

# COMPREHENSIVE **ENGLISH**

**STUDY MATERIAL  
FOR CLASS XI**

**PROF. INAM QAZI**

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This study material has been designed for the students of class first year who are looking for quality notes on the new English book. This booklet, it is hoped, will be helpful for students, as well as teachers, in understanding the text passages, poems and the play given in the course book. Original texts from authentic sources have been studied to fully grasp the contents of the book. Maximum care has been taken to keep the contents error-free and the language simple and concise. For more understanding of texts, poems and play, video lectures are available on YouTube. Visit [www.youtube.com/@englishwithiq83](http://www.youtube.com/@englishwithiq83)

Suggestions for improvement will be highly appreciated.

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SECTION A

**TEXT**

**UNIT 1****DEMOCRATIC CITIZENSHIP****READING COMPREHENSION****THE QUID ON 11<sup>TH</sup> AUGUST, 1947****TEXT SUMMARY**

The Quaid e Azam Muhammad Ali Jinnah addressed the first Constituent Assembly of Pakistan on 11<sup>th</sup> August 1947. He told the assembly that they had two important tasks to perform. First was to make the constitution on provisional basis, and the second was to function as a completely independent legislative body of Pakistan. He spoke of an inclusive and impartial government, religious freedom, rule of law and equality for all. He said that every citizen of Pakistan has freedom to practice his or her religion. No matter to what community, colour, caste or creed one belongs, he or she is the citizen of the State of Pakistan with equal rights, privileges, and obligations.

He highlighted the challenges like corruption, bribery, black-marketing, nepotism, and jobbery rampant in society. He urged the assembly to make strict laws to curb these evils. He stressed the need to forget the past quarrels and work with co-operation so that the differences among the majority and minority communities might be removed and the only identity as citizens of the State might emerge. He said that if the whole concentration was directed towards the well-being of the people, especially the poor, Pakistan would become a happy and prosperous State.

The Quaid-e-Azam clearly stated that he would not tolerate nepotism, jobbery or any kind of influence upon him. He explained that his guiding principles would be complete impartiality, justice and fair play without any prejudice and ill-will.

In the end, he thanked the assembly members again and expressed hope that with their co-operation and support he would see Pakistan emerging from all the problems he had mentioned and becoming one of the greatest nations of the world.

**QUESTION-ANSWER****Q1. Why was The Quaid-e-Azam feeling honoured while addressing the first Constituent Assembly?**

Ans: The Quaid-e-Azam was feeling honoured to be the president and to address the first Constituent Assembly of Pakistan for which he, along with the Muslims of sub-continent, had struggled and finally turned it into a reality.

**Q2. Which is the greatest curse according to the Quaid-e-Azam?**

Ans: The Quaid-e-Azam considered bribery and corruption as the greatest curse and called it a poison to the society. He implied that this evil, like real poison, is fatal to the society. He urged the Assembly to make strict laws to tackle this curse.

**Q3. What was Quaid's vision about religious freedom?**

Ans: The Quaid-e-Azam clearly stated that every citizen of Pakistan has religious freedom. Regardless of their religion, caste, or creed, all the citizens are equally free to go to their places of worship, and the State is responsible for protecting their rights.

**Q4. According to the Quaid-e-Azam, what lesson should we learn?**

Ans: Referring to the differences and divisions which resulted in subjection of the people of sub-continent, the Quaid-e-Azam urged the people to learn a lesson of unity and singleness of purpose, so that no power can ever hold them in subjection.

**Q5. How far are the key ideas of Quaid's speech applicable to the present scenario?**

Ans: The evils that the Quaid discussed and lamented in his speech are still rampant in society. Therefore, the key ideas such as the rule of law, justice, unity and singleness of purpose are fully applicable to the present scenario to get rid of the said evils.

**Q6. How can we make Pakistan prosperous in the light of the Quaid's vision?**

Ans: In the light of the Quaid's vision, we can make Pakistan prosperous by forgetting our differences and directing all our attention to the well-being of the people, especially the poor ones.

**Q7. "I shall always be guided by the principles of justice and fair-play without any prejudice and ill-will." Elaborate these words.**

Ans: The Quaid-e-Azam clearly specified justice and complete impartiality as his guiding principles, which means he would always practice fairness and neutrality. He also meant that he would never let prejudice and ill-will affect his decisions in the affairs of the State.

XI ENGLISH NOTES  
PROF. INAM QAZI



**UNIT 2****PRESERVATION OF NATURE****READING COMPREHENSION****ONCE MORE TO THE LAKE****ABOUT THE WRITER**

Elwyn Brooks White (1899-1985) was a prominent American essayist, humorist, and children's book author. White's distinctive style is characterized by its clarity, wit, and profound insights into the human condition. Additionally, White co-authored "The Elements of Style," a renowned guide to English grammar and composition, which continues to be a valuable resource for writers and students.

**TEXT SUMMARY**

"Once More to the Lake" is an essay by E.B. White. The essay is a recollection of childhood memories related to the Belgrade Lake which the writer visits after a long time with his son. The lake was his ideal place as a vacation spot in his childhood. His beautiful childhood memories attached to the lake make this lake special for the writer.

When he revisits the lake, he becomes nostalgic because it reminds him of his childhood time which was full of excitement and happiness. He remembers sneaking out in the morning. He thinks of getting amused by the dragonflies. He recollects catching fish with his father. Every bit of his childhood memory is quickened by observing his son, but he is a mature person now with different obligations and duties, unlike his childhood carefree time. So, he becomes reflective and compares his childhood visit to the present one. He finds most of the things unchanged except a few things that sadden him. There used to be a peaceful atmosphere, but now it is full of noise. He finds new type of boats that produce more noise and disturb the peace. So, he thinks that technology has badly affected the serenity of atmosphere.

While visiting the lake as an adult, the writer is living a dual existence. He imagines himself both as a boy enjoying the visit and relishing every moment, and as a father reflecting how time affects everything. He feels that human lives are mortal, but memories and experiences are immortal.

This essay also shows a contrast between permanence of nature and impermanence of human lives. The writer reflects that in his childhood he came here as a boy with his father, and now he has come as a father with his son. He notices that his life has been transformed, but the lake remains the same as it used to be.

**QUESTION-ANSWER****Q1. Why does the writer take a vacation at this particular lake?**

Ans: The writer takes a vacation at this particular lake because this lake is his favourite vacation spot with his beautiful childhood memories attached to it. These memories make this lake special for him which he visits once again as an adult with his son.

**Q2. Which key concerns has the writer expressed in the text?**

Ans: The writer expresses his concerns about how the lake has changed. Boats with a new type of motors produce disturbing noise. He laments that the technology has badly affected the serenity of the atmosphere near the lake.

**Q3. How has the lake changed since he was a boy?**

Ans: The writer notices that in his childhood there used to be three roads leading to the lake, but now there are only two. He also finds that there is a new type of motors attached to the boats that disturb the calmness.

**Q4. What contrast does the writer make between the sea and the lake?**

Ans: The writer talks about sea as a wild and restless body of water as compared to the peaceful lake. This contrast also suggests that his childhood was as peaceful as the lake, and his present life as an adult is as restless as a sea.

**Q5. Why does the writer repeatedly call the lake as “anything but wild”?**

Ans: In order to depict the true image of the lake, the writer compares it with a sea. He repeatedly describes the lake as calm and peaceful which contrasts sharply with the wild and restless nature of a sea.

**Q6. Why is the arriving at the lake less exciting now than in the past?**

Ans: It was less exciting because the writer has become an adult lacking curiosity and excitement typical of a child. Another reason is that atmosphere around the lake was not as peaceful as it used to be.

**Q7. How are the boat motors different in the present situation?**

Ans: The writer notices that the modern boats have outboard motors which produce an irritable and whining sound, whereas the boats in his childhood time had inboard motors whose sound was quiet and sedative.

**Q8. The writer calls the lake as “holy spot”. How does he further develop this idea?**

Ans: The writer calls the lake as holy spot for him because he, with his family, visited the lake every summer. This regularity of visits to this lake evokes a feeling of pilgrimage to a holy place. Moreover, he considers the lake as a place with sanctity and eternity like that of a cathedral.

**Q9. What kind of sensation persisted and grew in the mind of the writer?**

Ans: The writer was imagining himself as his father, and his son as himself. This illusion made him live a dual existence. While he was there, this feeling grew stronger. It also made him reflect how roles remain the same and characters are changed over time.

**Q10. What is the central idea of the text “Once More to the Lake”?**

Ans: The central idea of E.B White’s essay “Once More to The Lake” is to find permanence in ever changing world. The lake symbolizes something permanent around which everything has changed. It also presents a contrast between mortality of man and immortality of nature.

**UNIT 3****MANAGING CHANGE****READING COMPREHENSION****THE NECKLACE****ABOUT THE WRITER**

Henri-René-Albert-Guy de Maupassant (1850-1893) was a renowned French writer. He is celebrated as one of the most prolific and influential short story writers of the 19th century. Maupassant's writing is characterized by its vivid portrayal of human nature, sharp wit, and insightful exploration of the complexities of everyday life. He was a master of the short story form, and his tales are known for their concise and powerful storytelling and surprise endings. One of his most famous works is the short story "The Necklace" ("La Parure"), a tale of ambition and its consequences, which remains a classic of French literature.

**TEXT SUMMARY**

Short story "The Necklace" is written by renowned French writer Guy De Maupassant. The main character of the story, Mathilde Loisel, lives in a flat with her loving husband, Mr. Loisel. He works as a clerk for the Minister of Education. They live in a comfortable house with a modest lifestyle. Mathilde, however, longs to be rich. She envies her friend Jeanne Forestier who has a large house and lots of fancy dresses and jewelry.

