) Write an email to a famous Laureate of Music and Dance to invite her as the Chief Guest to the event. (5)

**Question 4** Read the following passage carefully and answer the questions that follow:

George Orwell's "Animal Farm" serves as a powerful allegory that mirrors the complexities and injustices of human society through the lens of a farmyard revolution. Published in 1945, the novel critiques totalitarian regimes and explores themes of power, corruption, and the betrayal of ideals. Orwell uses allegorical characters to represent key figures and ideologies from the Russian Revolution of 1917 and its aftermath. The story unfolds on Manor Farm, where the mistreated animals, led by the pigs Old Major, Napoleon, and Snowball, overthrow their human oppressor, Mr. Jones. Inspired by Old Major's vision of a society free from human exploitation, the animals establish their own **government** based on equality and mutual respect—the principles of Animalism. However, as time progresses, the pigs gradually assume leadership roles and begin to exploit their fellow animals, exploiting their ignorance and manipulating their trust.

Napoleon represents Joseph Stalin, using propaganda and brute force to consolidate power. Snowball symbolizes Leon Trotsky, advocating for the revolution's ideals but ultimately ousted by Napoleon's manipulation. Boxer, the loyal and hardworking horse, embodies the exploited proletariat, while Squealer, the persuasive pig, serves as the propaganda machine justifying the pigs' actions to the other animals.

The evolution of Animal Farm from an egalitarian utopia to a totalitarian dystopia highlights Orwell's critique of how revolutions can devolve into oppressive regimes. The pigs' gradual adoption of human vices—such as greed, deception, and violence—illustrates Orwell's belief that power corrupts and absolute power corrupts absolutely. The chilling maxim "All animals are equal, but some animals are more equal than others" encapsulates the hypocrisy and betrayal of the pigs' leadership.

Moreover, "Animal Farm" serves as a timeless warning against totalitarianism and the erosion of democratic principles. Orwell's portrayal of the pigs' ruthless exploitation of their fellow animals resonates with historical and contemporary examples of political oppression and injustice.

Through vivid and often satirical imagery, Orwell exposes the dangers of propaganda and manipulation in suppressing dissent and controlling public opinion. The animals' naïveté and eventual disillusionment reflect how individuals and societies can be misled and **coerced** into surrendering their freedoms in exchange for false promises of security and prosperity.

In conclusion, George Orwell's "Animal Farm" remains a seminal work of literature that transcends its allegorical framework to **illuminate** universal truths about human nature and societal governance. By portraying the tragic trajectory of a revolution betrayed, Orwell prompts readers to reflect on the complexities of power, ideology, and the enduring struggle for justice in the face of tyranny. The novel challenges readers to critically examine power dynamics, question authority, and uphold principles of justice and equality.

#### Animal Farm: Allegory and Reflection of Societal Injustices

(i) For each word given below choose the correct **meaning** (as used in the passage) from the options provided

- 1 **coerced** (1)  
a) kindness and generosity      b) education and enlightenment      c) force and manipulation      d) collaboration and cooperation
- 2 **illuminate** (1)  
a) hide or obscure      b) clarify or explain      c) criticize or condemn      d) persuade or convince

(ii) Which word in the passage means the **opposite** of the word **government** (1)  
a) Oppression      b) Freedom      c) Authority      d) Control

(iii) **Strictly in your own words** answer the following questions briefly.

Q1) What historical event does "Animal Farm" allegorically depict? (1)

Q2) How do the characters of Napoleon and Snowball symbolise different figures from the Russian Revolution? (2)

Q3) How does the initial vision of a society contrast with the reality of the pigs' leadership ? (2)

Q4) How does "Animal Farm" warn against totalitarianism and the loss of democratic principles? What does pig's exploitation resonates? (2)

Q5) How does the role of language and propaganda in "Animal Farm," contribute to the pigs' control over the other animals (2)

(iv) In not more than 50 words, summarise on the dangers of revolutions and the corrupting influence of power (8)

### Question 5

I. Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space. (4)

(0) be ignored

The role of technology in modern education cannot \_\_ (0) \_\_ (ignore). In today's digital age, it \_\_ (1) \_\_ (transform) the way students learn and teachers instruct. Online platforms and tools \_\_ (2) \_\_ (provide) interactive content that enhances engagement and understanding. Moreover, virtual classrooms \_\_ (3) \_\_ (enable) learners from different locations to collaborate, breaking geographical barriers. Technology also plays a critical role in \_\_ (4) \_\_ (bridge) the gap between traditional education and the skills required in a modern workplace. For example, coding, data analysis, and digital communication are becoming core competencies in many industries. However, the digital divide \_\_ (5) \_\_ (remain) a concern, as not all students have access to the required resources. Educators and policymakers must focus on \_\_ (6) \_\_ (ensure) equitable access to technology for all. In conclusion, technology \_\_ (7) \_\_ (reshape) education, but its full potential can only be realized when its benefits are universally \_\_ (8) \_\_ (accessible).

