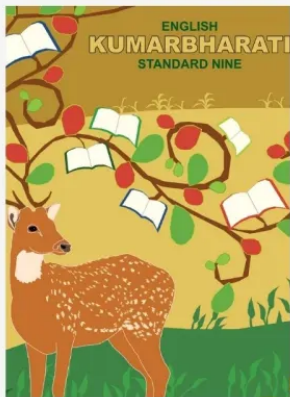


Maharashtra Board Solutions for Class 9- English Kumarbharati: Chapter 3.3- The Road Not Taken

BOOK SOLUTIONS
CLASS 9
ENGLISH KUMARBHARATI

CHAPTER 3.3
The Road Not Taken



Maharashtra Board Solutions→

For any clarifications or questions you can write to info@indcareer.com

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Maharashtra Board Solutions for Class 9- English Kumarbharati: Chapter 3.3- The Road Not Taken

Class 9: English Kumarbharati Chapter 3 solutions. Complete Class 9 English Kumarbharati Chapter 3 Notes.

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Maharashtra Board 9th English Kumarbharati Chapter 3, Class 9 English Kumarbharati Chapter 3 solutions

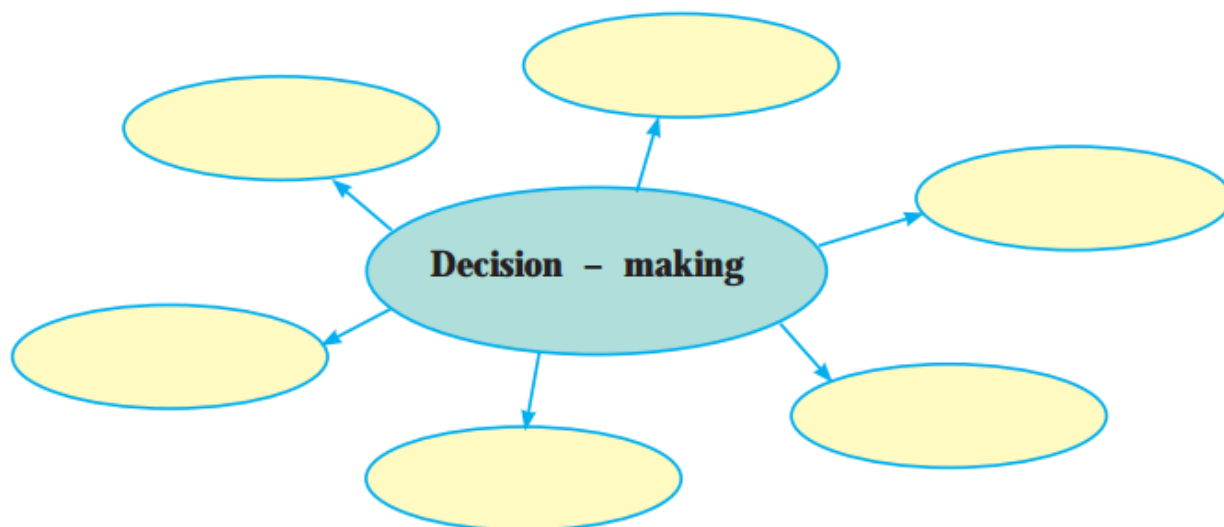
Questions and Answers

Warming Up:

1. After your SSC Exams/Result you may have to take a decision regarding the choice of a career. What factors will you consider? Choose from the block below and complete the web-diagram.

1. Is the option easy/difficult?
2. Your capability
3. Your likes/dislikes
4. Friends' decision
5. Parents' profession
6. Your skills/inborn talents
7. Study the 'Job Profile' carefully
8. Easy money
9. Possible difficulties
10. Your ultimate aim

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2. Form pairs or groups of four. Think of the situations when you have to choose between two things. Make a list of those situations. Then:

Question a.

Discuss how to decide what to choose.

Answer:

Points: ask parents – teachers – read articles – speak to others – think carefully, etc.

Question b.

Write what you feel when your decision proves right.

Answer:

Points: happy – confident, etc.

Question c.

Write what you feel when you regret the decision.

Answer:

Points: unhappy – depressed – courageous, loss of confidence, etc.)

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English Workshop:

1. Read the poem again. Does it have a uniform rhyme scheme throughout?

Question 1.

Read the poem again. Does it have a uniform rhyme scheme throughout? Write down the rhyme scheme of every stanza separately.