One day her husband brings home an invitation to a party organized by the minister. He thinks his wife will be excited to attend such a fancy party, but she is upset to see the invitation. She complains that she has nothing suitable to wear on such an occasion. Her kind husband agrees to give her the four hundred francs that he has been saving to buy a new rifle for hunting. As the party day nears, Mathilde seems worried again. This time she complains that she has no jewelry to wear with her dress. Her husband suggests her borrowing something from her friend, Jeanne Forestier. She borrows a diamond necklace from her friend.

She attends the gala and has a wonderful time dancing all night. Finally, they reach home very late at night. Reaching home, Mathilde realizes that the necklace is missing. Her husband goes out to search the streets but returns empty handed. To gain some time, Mathilde writes to her friend that she has broken the clasp of the necklace and is having it repaired. In the meantime, they find another necklace exactly like the missing one, but it costs thirty-six thousand francs. Her husband has inherited eighteen thousand francs from his father, but he needs to borrow the rest of the money. Finally, he manages to purchase the replacement necklace and Mathilde gives it to Jeanne who does not even look at it.

In the next ten years Mathilde's life changes dramatically. In order to save money to pay off the debt, they move to a smaller apartment where she must cook and clean for herself. Her husband works multiple jobs to pay back all the money he has borrowed. After ten years of toil, all the debt is paid back, but Mathilde has lost her beauty and charm.

One day she happens to meet Jeanne Forestier in a park. Jeanne is shocked at her rough appearance. Mathilde tells her the truth about the necklace. She explains that she had lost the necklace and had to pay for a replacement. Hearing this, Jeanne is stunned and confesses that the necklace Mathilde borrowed was fake, worth no more than five hundred francs.

## QUESTION-ANSWER

**Q1. Why did Mr. Loisel expect his wife to be pleased to receive the invitation?**

Ans: She was an ambitious lady who always wished to be the part of rich society and attend parties of the rich class, but she never had a chance to attend such a party. That's why he expected her to be very pleased to see the invitation which he managed to obtain after a great difficulty.

**Q2. What was Mme. Loisel's reaction on reading the invitation?**

Ans: Her reaction was very surprising for her husband. Initially, she was excited to see the invitation, but soon she became upset realizing that she did not have a dress suitable for the party to be attended by important people.

**Q3. How was the life of Mme. Loisel before the loss of the necklace?**

Ans: Mrs. Loisel lived in a comfortable home with her loving husband. Her husband was a clerk who tried his best to keep her happy, but she always remained dissatisfied with her life because of her burning ambition of being wealthy.

**Q4. What efforts were made to find Mme. Forestier's necklace?**

Ans: Mr. and Mrs. Loisel desperately searched the necklace for hours. Mr. Loisel retraced their steps and spent the whole wintry night looking for the lost necklace, but all their efforts were in vain.

**Q5. Describe in your own words how the Loiseles' life changed after they had paid for the new necklace.**

Ans: The Loiseles' life came under great stress. They had to dismiss their maid and move into a smaller apartment. Mr. Loisel did three jobs, and Mathilde spent all her time doing the heavy housework, which ruined her beauty.

**Q6. What was Jeanne. Forestier's reaction when seeing Mme. Loisel before she figured out who she was?**

Ans: Mme. Forestier was surprised to hear her name from a stranger who turned out to be her old friend, Mathilde. Jeanne Forestier did not recognize her because of her awfully transformed look. She was shocked to see Mathilde's rough appearance.

**Q7. How did Mr. and Mrs. Loisel replace the necklace?**

Ans: After a week's search in all the jewelry shops, they found a necklace exactly like the lost one, put it in the case and returned it to Mme. Forestier who did not even care to look at the necklace.

**Q8. What was Mme. Forestier's reaction when the necklace was returned?**

Ans: Mme. Forestier was annoyed with Mathilde because of the delay in returning her necklace. She spoke to Mathilde rather coldly. Mathilde justified the delay saying that the clasp of the necklace was broken and needed repairing.

**Q9. How did Mr. Loisel contribute to the cost of the new necklace?**

Ans: Mr. Loisel contributed his entire inheritance. Besides this, he borrowed some money from his friends, some from moneylenders on very high interest, and he took loan from bank to buy the new necklace.

**Q10. How had Mme. Loisel's sacrifices been in vain?**

Ans: Mathilde's ten years of toil and sacrifices to pay the huge debt were in vain when she learned that the necklace that she had lost was fake and worth only five hundred francs.

## CHARACTERS

### Mathilde Loisel

Mathilde is a pretty but highly ambitious woman. She is deeply discontented with her fate because she always dreams of an affluent lifestyle. She is married to a poor but loving man, Mr. Loisel, who always tries to please her but fails to dispel her dissatisfaction. Mathilde always craves for wearing fancy dresses and expensive jewelry, attending parties, and rubbing shoulders with the upper class of the society. She always fantasizes about living in a grand mansion, dining on a lavish table, and using elegant crockery.

In Mathilde's mind, women lacking class, wealth, and power, are next to nothing. She is indeed beautiful and charming. What she lacks is the opportunity to reach to the upper class. She is constantly annoyed with her present life which she thinks is contrary to what she deserves. She believes that she is made for a life full of luxuries, but the opposite is the fact of her life. That is why she lives a life of constant mental agony.

Mathilde is jealous of anyone who is rich and holds a better social position. She is envious of her friend, Jeanne Forestier, just because she is rich. Though Jeanne Forestier is kind enough to lend Mathilde her necklace, this act of kindness only increases Mathilde's envy for her.

Mrs. Loisel pretends to be rich by any means. She enjoys her fake and short-lived status created with a borrowed necklace and a dress expensive enough to cost all her husband's savings. Her uncontrollable desire to be what she is not costs her dearly. Her husband comes under a heavy debt only because of Mathilde's foolish desires. To pay off the debt, Mrs. Loisel loses all her charm and is awfully transformed into an ugly-looking woman.

Mathilde's character perfectly portrays how one's life is ruined by a relentless conflict between one's desire to be what one cannot be.

### Monsieur Loisel

Mr. Loisel is a simple and loving man. He marries a woman named Mathilde who is a charming but overambitious lady. Mr. Loisel, though an ordinary clerk in the ministry of education, tries his best to keep his wife happy and contented, but she is never pleased with the lot in her life. Unlike Mathilde, Mr. Loisel is contented with the simple joys of his life. He never craves for being rich. All he wants is to keep his wife happy.

He manages to get an invitation to a fancy party for his wife. But she, instead of being happy, turns upset because she thinks that she has no dress suitable for the party. He loves his wife so much that he sacrifices his own desires and gives her all his savings to buy a fancy dress. When she is still not happy and complains about not having jewelry, he suggests her borrowing from her friend. A diamond necklace is borrowed which is lost. This causes a disaster to his life. He comes under a heavy debt to buy a replacement. He has to move to a smaller apartment, work three jobs and undergo a great stress for the next ten years to pay back the huge debt.

For all the troubles and toil he experienced, he is to be equally blamed. His constant desire to keep his wife happy proves to be a grave mistake that costs him dearly.



**UNIT 4****TECHNOLOGY SMART & TECH-SAVVY****READING COMPREHENSION****TECHNOLOGICAL REVOLUTION****TEXT SUMMARY**

The advancement of technology has played an important role in the development of human civilization. Technology provides innovative ways of doing work through various smart and innovative means. Electronic appliances, gadgets, faster modes of communication, and transport have added to the comfort in our lives. It has brought about revolutions in various fields like communication, transportation, education, healthcare, and businesses.

With the advent of technology in communication, which includes telephones, fax machines, cellular phones, the Internet, multimedia, and email, communication has become much faster and easier.

Technology has increased efficiency and flexibility in the workspace. It has made it easy to work remotely, which has increased the productivity of the employees. Artificial Intelligence and Machine Learning technology are innovations that are being deployed across industries to reap benefits.

Technological advancement has immensely benefitted the field of education. With technology, students have a variety of learning tools at their fingertips. Teachers can coordinate with students across the world and share their ideas and resources online. Students can get immediate access to an abundance of good information on the Internet. Parents can have access to their child's academic record through portals. Interactive apps and learning games are very effective in early learning of kids.

Technology has helped improve the healthcare by making it easier for doctors to provide evidence-based medicine. The Internet has allowed much faster and easier access to the medical records of each patient. Everyone can stay up to date on the latest medical discoveries and share treatment information when dealing with medical issues. Modern technology has greatly helped to diagnose and treat critical diseases.

Businesses around the world have greatly benefitted from technology. E-commerce allows people to sell and make online purchases from a wide variety of products and services available around the world. Businesses save cost, and customers have freedom to shop from anywhere, anytime while enjoying the comfort of their homes.

Safety and convenience have been improved through technology. It has enabled vehicles to be safer by letting drivers know of impending danger. It is enabling vehicles to be more energy efficient with wind power and solar system.

Technology can be used for an effective emergency response in times of accidents and natural disasters. Satellite images, aerial photography and on-the-ground inspections can be used to locate populations in environmentally risk areas. Technology cannot prevent the onset of a natural disaster, but it can lessen the impact by warning, educating, and empowering the masses.

## QUESTION-ANSWER

**Q1. What is meant by technological revolution?**

Ans: Technological revolution means replacement of a technology or a set of technologies with advancement and innovation in a short period of time enabling people to live better and safer lives.

**Q2. Why did innovative information remain scarce at the time of World War-II?**

Ans: At the time of World War II, innovative ways of transmitting information were not introduced. The processing of information relied on analogue form which could transmit limited data at a slower rate. That is why the information remained scarce.

