



# Brain International School

Vikas Puri, New Delhi

## ASSIGNMENT NO. 1

**SUBJECT: ENGLISH**

**CLASS-IX**

**APRIL' 2025**

**BEEHIVE**

### **CH-1 : THE FUN THEY HAD**

**Theme:** The story explores the theme of the impact of technology on education and human relationships. It highlights the contrast between a futuristic, mechanized system of education and the more personal, interactive form of learning experienced by the children in the past.

**Q. Answer the following questions.**

- How does the story explore the theme of technological advancement and its impact on education?
- How was the real book different from Margie's tele-books?
- Discuss the significance of the title 'The Fun They Had'?
- What were Margie's view about her school and why?
- Explore the significance of the diary entries in the story. How do Margie's diary entries provide insight into her thoughts, emotions, and evolving understanding of education and technology?
- Discuss the role of Tommy in the story and his significance in Margie's journey of understanding the conventional schools. How does Tommy's actions and attitudes towards education contrast with Margie's?

### **Poem 1: THE ROAD NOT TAKEN**

**Theme:** The theme of 'The Road Not Taken' by Robert Frost delves into the intricacies of choice, individuality, and the consequences of decisions. The poem symbolizes a choice for uniqueness and independence.

#### **Poetic Devices:**

- **Metaphor:** The two roads in the poem serve as a metaphor for the choices we face in life.
- **Symbolism:** The fork in the road symbolizes a decision point in life, and the roads represent different life paths or choices.
- **Imagery:** Frost uses vivid imagery to describe the setting and the diverging paths, creating a clear mental picture for the reader.

- **Personification:** The speaker personifies the two roads, attributing human-like qualities to them, such as being "grassy and wanted wear."
- **Repetition:** The repetition of the phrase "I took the one less travelled by" emphasizes the significance of the speaker's choice.
- **Alliteration:** Frost employs alliteration, such as in the line "wanted wear," which adds rhythm and musicality to the poem.
- **Assonance:** The repetition of vowel sounds, as in "sigh" and "by," creates a sense of harmony and unity within the poem.
- **Enjambment:** Frost uses enjambment, or the continuation of a sentence beyond the end of a line, to create a natural flow of thought and maintain the reader's interest.
- **Irony:** The poem ends with an ironic twist, as the speaker suggests that their choice made all the difference, even though both paths appeared equally travelled.

**Q. Answer the following questions.**

- Explain the significance of the title, "The Road Not Taken"?
- Discuss how does the poem explore the theme of decision-making?
- What emotions does the speaker express in the last stanza of the poem?
- How is the poem 'The Road not Taken' symbolic'?
- Discuss the role of regret and reflection in the poem. How does the speaker reflect on the decision he made and the potential significance of the road he didn't take?
- Explore the ambiguity of the poem's ending. What is the speaker's tone in the final stanza, and how does it shape the reader's interpretation of the poem's message?

**Poem 2: Wind**

Theme: The poem explores the themes of Transient nature of life, power of nature, conflict between man and nature and human vulnerability.

**Poetic Devices:**

**Rhyme scheme** – The entire poem is written in free verse. There is no rhyme scheme in the poem.

The literary devices used are as follows –

**1. Anaphora** – When a word is repeated at the start of two or more consecutive lines, it is the device of Anaphora.

Lines 2, 3, 4 begin with 'don't'.

Lines 6, 7, 8 begin with 'you'.

**2. Personification** – wind has been personified. When the poet says 'you are', he is referring to wind as 'you' that means he is treating wind as a person.

**3. Repetition** – 'crumbling' is repeated many times to lay emphasis. The poet wants to say that the wind crushes everything that is weak. That is why he repeats the word crumbling.



4. Alliteration – the repetition of a consonant sound in close connection. ‘wind winnows’.  
‘won’t want’

5. **Symbolism** – Symbolism means that the thing refers to some other thing. the wind is a symbol. It refers to the challenges in life. He is using wind as a symbol for the adversities in our life.

**Q. Answer the following questions.**

**a. *The wind blows out weak fires*  
*He makes strong fires roar and flourish*  
*His friendship is good*  
*We praise him everyday***

(i) Pen down one poetic device used in the above extract.

(ii) What effect does "He" have on weak fires?

(a) Ignites them to blaze brilliantly.

(b) Snuffs them out entirely.

(c) Aids them in flourishing.

(d) Provokes and mocks their feebleness.

(iii) Answer the question appropriately.

The wind blows out weak fires/he makes strong fires roar and flourish” indicates which qualities of the wind.

b. What message does the poet want to convey through this poem?

c. Explain why does the poet repeat the word ‘crumbling’ so many times in the poem?

d. Compare and contrast the wind's treatment of "weaklings" with its interaction with strong, resilient elements.

e. Reflect on the metaphorical significance of the wind as a symbol of change and adversity. How does the speaker's call to "build strong homes" and "firm the body" reflect a proactive approach to overcoming challenges?

## **MOMENTS**

### **CH-1 : The Lost Child**

**Theme:** The story revolves around the transient nature of childhood innocence, the yearning for freedom and exploration, and the inevitable pull of familial bonds and responsibilities.

**a.** Describe the path to the fair as seen by the child.

**b.** How does the child realise that he has lost his way? How have his anxiety and insecurity been described?

c. Why does the lost child lose interest in what he had wanted earlier?

d. Discuss the theme of parental love and protection in "The Lost Child." How does the story portray the intense emotions experienced by both the lost child and the parents?

e. Explore the significance of the kind stranger who helps the lost child in the story. What does this character represent, and how does their actions contribute to the overall message of the story