1. 1st stanza
2. 2nd stanza
3. 3rd stanza
4. 4th stanza

Answer:

1. 1st stanza – abaab
2. 2nd stanza – abaab
3. 3rd stanza – abaab
4. 4th stanza – abaab

2. Write the symbols that are used in the poem to represent the following ideas:

Question 1.

Write the symbols that are used in the poem to represent the following ideas: (The answers are given directly and underlined.)

- a. Choice of two options
- b. I made a rare choice
- c. Equally good options
- d. It was tempting and needed to be tried
- e. Some other time

Answer:

- a. Choice of two options: two roads diverged.
- b. I made a rare choice: I took the one less travelled by.

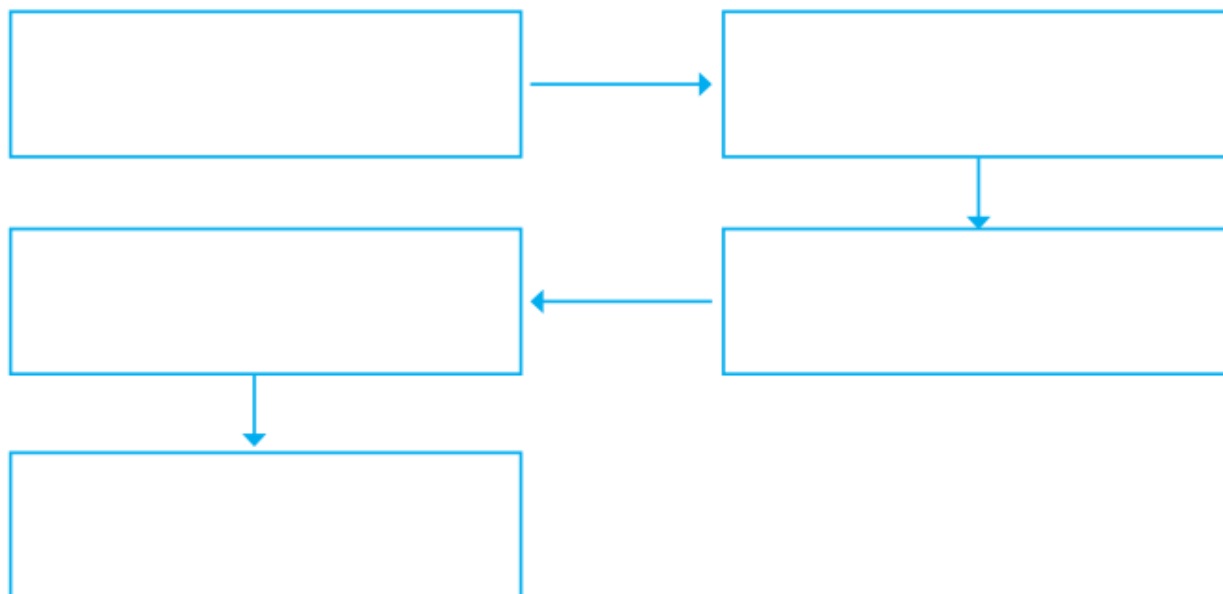
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- c. Equally good options: just as fair.
- d. It was tempting and needed to be tried: It was grassy and wanted wear.
- e. Some other time: Another day.

3. Rearrange the following facts in the proper order and fill in the flow chart.

Question 1.

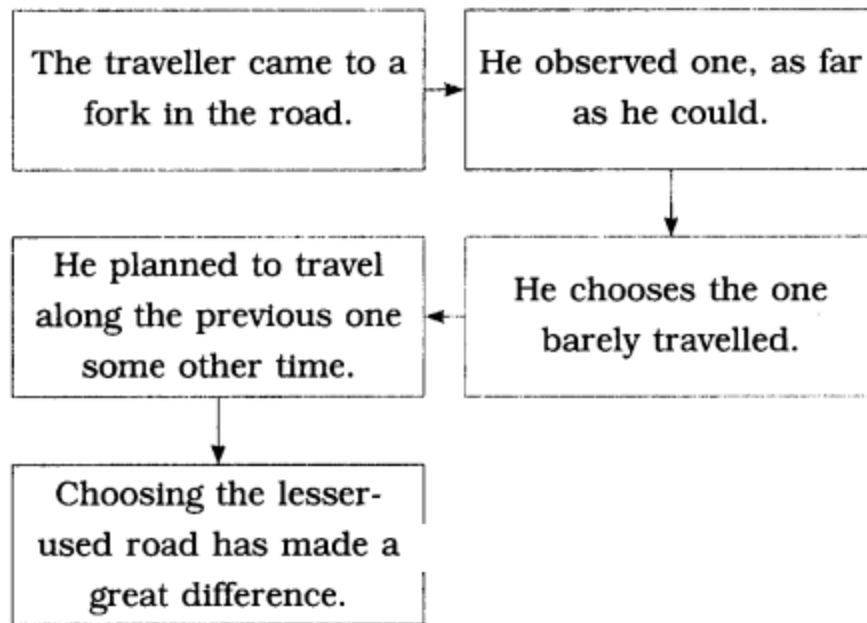
Rearrange the following facts in the proper order and fill in the flow chart.