**Q3. How is the technology boon for students?**

Ans: Technology has revolutionised the way education is imparted. Now students can learn through online classes and avail course material without leaving homes. This flexible access to education would never have been possible before the Internet.

**Q4. What are the benefits of E-commerce in today's world?**

Ans: E-commerce allows people to sell and make online purchases from a wide variety of products and services available around the world. Businesses save cost, and customers have freedom to shop from anywhere, anytime while enjoying the comfort of their homes.

**Q5. How does technology work in environmentally risk areas?**

Ans: Technology can be used for an effective emergency response in times of accidents and natural disasters. Satellite images, aerial photography and on-the-ground inspections can be used to locate populations in environmentally risk areas. In recent times, technology has been employed to fast-track disaster relief efforts and drop humanitarian aids.

**Q6. How has technology greatly supported doctors and medical practitioners?**

Ans: Technology has helped to improve medical care by making easier for doctors to provide evidence-based medicine. Everyone can stay up to date on the latest medical discoveries and treatment information when dealing with medical issues. Modern technology has greatly helped to diagnose and treat critical diseases.

**Q7. How does technology secure humans from calamities?**

Ans: Progress in technology has made it possible to introduce the integrated approach to the problems of natural disasters. Technology cannot prevent the calamities, but it can educate, warn and empower the people to be aware of the situation and thus lessen the impact of the disaster.

**Q8. Some people have the opinion that youngsters are not safe in the technological era. Give reasons for your agreement and disagreement.**

Ans: Youngsters are exposed to many risks and exploitations in this technological era. They can be tricked into some crimes, kidnapped or even fatally harmed by the predators using social media. Moreover, they run the risk of developing health issue caused by excessive use of gadgets.

**Q9. Which technology innovation has impacted you profoundly and how?**

Ans: In my view, social media has greatly impacted the way we live, think, and behave. It has made us more informed than ever before. It has allowed us to interact with the people from different cultures, enabling us to develop a broad and welcoming mental attitude towards others.

**Q10. How did technology contribute in keeping people's lives safe during the recent pandemic or disaster?**

Ans: Technology has contributed greatly in making people's lives safe by educating, warning, empowering and making them aware of the situation. During the recent pandemic, technology helped to run all the important activities of working, learning and shopping from home. Without technology, the life in pandemic would have been a disaster.

**UNIT 5****CIVIC SENSE & CIVIC ACTIVITIES****READING COMPREHENSION****MY BANK ACCOUNT****ABOUT THE WRITER**

Stephen Butler Leacock (1869-1944) was a Canadian writer and humorist known for his wit and satirical storytelling. Leacock is celebrated for his humorous essays, short stories, and social commentary. Leacock's writing often poked fun at various aspects of society, including politics, academia, and human behavior. His humorous tales, characterized by their clever wordplay and sharp observations, delighted readers both in Canada and around the world. In addition to his humor, Leacock was a respected academic and economist. His ability to combine his academic knowledge with his gift for humor made him a unique and influential figure in Canadian literature.

**TEXT SUMMARY**

My Bank Account is a humorous tale written by Stephen Leacock. Mr. Leacock was a professor of political science at McGill University, Canada. In "My Bank Account" he himself is the main character. He writes that his salary increased fifty dollars a month. Therefore, he decided to open an account and save some money. As he had never visited a bank, he was not familiar with the method of opening a bank account and of the atmosphere of a bank. When he visited a bank, he was so nervous that everything in the bank frightened him.

He went to the accountant. He requested him that he wanted to talk to the manager in private. The accountant accepted his request and took him to the manager. The manager thought that he was a detective or a rich man, so he took him to a private room. There, in the private room, he told the manager that he wanted to open an account with fifty-six dollars. The manager was annoyed by this stupidity and sent him back to the accountant. His account was opened and he got his cheque book.

Suddenly, the author realized that he had no money for his present use. He immediately decided to withdraw only six dollars for that purpose. Nervous and perplexed, he wrote a cheque for fifty-six dollars, the whole amount in his account, and gave it to the clerk.

The clerk was surprised. He asked him if he wanted to withdraw the whole amount. In nervousness he answered in affirmative. He could not tell the clerk that he had written the amount by mistake. He soon realized that everybody was looking at him and he had become a laughing stock. To hide his embarrassment, he behaved like a man with short temper and boldly told the clerk to give him the whole amount. He took the money and left the bank in a haste. As he came out of the bank, he heard a loud roar of laughter. Since then, the author never used a bank. He kept his money in pocket and his savings in a sock.

**QUESTION-ANSWER**

**Q1. What is the effect upon the author of entering the bank to do business?**

Ans: The author says when he enters the bank to do business, he is so nervous that everything in the bank frightens him. The clerks, the furniture and the sight of money scare him so much that he is unable to behave sensibly.

**Q2. Why did the author decide to open an account?**

Ans: The author decided to open an account because his salary was raised to fifty dollars a month. He wanted to save some of his money, and he thought that a bank was the right place for it.



**Q3. What was the manager's reaction when the author told him that he would like see him alone?**

Ans: When the author told the manager that he wanted to see him alone, the manager became anxious because he thought that the author was a detective and had some terrible secret to tell. He took the author to a private room and locked the door.

**Q4. Why did the manger look relieved when he knew the purpose of the author's visit?**

Ans: The manager looked relieved when the author told him that he was not a detective, but the manager was still serious because he felt sure that the author was a very rich man who wanted to open a large account.

**Q5. What mistake did the author make when he wrote the cheque?**

Ans: The author was very nervous and confused. He could not think sensibly. In his nervousness, he made a mistake. He wrote a cheque for fifty-six dollars instead of six dollars. This silly mistake made him look even more ridiculous.

**Q6. Explain the meaning of the clerk's question: "How will you have it?"**

Ans: The clerk wanted to know in what denomination of currency notes or coins the author would like to cash the cheque. The author did not understand the clerk's question, but he responded as if he understood everything.

**Q7. Why was there a roar of laughter when the author left the bank?**

Ans: The author's silly behaviour made everyone look at him with amusement. He felt extremely embarrassed. When he left the bank in a haste, everybody in the bank burst into a huge laughter.

**Q8. The author, Stephen Leacock, was a respected university teacher and a highly successful writer. Do you think this is a true story?**

Ans: Considering the status of the author as a university teacher, this story seems untrue. Stephen Leacock, a successful writer of his time, has simply written this story to entertain the readers by portraying himself as a silly character of the story.

**Q9. Why is it wiser to keep money in a bank than to hoard it in one's home?**

Ans: It is wiser to keep one's money in bank than to hoard it in one's home for a number of reasons. In a bank it is safe from theft. Moreover, it is safe from one's own temptation to spend on unnecessary things.

**UNIT 6****RESPECTING SELF & OTHERS****READING COMPREHENSION****SELF-RELIANCE****ABOUT THE WRITER**

Ralph Waldo Emerson (1803-1882) was a prominent American essayist, philosopher, and poet. Emerson's writings emphasized the importance of self-reliance, individuality, and the connection between humanity and nature. His essay "Self-Reliance" is one of his most famous works and articulates his belief in the value of self-trust and non-conformity. He is considered one of America's greatest thinkers and remains an influential figure in American literature and philosophy.

**TEXT SUMMARY**

In his essay "Self-Reliance", Ralph Waldo Emerson says that an individual must trust himself, believe his own thoughts and follow his own intuition. He argues that every man is a genius only if he trusts himself and tries to find that genius within himself. A person must value his own thoughts and ideas and not be afraid of expressing them. He says that the voice of person's heart is the voice of all men. It is reflected in the great lines of poetry and the great words of wisdom by sages that they did not hesitate to express what they believed to be true.

According to Emerson, to be envious of other's qualities is to be ignorant of one's own qualities and talent and to imitate other people is to kill one's own inner voice. He gives examples of great people who became prominent by their own intuitions, not by copying others. Emerson says that nothing but what we do with our own willingness makes us happy and gives true peace.

Emerson emphasizes that an individual must be a non-conformist, which means one needs to be bold enough to reject society's opinions and judgements and follow what he believes to be right. He further says that living in a society in harmony with its norms and expectations is easy but rejecting social norms and following one's own principles and beliefs is hard to practice. The one who is courageous enough to do so achieves greatness.

Emerson asserts that society seems to be advancing but it is actually receding. He explains that the changes we see in society are not for better. Though society is making progress in science and technology, it is, on the other hand, losing moral values, natural abilities, mental capabilities, and physical strength which the ancient men possessed. In the end, Emerson reiterates that nothing can give us peace but our own self, and this can be achieved only by trusting ourselves and following our own principles.

**QUESTION-ANSWER****Q1. What makes a man great according to the author?**

Ans: Believing oneself, following one's instinct, seeking originality and avoiding imitation makes a man great. All the great men trod their own path, defying the norms, opinions and the judgements of the society. They practiced in public what they believed to be true in their private heart.

**Q2. Why is self-reliance important for one's development?**

Ans: Self-reliance, which means trusting one's own abilities and instincts, helps a person discover his or her hidden talent and originality. Free from people's opinions and judgements, a self-reliant person is able to lead a life according to his or her own principles.

**Q3: What is the mark of genius according to the author?**

Ans: According to the author, the mark of genius is to believe your own thoughts and to believe that what you believe to be true in your heart is true for all. A genius's private conviction becomes the universal sense, for an idea coming from a pure heart appeals the hearts of people.

**Q4: What happens when one does not value one's own qualities?**

Ans: When a person does not value his qualities and does not trust his own thoughts, he is forced to accept people's opinions meekly and take with shame his own rejected thoughts from others. Such a person is never able to discover his own qualities and hidden talent.

**Q5: Why does the author emphasize developing one's own individuality?**

Ans: The author is of the view that developing individuality makes a person independent of people's opinions and judgements which are often misleading. The author urges man not to imitate and meekly follow others but to follow his own thoughts and instincts.

