



ASSIGNMENT NO.1

CLASS - IX

APRIL/MAY

SUBJECT: ENGLISH
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 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 "long I stood," 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.
- Ambiguity: Frost leaves the poem open to interpretation, allowing readers to ponder the true meaning of the speaker's decision and its implications.

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?

CH-2 : The Sound of Music

Part 1: Evelyn Glennie Listens to Sound without Hearing It

Theme: The extract explores the theme of the profound impact of music on human experience, communication, and perception. As a deaf percussionist, Glennie challenges conventional notions of hearing and demonstrates how music transcends the auditory sense alone with her will power, persistency and determination.

Part 2: The Shehnai of Bismillah Khan

Theme: The story explores the theme of unwavering dedication to art form and cultural heritage. Despite facing challenges and obstacles in his life, Bismillah Khan remains committed to his music, practicing tirelessly and striving for excellence.

Q. Answer the following questions.

- Briefly explain how does Evelyn use her musical capabilities?
- What name was given to the new redesigned 'Pungi'? Why?
- Identify and elucidate two instances which tell you that Bismillah Khan loved India.
- Reflect on James Blades' perspective on Evelyn's remarkable ability to express music beautifully.
- In what ways did Evelyn's perseverance and determination allow her to defy the limitations of her deafness and achieve success as a musician?
- Reflect on the role of mentors like Ron Forbes in nurturing talent and fostering a supportive

environment for young artists like Evelyn. How can mentorship contribute to personal and artistic growth?

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:

- Personification: The wind is personified throughout the poem, endowed with human-like qualities and actions. For example, "towers and battlements" bow and "trees are their lances," attributing human characteristics to natural elements.
- Imagery: Hughes utilizes vivid imagery to paint a picture of the wind's impact on the landscape and human structures. Phrases like "black, banked clouds" and "straining trees" evoke powerful visual images.
- Metaphor: The wind is metaphorically compared to various things, such as "the gravel" and "the flinty" which "plough up" the fields. This metaphorical language enriches the description of the wind's force.
- Alliteration: Hughes employs alliteration, the repetition of consonant sounds, to create rhythm and emphasize certain words or phrases. For instance, in the line "And the flung spray and the blown spume," the repeated 's' sound emphasizes the sound of the wind.
- Onomatopoeia: The poem features onomatopoeic words that imitate the sounds of the wind, such as "shrieking" and "roar," enhancing the auditory experience for the reader.
- Repetition: The repetition of certain phrases, such as "the wind wielded blade-light," emphasizes the relentless and forceful nature of the wind's actions.
- Hyperbole: The poet uses hyperbolic language to exaggerate the wind's power, such as describing it as "blackening the entire lake" and "stomping on the houses." This amplifies the sense of awe and fear inspired by the wind.
- Enjambment: Hughes employs enjambment, where lines of poetry run on to the next without punctuation, to create a sense of continuous movement and energy, mirroring the relentless force of the wind.

Q. Answer the following questions.

a. *The wind blows out weak fires*

He makes strong fires roar and flourish

(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) The wind blows out weak fires/he makes strong fires roar and flourish” indicates which qualities of wind?

Answer the question appropriately.

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?

Grammar and Writing

1. You _____ have informed the authorities earlier; the situation has worsened now.

- a) must
- b) should
- c) can
- d) may

2. She _____ be at home; I just saw her leaving the office.

- a) must
- b) might
- c) can't
- d) should

3. _____ you mind explaining this concept once again?

- a) Must
- b) Could
- c) Shall
- d) Might

4. If he had practiced regularly, he _____ have performed much better in the competition.

- a) can
- b) must
- c) could
- d) may

5. Students _____ follow the instructions carefully to avoid any mistakes.

- a) might
- b) should
- c) can
- d) may

Q.2 Write a letter to the Editor of The Times of India, New Delhi, highlighting the chaos caused by unregulated e-rickshaws. Suggest the need for designated "E-rickshaw Stands" and stricter registration norms to ensure both commuter convenience and road safety.

Q.3. As the Vice Head Girl of your school, you have noticed an increase in cyber-attacks affecting students. Draft a notice in about 50 words informing students of an upcoming Cyber Security Workshop aimed at promoting digital safety