- a. He chooses the one barely travelled.
- b. Choosing the lesser-used road has made a great difference.
- c. He observed one, as far as he could.
- d. The traveller came to a fork in the road.
- e. He planned to travel along the previous one some other time.

Answer:

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4. Think and write in your own words.

Question a.

In which season does a greenwood turn j to a yellow wood? Which stage in our life can be compared to that season?

Answer:

A greenwood turns to a yellow wood in j autumn. The stage in our life that can be compared to that season is middle age.

Question b.

Why does the traveller choose the road less travelled? What attribute of the traveller does it bring out?

Answer:

The traveller chooses the road less travelled because it seemed just as good as the other one and I

he felt it needed to be used. The traveller seems to be adventurous. He has an independent mind and does not want to follow what others have done.

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Question c.

Why does the traveller doubt that he shall ever come back?

Answer:

The traveller feels that he will be so busy in his life with one thing leading to another, that he may not be ever able to come back.

Question d.

If you were in the traveller's place, which road would you choose? Justify your choice.

Answer:

If I were in the traveller's place, I would choose the road that was more travelled. I would not want to go on a strange road which many have not travelled by. I am not adventurous. I feel that there is safety in doing what others are doing or have done.

5. From any collection of classic poetry or the internet, find another famous poem by Robert Frost titled 'Stopping by the Woods on a Snowy Evening'. Try to understand the symbolism used in that poem in 8-10 lines.

Question 1.

From any collection of classic poetry or the internet, find another famous poem by Robert Frost titled 'Stopping by the Woods on a Snowy Evening'. Try to understand the symbolism used in that poem in 8-10 lines.

6. Write a letter to your friend or cousin telling him/her about a difficult choice you have recently made.

Question 1.

Write a letter to your friend or cousin telling him/her about a difficult choice you have recently made. Tell your friend/cousin how his/her example helped you to take a decision.

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Last week I had to make a rather difficult choice. I | had to choose between football and my studies. No guesses which one I chose – my studies, of course! I have made up my mind to give up football for the next two years. I will play in friendly, casual matches, j but nothing serious. I will also stop my regular daily I practice.

It's been a very difficult decision to make, but then I j remembered what you had done. You too had given up cricket for two years, hadn't you? And then you I picked up the threads again in college, when you had j more time. This is what has inspired me to make my j decision. Thanks, Sandy.

Will tell you more details when I meet you next.

Your loving friend,

Deep

7. Collect quotations on the topic 'Choice'.

Question 1.

Collect quotations on the topic 'Choice'.

Example:

'Decisions are the hardest thing to make, especially when it is a choice between where you should be and where you want to be.'

Present the quotations in a beautiful hand on cardpaper.

Additional Important Questions and Answers

Simple Factual Activity.

1. The poet made his decision about which road to take very quickly – False
2. The season was Autumn – True
3. The poet wished he could travel along both the roads – True
4. He took the road which had been used more – False

Complex Factual Activity.

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Question 1.

Why does the poet feel sorry?

Answer:

The poet feels sorry that he cannot travel along both the roads at the same time.

Question 2.

Did the poet choose the road quickly?

Answer:

No, the poet did not choose the road quickly, He stood for a long time at the fork before he took a decision.

Question 3.

Was one of the roads better than the other?

Answer:

No, both were equally good.

Activities based on Poetic Devices.**Question 1.**

Does the poem have a uniform rhyme scheme throughout?

Answer:

Yes, it does.

Simple Factual Activity.**Question 1.**

Complete the following statements: (The answers are given directly and underlined.)

Answer:

1. The poet took the road less travelled by.

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2. He kept the first road for another day.
3. He will be telling all this ages and ages later.
4. His choice has made all the difference.

Complex Factual Activities.

Question 1.

Does the poet tell us what difference it made?

Answer:

No, he doesn't.

Activities based on Poetic Devices.

Question 1.

Pick out and explain an example of inversion from the extract.