**Q6: How can a person be happy according to the author?**

Ans: A man can be happy and relieved when he has put his heart into his work and does his best. Putting all his efforts in doing what one believes to be right is a source of inner satisfaction and real happiness.

**Q7: "What I must do is all what concerns me, not what people think." Do you agree with this statement? Give reasons for your agreement or disagreement.**

Ans: This statement is right. It is rooted in the philosophy of individualism presented by the author. This line reiterates the idea of following what one believes to be true instead of meekly accepting people's opinions and judgements that often contradict with the actual reality.

**Q8: What kind of changes does a society undergo according to the author?**

Ans: According to the author, a society undergoes continual changes. It is barbarous. It is civilized. It is religious. It is rich. It is scientific, but this change is not for better. The writer is of the opinion that society never advances. It recedes and loses one thing to gain another thing.

**Q9: How do you relate the message of the essay to your life?**

Ans: The message presented by the author is relatable as we all get inspired by the great people, which is indicative of our hidden desire to be like one of them. In order to pursue genius and greatness, one must follow the ideas presented in this essay.

**UNIT 7****SELF-GROOMING****READING COMPREHENSION****STRUGGLE FOR AN EDUCATION****ABOUT THE WRITER**

Booker Taliaferro Washington (1856-1915) was a prominent African American educator, author, and civil rights leader. He is best known for his significant contributions to the advancement of African Americans during the late 19th and early 20th centuries. Washington's philosophy emphasized economic self-reliance and gradual social progress for African Americans through education and hard work. Washington's life story is a remarkable testament to his determination and resilience. He worked tirelessly to overcome the challenges of his humble beginnings and lack of formal education.

**TEXT SUMMARY**

The text "Struggle for an education" is an autobiographical essay written by Booker T. Washington who was a poor negro boy. He worked in a coal mine, but he had a strong desire for education. One day he heard two miners talking about a great school in Hampton for coloured people. He at once made up his mind to go there. This was the only aim of his life.

To achieve success in his aim he had to face many difficulties. His mother was weak and sick. She was not ready to send him to Hampton. But anyhow he took her permission and started his journey. He had a small bag and a little money given to him by his brother.

By walking and begging rides, he reached Richmond city. It was a very big city. There he was tired, hungry and dirty. He was moneyless and friendless there. No one helped him. He spent his night under a footpath. Next day, he worked on a ship and had his breakfast. He did not lose his courage at any time.

After saving some money he started his journey to Hampton again. When he finally reached that school, he presented himself before the head teacher. She was not impressed with his look. He was very dirty. She ordered him to clean a room.

The writer cleaned the room with great love and labour. The head teacher was much impressed with his nice work. She at once allowed him admission.

Thus, the writer achieved success in his aim in life. Though he had to face many difficulties on the way, he proved that if you have strong will power, your poverty or any hardship is no obstacle to achieving your goal.

**QUESTION-ANSWER****Q1. Why was the boy inspired to go to Hampton?**

Ans: The boy was poor. He worked in a coal mine, but he had a strong desire for education. When he came to know about a great school for coloured people in Hampton, he at once made up his mind to go there and join that school to get education.

**Q2. What did he learn during work?**

Ans: The boy overheard the workers talking about a reputable school for coloured people in Hampton city where poor but worthy students were not only provided education but also taught some trade or industry.

**Q3. What happened to the money he had earned at Mrs. Ruffner's house?**

Ans: Most of the money that he had earned at Mrs. Ruffner's house was consumed by his stepfather and other family members. He had very little money left for his cloths and travel expenses.

**Q4. What did he do in Richmond in order to reach Hampton?**

Ans: When the writer reached Richmond, all his money was spent. He had no shelter and no friend there. He found some place on the pavement and quietly lay there for the night. Next day, he found work on a ship. Working with diligence, he saved some money and finally reached Hampton.

**Q5. Why did the boy thank the captain of the ship?**

Ans: The captain of the ship was a kind-hearted man who allowed the boy to work on his ship for some money per day. The boy earned enough money to travel to Hampton. After many years, when he returned Richmond, he thanked the caption for his kindness that helped him survive hard times.

**Q6. Why did the writer not make a favourable impression on the head teacher?**

Ans: The writer did not make a favourable impression on the head teacher because he was dirty, hungry, and without a bath. His shabby and ragged appearance displeased the head teacher.

**Q7. What did he go through in order to get admission to the Hampton Institute?**

Ans: In order to get admission, the boy cleaned the music room with great dedication and labour. The head teacher was much impressed with his hard work. She at once allowed him to join the institute.

**Q8. Write down the central theme of the text in your own words.**

Ans: The central theme of the text is struggle and sacrifice. It also promotes the idea of setting an aim in life and working ceaselessly to achieve it by overcoming obstacles and bravely dealing with the challenges that arise.

**UNIT 8****PLACES OF HISTORICAL & CULTURAL IMPORTANCE****READING COMPREHENSION****A VOYAGE TO THE CITY OF LIONS****ABOUT THE WRITER**

Altaf Shaikh is a travelogue writer. He was born on 14<sup>th</sup> November, 1944. He has a unique writing style and has no match in writing travelogue in Sindhi language. His more than forty travelogues have been published among which “Around The World” and “A Journey to Thailand” are very famous.

**TEXT SUMMARY**

The text “A Voyage to the City of Lions” is a travelogue written by Mr. Altaf Shaikh. The writer shares his experiences and observations about Singapore, a small but rich country located in the southeast Asia. The word Singapore means “City of Lions” because there are marble statues of lions everywhere in Singapore.

In this text, the writer has given very interesting and useful information about Singapore. Singapore is very significant due to its location at a maritime crossroad. Almost every ship from Pacific to Indian Ocean anchors at the port in Singapore. It is only at six hours’ journey from Malaysia.

Singapore is a diverse country. Its population consists of Muslims, Buddhists, Hindus, Christians, and Sikhs. Its national languages are English, Malay, Chinese, and Tamil. Eighty percent of its population lives in just twenty-eight square miles of land around the port. Singapore’s economy depends on tourism, trade, and ships from overseas.

Singapore is famous for its big markets with reasonable prices. There are many restaurants where tourists can enjoy cuisine of all kinds. It is a fusion of the East and the West. Modern buildings and lifestyles coexist with the traditional way of life. Singapore is recognized as “Mr. Clean” of the world as it is kept very neat and clean. Everyone from children to elders is filled with the spirit of cleanliness. The government is also very strict in the matters of cleanliness and imposes a heavy fine in case of violations.

The countryside of Singapore is very beautiful and peaceful. There is greenery everywhere. On both sides of the road, there are orchards of pineapple and forests of rubber trees.

In Singapore, special attention is paid to education. Besides providing quality education, the government encourages students to participate in debates, speeches, and sports which polish their talent and build their confidence.

**QUESTION-ANSWER****Q1. What is the geographical location of Singapore?**

Ans: Singapore is an island-city state located in Southeast Asia. The country consists of one main island, called Singapore, and over sixty smaller islands. It is located just south of the Malaysian state of Johor which lies just a quarter of a mile away from Singapore.

**Q2. What are barges and how are they operated?**

Ans: Barges are large boats with a flat bottom used for carrying goods and people. They do not have engines and are pulled by motorboats. They are low-cost goods carriers. In Singapore, barges are commonly used to carry goods to and from ships.



**Q3. How is Singapore connected to Malaysia?**

Ans: Singapore and Malaysia are connected by both land and sea. The land connection between the two countries is the causeway that links Singapore to Johor, a city in Malaysia. There are also regular ferry services that operate between Singapore and various ports in Malaysia.

**Q4. Briefly describe the significance of Singapore port.**

Ans: The port in Singapore is one of the busiest and most important ports in the world. It is a major hub for maritime trade and serves as a crucial gateway to Asia and the rest of the world. The port also plays a significant role in the economy of Singapore by generating great revenue and providing employment opportunities.

**Q5. What are the reasons for prosperity of Singapore in spite of very little area?**

Ans: Singapore is located at the crossroads of major sea routes and has a natural harbor, which has made it an important trading hub. It has political stability, an open economy with low trade barriers, pro-business environment, and strong infrastructure. Moreover, Singapore has a very big tourism industry which adds to its economy.

**Q6. How is Singapore one of the attractive areas for tourists?**

Ans: Singapore offers a unique blend of cultures, cuisines, places, cleanliness, and safety. It has large markets with a huge variety of products available at very reasonable prices. All these things make it a popular and attractive destination for tourists from around the world.

**Q7. How does Singapore keep itself clean?**

Ans: Singapore keeps itself clean through a combination of strict laws, public education, comprehensive waste management, cleaning services, community efforts, and law enforcement through heavy fine on violations. The spirit of cleanliness is present in everyone from children to elders. This is why Singapore is called “Mr. Clean” of the world.

**Q8. Describe any four interesting aspects of Singapore.**

Ans: Singapore is a diverse and vibrant country. It is a multicultural society with people from almost all the South Asian countries. There are different religions practiced in Singapore. It has four national languages: English, Malay, Chinese, and Tamil. It has large and cheap markets, and it is called “Mr. Clean” of the world.

**Q9. Why is Singapore called the fusion of the East and the West?**

Ans: Singapore was a British colony from 1819 to 1963, which brought Western influence to the region. This is why it presents a fusion of the East and the West in its architecture, cuisine, and lifestyle. Singapore has a multicultural society that blends both Eastern and Western colours and make it a fusion of the East and the West.

**Q10. Briefly describe the education in Singapore.**

Ans: Singapore's education system is known for its emphasis on academic excellence with equal focus on co-curricular activities. Government provides all facilities and ensures that quality education is imparted to every child. Students' talent is polished, and confidence is developed through different competitions.