II. Fill in the blanks with appropriate words. (4)

1. The new manager has taken \_\_\_\_\_ the responsibilities quite seriously.
2. During the pandemic, many businesses were shut \_\_\_\_\_ for months.
3. Sarah has decided to give \_\_\_\_\_ her evening walks to focus on studies.
4. The police called \_\_\_\_\_ the search operation after hours of no leads.
5. I couldn't put \_\_\_\_\_ the lights because the switch was broken.
6. The children were told to look \_\_\_\_\_ their younger siblings while the parents were away.
7. He finally came \_\_\_\_\_ a brilliant idea to solve the problem.
8. The company will have to deal \_\_\_\_\_ the complaints from unhappy customers.

III Join the following sentences to make one complete sentence without using **and**, **but** or **so**. Choose and write the correct alphabetical option only, do not write the sentence. (4)

- 1 She studies every day. She wants to become a doctor.
  - a) She studies every day to become a doctor.
  - b) She study every day to be a doctor.
  - c) She studied every day for becoming a doctor.
  - d) She has studied every day to be a doctor.
- 2 The teacher was absent. The students were confused.
  - a) Had the teacher not been absent, the students would not have been confused.
  - b) Has the teacher been absent, the students have been confused.
  - c) If the teacher was absent, the students were confused.
  - d) Had the teacher not been absent, the students would not have confused.
- 3 John didn't go to the party. He had other commitments.
  - a) John didn't go to the party because of other commitments.
  - b) John didn't go to the party because he had other commitment.
  - c) John didn't go to party due to other commitment.
  - d) John had not gone to the party for other commitment.
- 4 I love reading books. I do not have time to read.
  - a) I love reading books, but I do not have time to read.
  - b) I love reading books yet I have no time to read.

- c) I love reading books to not have time to read.
- d) I love reading books even though I don't have time to read.

**IV Choose and write only the correct alphabetical option to identify the most appropriate and correct response for the followings, according to the instructions given after each sentence. (8)**

- 1 She is too young. She cannot drive a car. (Use: too...to)
- a) She is too young to drive a car.
  - b) She is too young that she cannot drive a car.
  - c) She is too young to be able to drive a car.
  - d) She is too young for driving a car.
- 2 The movie was boring. I fell asleep. (Use: such...that)
- a) The movie was such boring that I fell asleep.
  - b) The movie was such boring it made me sleep.
  - c) The movie was such a bore that I fell asleep.
  - d) The movie was such boring that I slept.
- 3 I did not have enough time. I could not complete the task. (Use: if...would)
- a) If I did not have time, I would not complete the task.
  - b) If I would have enough time, I would complete the task.
  - c) If I had enough time, I would have completed the task.
  - d) If I did have enough time, I would complete the task.
- 4 The children didn't want to go to the park. It was raining heavily. (Use: because)
- a) The children didn't want to go to the park because it rained heavily.
  - b) The children didn't want to go to the park because it was rain heavily.
  - c) The children didn't want to go to the park because it was raining heavily.
  - d) The children didn't want to go to the park because it rained so heavily.
- 5 Her performance was good. His performance was better. (Change to superlative degree)
- a) Her performance was the good one; his performance was better.
  - b) Her performance was the best; his performance was the better.
  - c) Her performance was the best; his performance was better.
  - d) Her performance was the best; his performance was the best.
- 6 The chef cooked the meal perfectly. (Change to passive)
- a) The meal was cooked by the chef perfectly.
  - b) The meal cooked perfectly by the chef.
  - c) The meal was perfectly cooked by the chef.
  - d) The meal was cooking perfectly by the chef.
- 7 She said, "I will go to the market tomorrow." (Change to Indirect Speech)
- a) She said that she will go to the market tomorrow.
  - b) She said that she would go to the market tomorrow.
  - c) She said that she would go to the market the next day.
  - d) She said that she will go to the market the next day.
- 8 She was tired. She continued working on the project. (Begin with although)
- a) Although she is tired, she continued working on the project.
  - b) Although she was tired, she continues working on the project.
  - c) Although she was tired, she continued working on the project.
  - d) Although she had tired, she continued working on the project.

\*\*\*\*\*