Answer:

Inversion: 'And both that morning equally lay in leaves'. The correct prose order is: And both lay equally that morning in leaves

Point Format (for understanding)

- Title: The Road not Taken
- Poet: Robert Frost
- Rhyme Scheme: abaab.
- Figures of Speech: Alliteration. 'Though as for that the passing there.' Repetition of the sound of the letter 't'. The other figure of speech is Inversion.
- Theme/Central Idea: The poem is about the journey of life and what the poet decides when he is at the crossroads. He tells us about a time that he came across two roads that diverged in a wood.

He knew that he could not travel both, so he took the road which was not as well-travelled as the other. It made a difference in his life.

Paragraph Format.

This famous poem 'The Road not Taken' is by the equally famous poet Robert Frost.

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The Rhyme Scheme of the poem is abaab. One Figure of Speech is Alliteration : 'Though as for that the passing there.' Repetition of the sound of the letter 't'. The other figure of speech is Inversion.

The poem is about the journey of life, and what the poet decides when the path forks off in two directions. He knew that he could not travel both, so he took the road which was not as well-travelled as the other. This made a difference in his life.



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Class 9 English

English Kumarbharati

Unit 1

- Chapter 1.1- Life
- Chapter 1.2- A Synopsis – The Swiss Family Robinson
- Chapter 1.3- Have you ever seen...?
- Chapter 1.4- Have you thought of the verb 'have' ...
- Chapter 1.5- The Necklace

Unit 2

- Chapter 2.1- Invictus
- Chapter 2.2- A True Story of Sea Turtles
- Chapter 2.3- Somebody's Mother
- Chapter 2.4- The Fall of Troy
- Chapter 2.5- Autumn

- Chapter 2.6- The Past in the Present

Unit 3

- Chapter 3.1- Silver
- Chapter 3.2- Reading Works of Art
- Chapter 3.3- The Road Not Taken
- Chapter 3.4- How the First Letter was Written

Unit 4

- Chapter 4.1- Please Listen
- Chapter 4.2- The Storyteller
- Chapter 4.3- Intellectual Rubbish
- Chapter 4.4- My Financial Career
- Chapter 4.5- Tansen

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My English

Unit 3

Unit 1

- Chapter 1.1- Walk a Little Slower
- Chapter 1.2- The Fun they Had
- Chapter 1.3- 'Hope' is the Thing with Feathers
- Chapter 1.4- The Story of Tea
- Chapter 1.5- The Necklace

Unit 2

- Chapter 2.1- Comparisons
- Chapter 2.2- Helen Keller and Anne Sullivan
- Chapter 2.3- Mark Twain
- Chapter 2.4- Please Listen!
- Chapter 2.5- A Play

- Chapter 3.1- Coromandel Fishers
- Chapter 3.2- The Fall of Troy
- Chapter 3.3- To a Butterfly
- Chapter 3.4- Think Before You Speak!
- Chapter 3.5- Great Scientists

Unit 4

- Chapter 4.1- What is Success?
- Chapter 4.2- Reading Works of Art
- Chapter 4.3- Silver
- Chapter 4.4- The Tempest
- Chapter 4.5- The Last Lesson

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About About Maharashtra State Board (MSBSHSE)

The Maharashtra State Board of Secondary and Higher Secondary Education or MSBSHSE (Marathi: महाराष्ट्र राज्य माध्यमिक आणि उच्च माध्यमिक शिक्षण मंडळ), is an **autonomous and statutory body established in 1965**. The board was amended in the year 1977 under the provisions of the Maharashtra Act No. 41 of 1965.

The Maharashtra State Board of Secondary & Higher Secondary Education (MSBSHSE), Pune is an independent body of the Maharashtra Government. There are more than 1.4 million students that appear in the examination every year. The Maha State Board conducts the board examination twice a year. This board conducts the examination for SSC and HSC.

The Maharashtra government established the Maharashtra State Bureau of Textbook Production and Curriculum Research, also commonly referred to as Ebalbharati, in 1967 to take up the responsibility of providing quality textbooks to students from all classes studying under the Maharashtra State Board. MSBHSE prepares and updates the curriculum to provide holistic development for students. It is designed to tackle the difficulty in understanding the concepts with simple language with simple illustrations. Every year around 10 lakh students are enrolled in schools that are affiliated with the Maharashtra State Board.

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How many state boards are there in Maharashtra?

The Maharashtra State Board of Secondary & Higher Secondary Education, conducts the HSC and SSC Examinations in the state of Maharashtra through its nine Divisional Boards located at Pune, Mumbai, Aurangabad, Nasik, Kolhapur, Amravati, Latur, Nagpur and Ratnagiri.

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