**UNIT 9****CHOOSING CAREER****READING COMPREHENSION****CHOOSING CAREER****TEXT SUMMARY**

The text “Choosing Career” is an important read. It gives very useful guidance on choosing a career and informs us about the mistakes that most people make while choosing one. It explains the difference between a job and a career. It highlights the factors that are responsible for the wrong choices we make regarding a career. It describes different personality traits and guides us on how we can choose a suitable career path that is compatible with our personality type, our values and our strengths and weaknesses.

The text tells us to know about our interests first and accordingly look for the field in which we may find satisfaction, happiness, and future growth. It suggests that we should consult the experts of the field to get valuable insights and useful tips. If we are confused about a career choice, it also advises us to get the help of a professional career counsellor.

In this text, we find examples of different careers suitable for different types of people. The text warns us not to be too idealistic about our career choice. It tells us to be realistic about other potential opportunities and have a backup plan in case we fail to achieve our goal in a particular field. In such a case, it advises us to rethink and review our strategy and redesign our goals and make efforts with new energy.

The text ends with the words that every individual has an untapped and undiscovered talent and potential to grow. The only thing needed is to choose the right path that may lead to success. It says that if we have faith in ourselves, have a clear vision of our future, and if we strive with firm dedication, nothing can stop us from achieving our goals.

**QUESTION-ANSWER****Q1. What are the differences between a job and a career?**

Ans: A job is a position of employment that is short-term in nature and does not require a professional degree. It is a work done to make a living or to support a student during the academic term. On the other hand, a career is a long-term professional journey. It requires a certain level of education, and a professional degree in particular field.

**Q2. Why should you choose a career that interests you?**

Ans: Choosing a career that interests you is important because it can help you find greater job satisfaction and fulfilment. For example, if you enjoy working with people, a career in counselling or human resources may be suitable for you. If you have a passion for technology and innovation, a career in engineering or computer science may be a good choice.

**Q3. What causes demotivation in career?**

Ans: Demotivation in a career is caused by many factors. Choosing a particular field based on prevailing social trends, the insistence of family, peer pressure, unclear goal, or lack of genuine interest causes demotivation in career. To avoid this, your career decision should correspond and complement your values and your personality type.



**Q4. What are the examples of personal values given in the text?**

Ans: Everyone has certain personal values which mould his or her preferences. Some wish to help humanity, and others desire intellectual, scientific, or artistic achievements. Your career choice must match your values and personality type. For example, an extroverted person finds a social or customer-oriented career more interesting. In contrast, an introverted person finds a career more appealing that requires less social interaction.

**Q5. What is the difference between an extroverted person and an introverted person?**

Ans: An extroverted person likes being around other people. He or she tends to be outgoing, talkative, and enjoy social situations. On the other hand, an introverted person feels more energized by spending time alone or in small groups. He or she tends to be quieter, more reflective and thoughtful.

**Q6. What are the core skills required for a chartered accountant and a visual artist?**

Ans: The core skills required for a chartered accountant include strong analytical and numerical skills and good understanding of financial and accounting principles. Whereas a visual artist needs to have creative and artistic skills and an ability to conceptualize and visualize ideas.

**Q7. What is an aptitude test? How does it help in choosing a career?**

Ans: An aptitude test is a standardized assessment that evaluates an individual's abilities and potential in specific areas. Aptitude tests can be helpful in choosing a career because they can help individuals identify their strengths and weaknesses and match them with potential career paths that align with their abilities and interests.

**Q8. Why is it necessary to consult a veteran of the field before choosing a career?**

Ans: Consulting a veteran of the field can provide valuable insights into a particular field's expectations, procedures, difficulties, and rewards. He or she can help the individuals make informed decisions and achieve their career goals.

**Q9. How can a professional career counsellor help you?**

Ans: A professional career counselor can provide knowledge, skills, and support necessary to make informed career decisions, and helps to set and achieve career goals. Career counseling can be beneficial for individuals who are uncertain about their career path.

**Q10. Why is it wiser to have a backup plan?**

Ans: Having a backup plan in career choice is wiser because sometimes an individual is faced with unexpected circumstances and is unable to achieve his or her desired goal. In such a case, one needs to have a serious retrospection and explore other opportunities that suit.

**UNIT 10****PRACTICING POSITIVE WORK ETHICS****READING COMPREHENSION****PEALS OF WISDOM****NOTE**

This unit contains multiple short texts containing anecdotes told by great philosophers to teach useful lessons of life.

**QUESTION-ANSWER**

**Q1. What did the wealthy man ask the poor brother and what was his reply?**

Ans: The wealthy man asked his poor brother why he did not serve Sultan and get himself delivered from hardships of labouring. The poor brother replied asking his wealthy brother why he did not labour to be delivered from the baseness of service. He quoted a wise man's saying that it is better to eat barley bread than to stand in service.

**Q2. Why could the slave not be pacified even though he was in the same boat with the king?**

Ans: The slave could not be pacified because he had never experienced the inconvenience of a boat. The fear of being drown made him tremble and cry. He had no idea how safe he was in the boat.

**Q3. What did the wise man do to make the slave realize about the security of boat?**

Ans: The wise man made him taste the real calamity of being drown only to make him realize the value of security he had in the boat. From this story, the writer concludes that a man does not appreciate the value of safety from a misfortune before it has befallen him.

**Q4. What kind of virtue did the sage want to teach to his students?**

Ans: The sage wanted to teach the virtue of being skillful and not relying on property and the riches of the world. He explained that a man's wealth, like silver or gold, may be stolen or lost but a skill that he has learnt remains with him forever with which he can get his wealth back.

**Q5. How does the professional man earn respect according to the sage?**

Ans: According to the sage, a professional man has no danger of losing his skill. Even if he loses his riches, he can earn it again with the help of his skills and live a respectful life. On the other hand, a man without skills will have to face hardships and live a life of baseness.

**Q6. Who is lucky and unlucky according to the maxim?**

Ans: According to the maxim, a lucky man is he who enjoys the present moment and also takes steps to ensure that he will be able to sustain himself in the future. Whereas the unlucky man is he who dies without having enjoyed the good things in life.

**Q7. "Confide not to a friend every secret thou possess. How know you that he will not some time thy foe?" How far do you agree and why?**

Ans: The maxim is correct. It suggests that we should not assume that a friend will always remain a friend and keep our secrets safe. There is always a possibility that circumstances may change, and that a friend may become an enemy. This maxim teaches us that trust is a precious commodity and should not be given lightly.

**Q8. Identify the maxim which reflects the value of real thing never fades or shatters.**

Ans: The maxim about jewel and dust reflects the value of real things that never fades or shatters. The maxim tells that a jewel never loses its preciousness even if it falls into mud. Similarly, dust will never become valuable even if it may rise into the sky.

**Q9. What kind of suggestion did Imam Ghazali give to the people?**

Ans: Imam Ghazali suggested that we should never be ashamed to ask about things that we do not know. A good learner is he who never hesitates to ask about even a simple and apparently insignificant thing.

**Q10. Which tale from the above texts do you like the most and why?**

Ans: I liked the story of the slave and king. This story is very interesting. It explains very shrewdly that a man does not realize the safety from misfortune until he is afflicted by it. This story also teaches us that we must be grateful for the blessings we have before losing them.

XI ENGLISH NOTES  
PROF. INAM QAZI

SECTION B

**POETRY**

**POEM 1****CHARACTER OF A HAPPY LIFE**

POET

SIR HENRY WOTTON

**ABOUT THE POET**

Sir Henry Wotton (1568-1639) was an English poet, author, diplomat and politician. He was educated at Winchester School and Oxford, where he first went to New College and then to Queen's College. Wotton was knighted in 1604, served as ambassador to Venice intermittently from 1604 to 1623, and was a member of Parliament in 1614 and 1625.

**SUMMARY OF THE POEM**

In this poem poet, Sir Henry Wotton, describes the qualities of a happy and contented man. He says that a happy man acts according to what he believes to be true and right, not what people tell him to do. He always speaks truth and follows honesty through thick and thin. This man is protected by the armour of his honest thoughts in this world of flattery, dishonesty, and deceit. His heart is pure and is willing to pursue truth at all costs. It is this basic, simple truth that is at the root of this man's life. He is the master of his passion. His passions are completely under his control. He has very limited desires. He is never afraid of death, for he believes that this world is temporary. He has no cares and does not worry about what people say about him in private. He always acts according to the call of his conscience. A happy man is not jealous of possession and status of anyone. He always follows the rules of a good life and hates flattery. He always prays to God for true guidance and spends his time in reading a good book or in the company of like-minded friend. He neither wishes to get a high office, nor is afraid of his downfall. He leads a very simple and carefree life. Though he has no worldly wealth that people crave, yet he has the greatest wealth of a contented and guiltless heart.

**STANZA 1**

How happy is he born or taught,  
That serveth not another's will;  
Whose armour is his honest thought,  
And simple truth his utmost skill;

happy	fortunate
serveth	meekly follow/to be slave
will	desire / opinion
armour	something to protect
simple truth	uprightness
utmost	highest/best

**EXPLANATION**

The poet says that a happy man is not dependent on others. He does not act according to the will of others. He is free to do what he thinks proper. This man is not slave to anyone. He protects himself from dishonest and greedy world by his honesty. His heart is pure and is willing to pursue truth at all cost. It is this basic, simple truth that is at the root of a happy man's life.

**STANZA 2**

Whose passions not his masters are;  
Whose soul is still prepared for death,  
Untied unto the world by care  
Of public fame or private breath;

passions	emotions / desires
masters	controller
untied	not bound / free
care	worry / concern
private breath	private conversation

**EXPLANATION**

In this stanza, poet says that a truly strong man is not carried away by his emotions. He keeps his passions under control. He lives a very simple life with very limited desire, for he believes that this life is temporary. This man is free from the desire of gaining fame among the people, and he does not care what people say about him in their private conversation.

**STANZA 3**

Who envies none that chance doth raise,  
Nor vice; who never understood  
How deepest wounds are given by praise;  
Nor rules of state, but rules of good;

envies	to be jealous
doth	does
raise	to elevate in position or rank
praise	flattery / sweet words
rules of state	social norms / prevailing behaviour
rules of good	principles of righteousness

**EXPLANATION**

This stanza tells that a good and happy man is not jealous of those who by luck have had their status raised. Nor does he indulge in unethical acts to gain any favour. He believes that “rules” of good rather than rules of state should control one’s life. There is also a warning in these lines against praise and how it can weaken one’s character.

**STANZA 4**

Who hath his life from rumours freed;  
Whose conscience is his strong retreat;  
Whose state can neither flatterers feed,  
Nor ruin make oppressors great;

hath	has
rumours	falsehood / flattery
conscience	moral sense of right and wrong
retreat	place of protection
state	character or personal life
flatterers	who praise someone to gain favour
feed	to entice with sweet words
ruin	damage / pollute
oppressors great	tyrants / powerful rulers

**EXPLANATION**

The poet says that a happy man frees himself from rumours and turns to his conscience when in doubt. This man never lets his soul be corrupted by flatterers who come with praises. He strictly follows the righteous path and does not surrender to oppressors who seek to “ruin” his soul.

**STANZA 5**

Who God doth late and early pray  
More of His grace than gifts to lend;  
And entertains the harmless day  
With a religious book or friend;

pray	worship / seek guidance
grace	greatness
gifts	favours
entertains	have / pass
harmless day	without hurting others

**EXPLANATION**

This stanza tells that a truly happy man always prays to God for true guidance and worships Him only for His grace, not for any gifts. A righteous man never harms anyone. Rather, he helps others. He spends his time reading a good or holy book or being in the company of a like-minded friend.

**STANZA 6**

This man is freed from servile bands  
Of hope to rise or fear to fall:  
Lord of himself, though not of lands,  
And having nothing, yet hath all.

servile	submissive / making slave
bands	temptations / desires
lord of himself	to have full control on one’s desires
yet	despite
hath all	to have everything

**EXPLANATION**

According to the poet, a truly happy man is he who does not have ambitions to rise or gain any higher status, nor is he afraid of the hardships in his life. He believes that everything in his life is from God. He has control over his emotions, so he is the lord of himself, and the greatest wealth he has is the wealth of contentment.

## CRITICAL APPRECIATION OF THE POEM

The Character of a Happy Life' by Sir Henry Wotton is a simple, straightforward poem in which Sir Henry Wotton sets out the principles of a good life and what a man should avoid at all cost. The poem addresses themes of happiness, simplicity, uprightness and piety. It is a six stanza poem that is divided into sets of four lines, known as quatrains. These quatrains follow a simple rhyme scheme of ABAB CDCD, and so on, changing end sounds as the poet saw fit. Wotton utilizes several poetic techniques in 'The Character of a Happy Life'. These include alliteration, metaphor and anaphora (repetition of a word or phrase at the beginning of multiple lines). First, alliteration occurs when words are used in succession, or at least appear close together, and begin with the same letter. For example, "flatterers feed" in the third line of the fourth stanza and "fear" and "fall" in line two of the sixth stanza. The metaphor used in the poem is "armour is his honest thought". Additionally, there is anaphora. This is another kind of repetition in which a word or phrase is repeated at the beginning of multiple lines, usually in succession. For example, "Whose" in stanza two and stanza four.

## QUESTION-ANSWER

**Q1. What does the poet mean when he says that a happy man does not serve another's will?**

Ans: The poet means to say that a happy and righteous man is independent of people's opinions and judgements. He does not blindly follow the norms of society. He acts according to the principles of good, and he does not care what people think of him.

**Q2. Explain briefly how Sir Henry Wotton's happy man is "having nothing yet hath all".**

Ans: A happy man lives a plain life and does not crave for worldly possessions. He is happy with what he has. His heart is filled with contentment, which is the greatest wealth a man is bestowed with. In this sense, the poet says that a truly happy man "hath all".

**Q3. What a happy man is taught from his very birth?**

Ans: A happy and righteous man is taught to follow the principle of uprightness, no matter what society says and thinks of him. He is taught not to serve the will of other people, and he keeps himself away from falsehood and flattery.

**Q4. Write the central idea of the poem "The Character of a Happy Life".**

Ans: The central idea of this poem is that to lead a truly happy and contented life, one must free oneself from people's opinions. He must follow the path of truth and virtue at all cost. He should have control over his emotions and be satisfied with what he has.

**Q5. Write the rhyming scheme of the poem.**

Ans: It is a six stanza poem that is divided into sets of four lines, known as quatrains. These quatrains follow a simple rhyme scheme of ABAB CDCD, and so on, changing end sounds as the poet saw fit.

**Q6. What are the sources of happiness other than mentioned in the poem?**

Ans: Helping the needy and the weak in society gives real happiness and satisfaction. This act not only helps the humanity and makes society better, but also pleases God, and in return, we get true happiness and contentment of heart.



**POEM 2****DON'T QUIT**

POET

EDGAR ALBERT GUEST

**ABOUT THE POET**

Edgar Albert Guest (1881-1959) was born in Birmingham, England but was educated in United States as his family moved there. Owing to his themes and the language used in his works, he became known as the People's poet. His poems often had an inspirational and optimistic view of everyday life. His poetry was read the most during the first half of the 20th century. His first book, "A Heap O' Livin'" became a best-seller. It was followed by similar collections of his optimistic rhymes, Just Folks (1918), Rhythms of Childhood (1924), Life's Highway (1933), and Living the Years (1949)

**SUMMARY OF THE POEM**

"Don't Quit" by Edgar Albert Guest is an inspirational poem that inspires readers to work hard no matter how challenging a situation seems. Positive and optimistic thoughts expressed in the poem fill the reader with great passion to face the challenges of life. The poem teaches us that while trudging the road of life, at times we will face steep ascents; we must not get discouraged ever as things will go wrong also. There will come times when our savings will be spent on meeting the needs of life; there might come times when our challenges will be more than our resources. We may have to feel sorrow also; we may feel that this will never end. At such times we should take a short break, but never ever quit making efforts to come out of our troubles. The poet says life is quite unpredictable and strange. Quitting means we will never ever win. The poet urges us to keep holding on. If we keep trying, we may win anytime. Success is nothing but moving on from one failure to another without getting upset. The poet appeals to us that when we are facing the hardest times, it is at this time that we must not quit. We must remember that after every darkness comes the morning.

**STANZA 1**

When things go wrong, as they sometimes will,  
When the road you're trudging seems all uphill,  
When the funds are low and the debts are high,  
And you want to smile but you have to sigh,  
When care is pressing you down a bit,  
Rest if you must, but don't you quit.

trudging	to walk slowly with heavy steps because you are tired or carry something heavy
funds	money/resources
debts	a sum of money that sb owes/challenges
sigh	to express grief or pain
care	worry/anxiety/tension
pressing	forcing/pressurizing

**EXPLANATION**

In these lines the poet gives examples of the situations that we may have to face. He tells us to be persistent through the hardest moments in our lives. The poet encourages us not to lose hope even if we have fewer resources and more challenges. He further says that if the circumstances are too tough for us to move on, we must slow down our pace, or even rest for a while, but we must not quit trying.

**STANZA 2**

Life is queer with its twists and turns.  
As everyone of us sometimes learns.  
And many a fellow turns about  
when he might have won had he stuck it out;  
Don't give up though the pace seems slow,  
You may succeed with another blow.

queer	strange/unpredictable
twists and turns	complexities/unpredictable events
turns about	change direction/leave the path
stuck it out	continue doing something difficult
pace	speed
blow	hit/try

**EXPLANATION**

In these lines the poet tells us that the course of life is not smooth and straight. Everyone learns this fact when he or she steps into practical life. We may turn our failure into success if we are determined not to quit. The poet urges us to keep holding on even if we do not see any progress. The poet insists that if we keep trying, we may win anytime.



### STANZA 3

Often the goal is nearer than it seems  
To a faint and faltering man;  
Often the struggler has given up  
When he might have captured the victor's cup;  
And he learned too late when the night came down,  
How close he was to the golden crown.

goal	target / objective
faint	too exhausted to walk
faltering	hesitant
struggler	one who struggle
given up	to quit / leave the path
captured	hold / achieve
golden crown	target / goal

### EXPLANATION

The poet says that while facing difficulties we often lose hope and quit trying. But after some time, realizing that our success was so close, we regret the moment we decided to quit. The poet tells us to see the bigger picture in which our struggle is shrinking the distance between our success and us.

### STANZA 4

Success is failure turned inside out –  
The silver tint of the clouds of doubt,  
And when you never can tell how close you are,  
It may be near when it seems afar;  
So, stick to the fight when you're hardest hit –  
It's when things seem worst, you must not quit.

turned inside out	on the other side
tint	shade
afar	away / at a distance
stick to	stand firm
hardest hit	facing the toughest time
quit	to surrender

### EXPLANATION

In this stanza the poet enlightens us with a beautiful thought that there are seeds of success in every failure. The only thing to remember is that we must keep trying. He says that when we are in doubt about our success, we must not quit because we have no idea how close we are to our success. We must be so determined that even the worst circumstances cannot shake our belief in success.

### CENTRAL IDEA OF THE POEM

Don't Quit is all about showing perseverance, persistence, determination, and willpower, especially when the things are going wrong, and when one finds oneself helpless. This poem reminds us that there are seeds of success in every failure, and that's why we mustn't quit.

### CRITICAL APPRECIATION OF THE POEM

'Don't Quit' by Edgar Albert Guest is a four-stanza poem divided into six lines stanzas called sestet. The stanzas also use consistent examples of perfect rhymes. The first stanza rhymes AABBCC, and the second stanza rhymes DDEEFF and so on. Throughout 'Don't Quit,' the poet makes use of several literary devices. These include Imagery. For example, "Don't give up though the pace seems slow – you may succeed with another blow." Alliteration occurs when the poet repeats the same consonant sound at the beginning of multiple lines. For example, "smile" and "sigh" in line four of the first stanza and "twists" and "turns" in line one of the second stanza. Anaphora (Repetition of structure, an image, a word, phrase, etc.) occurs when the poet uses word "when" several times. Metaphors "the road you are trudging" and "silver tint of cloud of doubt" occur in line two of the first and the fourth stanzas respectively.

## QUESTION-ANSWER

**Q1. What is the poet's message in the first stanza?**

Ans: The message in the first stanza is that when there are challenges and hardships in life, and the path seems too tough to tread, one may slow down or rest but not quit. Quitting is an option only for a weak and timid soul. Strong souls stand firm against the odds in life and courageously make their way forward.

**Q2. Which lines of the poem do you like the most and why?**

Ans: The most beautiful line is "Success is failure turned inside out." This line enlightens us with a beautiful thought that there are seeds of success in every failure. It is the courage, persistence and determination of a person that turn those seeds into a strong tree of success. It simply means that what we see as our failure is in fact our success, which only requires our persistence.

**Q3. Write the central idea of the poem.**

Ans: Failures, hardships and challenges are a part of life. Hard times do come in everyone's life, but a real man can overcome miseries and hurdles by showing determination, courage, consistency and perseverance.

**Q4. Find similes, metaphors and alliteration in the poem.**

Ans: There is no simile used in the poem, but the poet has used metaphors, alliteration and other literary devices to enhance the beauty of the poem. For example, "smile" and "sigh" in line four of the first stanza and "twists" and "turns" in line one of the second stanza contain alliteration. Similarly, "the road you are trudging" and "silver tint of cloud of doubt" in line two of the first and the fourth stanza respectively are the examples of metaphors.

**Q5. Discuss how the poem helps the reader to be optimistic in every situation.**

Ans: The poem "Don't Quit" inspires the reader to be positive in the face of challenges. This poem is all about showing perseverance, persistence, determination, and willpower, especially when things are going wrong, and when one finds oneself helpless.

**Q6. What effect does the poem create on the reader?**

Ans: This poem is highly inspirational for those who want to achieve their goal but are faced with difficulties and challenges on their way. The poem fills the reader with enthusiasm and positivity required to face hardships in life.

**Q7. What is the message of the poem?**

Ans: The message throughout the poem is of showing resilience, consistency and determination while facing challenges of life. People with these qualities succeed in achieving their goals and are respected by everyone.

**Q8. Why does the poet term life "queer with twists and turns"?**

Ans: This phrase means that life is unpredictable. It is like a long and winding road full of unexpected twists and turns. The poet seems to suggest that one must be mentally ready for such things and be strong enough to face the challenges of life.

**Q9. What is the benefit of not quitting as suggested in the poem?**

Ans: The first benefit of not quitting is that we are more likely to succeed than those who quit. Secondly, not quitting makes us resilient in the face of difficulties. Furthermore, it makes us strong and helps to find our best potential which otherwise is not possible.

**POEM 3****OZYMANDIAS**

POET

PERCY BYSSHE SHELLEY

**ABOUT THE POET**

Percy Bysshe Shelley (1792-1822) was born in Sussex, England, and educated at University College, Oxford. He was one of the major Romantic poets. He was a close friend of Byron and a generous admirer of Keats, whose death moved him to write the great elegy, *Adonais*. His notable works include *Prometheus Unbound*, *The Cenci*, *Lines Written Among the Euganean Hills*, *Ode to the West Wind*, *The Cloud* and many others. His greatest passages have a pure and intense lyrical quality that demands his recognition as a major poet. Like so many English poets, he loved the sea, a love which cost his life for he was drowned when sailing a small boat.

**SUMMARY OF THE POEM**

In "Ozymandias," Shelley describes the ruins of the once great sculpture of Ramses II, King of Egypt, also known as Ozymandias, during the 13th century B.C. This sculpture was intended to memorialize Ramses' greatness, but instead, it paints a sad picture of death and decay in a barren desert. The speaker meets a traveler who tells him about Ramses's massive but demolished sculpture. The traveler's dialogue begins in line two and continues until the end of the fourteen-line sonnet. Ozymandias clearly intended this statue to immortalize him. An inscription on the base of sculpture reads: "My name is Ozymandias, king of kings. Look on my works, ye Mighty, and despair!" These words of arrogance written on the ruins of the sculpture present a very sharp irony of fate. The sight of these ruins leads the traveler to conclude that everyone, no matter how powerful and arrogant he is, dies and that one day everything will turn to nothing.

**STANZA 1**

I met a traveller from an antique land,  
Who said—"Two vast and trunkless legs of stone  
Stand in the desert. . . . Near them, on the sand,  
Half sunk a shattered visage lies, whose frown,  
And wrinkled lip, and sneer of cold command,  
Tell that its sculptor well those passions read  
Which yet survive, stamped on these lifeless things,  
The hand that mocked them, and the heart that fed;

antique	ancient/very old
vast	huge
trunkless	without upper part of body
shattered	broken
visage	face of the statue
frown	expression of anger
wrinkled lip	shrunk lip, a sign of arrogance
sneer	expression of disrespect
sculptor	one who makes sculptures
passions	emotions
stamped	carved
mocked	copied/imitated

**EXPLANATION**

The narrator meets a traveller from the ancient land which refers to Egypt here. The traveller told him about a huge stone statue which is now crumbling down. He told the narrator that only two massive legs, which were the remaining parts of the once grand statue, were still standing there. The upper part of the statue was destroyed by time. Its face, half sunk in the sand, still reflected expressions of pride and arrogance. The sculptor of this statue seemed to know the king's arrogant nature. The skilled sculptor accurately carved the king's arrogant feelings and emotions on his face.

**STANZA 2**

And on the pedestal, these words appear:  
My name is Ozymandias, King of Kings;  
Look on my Works, ye Mighty, and despair!  
Nothing beside remains. Round the decay  
Of that colossal Wreck, boundless and bare  
The lone and level sands stretch far away.

pedestal	base / platform
mighty	powerful / great
despair	be hopeless
decay	falling or crumbling thing
colossal	of great size
wreck	ruin
boundless	limitless / everywhere
bare	unprotected / without splendor
lone	deserted / desolated
stretch	spread over an area

## EXPLANATION

There was an inscription engraved stone-based pedestal which read as "My name is Ozymandias, King of Kings: Look on my works, ye Mighty and despair!" This shows that the king, who thought of all others as very low in front of him, was full of conceit and self-importance. These words of his challenge the mighty ones and say if anyone tries to surpass his work or tries to match up to him will only end up in despair and frustration. The narrator then shows that everything is conquered by nature and ravaged by time. The once vast and great kingdom had now disappeared. Nothing is left of the vast kingdom and all that can be seen is sand as far as one can see.

## CENTRAL IDEA OF THE POEM

"Ozymandias" is about the transitory nature of life and its temptations of fame and fortune. The decaying ancient statue bears witness to the fact that power and glory are not only fleeting, but they are also illusory, unworthy even within the lifetime of their seekers.

## CRITICAL APPRECIATION OF THE POEM

"Ozymandias" is a sonnet composed by the romantic poet Percy Bysshe Shelley and named for its subject with the Greek name of the Egyptian king Ramses II. The themes of the poem are temporary control, arrogance and power, immortality and timelessness of art.

The poem follows the traditional structure of the fourteen-line Italian sonnet, with an opening octave (an eight lines stanza) followed by a sestet (a six lines stanza). The poem is conventionally written in iambic pentameter (ten syllables per line of coupled unstressed then stressed sounds). The whole poem follows ABBAABBACDCDCD rhyme scheme.

The poem contains poetic devices such as enjambment (cutting off a line before its natural stopping point. It is a transition/continuation between lines.) used by the poet throughout the text. For example, it occurs in lines 2-8. Alliteration occurs in "an antique," "stone/stand," "sunk a shattered," "cold command," etc. Irony appears in the following lines, "Look on my Works, ye Mighty, and despair!" Synecdoche: (a figure of speech in which a part of something is used to represent the whole) can be noticed in "the hand" which refers to the sculptor and "the heart" which hints at the king, Ozymandias. Allusion (indirect reference to a historical event or personality) is used in "My name is Ozymandias..." referring to the actual inscription described in the Greek history book. Personification occurs in "whose frown, And wrinkled lip, and sneer of cold command, Tell that..". Hyperbole appears in "King of Kings" in line two of the second stanza.

**QUESTION-ANSWER****Q1. What did the traveller see in the desert and whom he told about it?**

Ans: The traveller saw two large trunkless legs of a statue whose broken pieces were scattered in the desert and its face was half sunk in the sand. He told about the decaying statue to the poet, Percy Bysshe Shelley who beautifully depicted the traveller's account in his poem "Ozymandias".

**Q2. How can you say that the sculptor was a great artist?**

Ans: The sculptor was a highly skillful artist. He seems to have judged the king's character very minutely. He was able to read well the passions of the king's heart. He carved the expression of scorn and cold command on the face of the statue.

**Q3. What was written on the pedestal of the statue of Ozymandias?**

Ans: On the pedestal of the statue these words were written: "My name is Ozymandias, King of Kings; Look on my works, ye Mighty and despair". These words clearly portray the arrogant and boastful nature of the king Ozymandias.

**Q4. What is the meaning of the phrase "the heart that fed"?**

Ans: This phrase refers to the king's heart that gave birth to those passions which showed his arrogance and haughtiness. The sculptor perfectly mocked or imitated those passions on the face of the king's statue.

**Q5. What is ironic about the fate of Ozymandias?**

Ans: The words "Look on my Works, ye Mighty and despair!" show an irony of king's fate. The king's boastful words about his achievements stand in clear contrast to what time has turned into ruins. All his work is destroyed by time, and the sight presents a pitiful image.

**Q6. What is the message of the poem?**

Ans: The message in the poem is that nothing remains forever. No matter how powerful and cruel a ruler is, his power and authority are transient, and all his deeds are destined to be forgotten. Another message is that art is everlasting and survives the ravages of time.

**Q7. How does the poem relate to your life?**

Ans: The poem teaches us the lesson that power, wealth and authority are perishable. So, the tendency to dominate people instead of serving them is foolish. It also teaches us to be humble and, if given, use power, wealth and authority to bring betterment in the lives of people.

**Q8. The proud Ozymandias lies forgotten in the desert. Comment.**

Ans: Cruel authority and arrogance never earn respect from people. Such characteristics are repulsive. Power, wealth and authority are perishable, and those who think their power and authority will last forever must learn a lesson from what happened to the proud king, Ozymandias. His work turned into ruins by time. His authority was gone, and his arrogance was sunk in the dust. All this portrays a woeful picture of a cruel king who was boastful of his short-lived and illusionary greatness.



**POEM 4****GOOD TIMBER**

POET

DOUGLAS MALLOCH

**ABOUT THE POET**

Douglas Malloch (1877-1938) was an American poet, short-story writer and an associate editor of American Lumberman, a trade paper in Chicago. He was born in Muskegon, Michigan which was surrounded by forests, logging camps, and lumber yards. This rural setting became the inspiration for his poetry and made him famous as a "Lumberman's poet." He is remembered for writing his master pieces, Le. "Round River Drive" and "Be the Best of Whatever You Are". He was commissioned to write the Michigan State Song.

**SUMMARY OF THE POEM**

'Good Timber' by Douglas Malloch describes that trees of good timber and strong men are formed through hardship and struggle. The poem begins with the speaker describing how there are two types of trees and men. First, there are those who are readily given everything they need to survive. This type of person or tree never has to worry about where their food and water is going to come from. On the other hand, there are the trees and men who must fight, from birth, to survive. Their broken branches and scars are evidence of their ability to survive on and become "forest king." In 'Good Timber' Malloch explores themes of struggle, fulfillment, and nature. Those who live through "broken branches" and storms will become "Good timber." The poem compares the process of growing strong, sturdy trees with the process of building strong, resilient individuals. The poem suggests that just as a tree needs to resist storms and face challenges in order to grow tall and strong, so do people need to face adversity in order to develop character and resilience. The poem encourages readers to embrace challenges and difficulties as opportunities for growth, and to cultivate inner strength and fortitude in order to thrive in life. Ultimately, the poem emphasizes the importance of resilience and perseverance in achieving success and fulfillment.

**STANZA 1**

The tree that never had to fight  
For sun and sky and air and light,  
But stood out in the open plain  
And always got its share of rain,  
Never became a forest king  
But lived and died a scrubby thing.

plain	a large area of flat land
forest king	strong and towering tree
scrubby	weak / not fully developed

**EXPLANATION**

This stanza describes a tree that had an easy life, with no obstacles to overcome. It had plenty of sun, sky, air, and light, and always got enough rain. However, despite having all these advantages, the tree never became a great, towering forest king. Instead, it remained a small, insignificant "scrubby thing." This stanza suggests that facing challenges and obstacles can help us grow stronger and become greater than we ever thought possible.

**STANZA 2**

The man who never had to toil  
To gain and farm his patch of soil,  
Who never had to win his share  
Of sun and sky and light and air,  
Never became a manly man  
But lived and died as he began.

toil	to work very hard
patch of soil	piece of land
manly man	brave and strong man

## EXPLANATION

This stanza compares the tree to a man who also had an easy life, with no need to work hard to gain and farm his own land or fight for his share of resources. As a result, he never developed the strength and character of a truly "manly man," and lived and died without achieving anything significant. This stanza suggests that overcoming challenges and working hard can help us grow and become better versions of ourselves.

## STANZA 3

Good timber does not grow with ease,  
The stronger wind, the stronger trees,  
The further sky, the greater length,  
The more the storm, the more the strength.  
By sun and cold, by rain and snow,  
In trees and men good timbers grow.

ease	Comfort / luxury
further	Distant / far away
grow	Emerge / develop

## EXPLANATION

This stanza is the most famous and memorable of the poem. It describes how "good timber" – strong and durable wood that can be used for building – does not grow easily. Instead, it grows in response to challenges like strong winds and storms, and benefits from exposure to sun, cold, rain, and snow. The stanza goes on to suggest that this principle applies not only to trees but also to people, and that facing challenges and adversity can help us grow stronger and more resilient.

## STANZA 4

Where thickest lies the forest growth,  
We find the patriarchs of both.  
And they hold counsel with the stars  
Whose broken branches show the scars  
Of many winds and much of strife.  
This is the common law of life.

thickest	dense / dark
patriarch	leader / head of a family or community
counsel	advice / talk
scars	scratches / wounds
strife	troubles

## EXPLANATION

This stanza expands on the idea that the strongest and most durable trees can be found in the thickest parts of the forest, where they have faced the most challenges and overcome the most obstacles. These "patriarchs" hold counsel with the stars, meaning they are so tall and strong that they seem to reach up to the sky. The scars on their broken branches are a reminder of the struggles they have faced and the challenges they have overcome. This stanza reinforces the idea that facing challenges and adversity is a natural part of life, and that it can help us become stronger and more resilient.

## CENTRAL IDEA OF THE POEM

The poem "Good Timber" conveys the idea that strength is gained through struggle. Those who face hardships and challenges in life are stronger and braver than those who do not struggle and face challenges in their lives.

## CRITICAL APPRECIATION OF THE POEM

'Good Timber' by Douglas Malloch is a four-stanza poem that is separated into sets of six lines or sestets. It follows a consistent and structured rhyme scheme of aabbcc, which gives the poem a rhythmic quality and makes it enjoyable to read aloud. The poem uses simple language and a straightforward structure. The message of the poem is universal. The idea that facing challenges and adversity can help us grow stronger and more resilient is one that is relevant to all human beings. This universality gives the poem a timeless quality and ensures that it will continue to be relevant and meaningful to readers in the future.

Throughout 'Good Timber' Malloch makes use of several literary devices. These include metaphors, alliteration, and enjambment. This entire poem is one extended metaphor comparing trees to human beings. The tree mentioned in the first stanza represents someone who has never had to fight for anything in their life. This man had more than enough "sun and sky and air and light." Although this initially seems like a good thing, the speaker turns the text in a different direction.

Alliteration is an interesting formal device that can be seen through the repetition of consonant sounds at the beginning of multiple words. For example, "broken branches" in stanza four and "storm" and "strength" in stanza three. Enjambment is also an important technique to take note of in 'Good Timber'. Readers can look at the transitions between lines one and two of the first stanza and lines three and four of the second stanza for examples.

## QUESTION-ANSWER

### **Q1. What is the significance of the title of the poem "Good Timber"?**

Ans: The title of the poem "Good Timber" is significant because "Good timber" refers to trees that have grown tall and strong by resisting harsh weather. In the context of the poem, "good timber" represents individuals who have developed inner strength and resilience through facing challenges and adversities.

### **Q2. What happens to the people who work hard?**

Ans: The poem "Good Timber" tells that people who work hard and persevere through challenges, grow strong and resilient, just like a good piece of timber. The poem also suggests that those who work hard, and weather life's storms will become better equipped to handle future challenges and will ultimately achieve success and fulfillment.

### **Q3. How can one achieve one's true potential in life according to the poem "Good Timber"?**

Ans: According to the poem, one can achieve one's true potential in life by facing challenges and adversity with resilience and perseverance. The poem emphasizes the importance of embracing challenges as opportunities for growth and fulfillment in life.

### **Q4. Why does the poet suggest people to be like good timber?**

Ans: The poet suggests that people should strive to be like good timber because good timber is strong, resilient, and able to resist storms and challenges. The metaphor of the tree is used throughout the poem to represent the process of building strong, resilient individuals.

### **Q5. Which poetic devices are used in the poem "Good Timber"?**

Ans: The poet, Douglas Malloch, uses several poetic devices like metaphor, personification, imagery, and alliteration in "Good Timber". An extended metaphor of trees representing two types of individuals is used throughout the poem. "Sun and sky", "broken branches", and "storm and strength" are examples of alliteration.

### **Q6. Write central idea of the poem "Good Timber".**

Ans: The poem "Good Timber" conveys the idea that strength is gained through struggle. Those who face hardships and challenges in life are stronger and braver than those who do not struggle and face challenges in their lives.

### **Q7. How does the poem relate to your life?**

Ans: The message of the poem is universal. It is related to everyone. The idea that facing challenges and adversity can help us grow stronger and more resilient is one that is relevant to all human beings.



**POEM 5****LUCY GRAY**

POET

WILLIAM WORDSWORTH

**ABOUT THE POET**

William Wordsworth (1770-1850) was born in the Lake District England, and educated at Hawkshead Grammar School and St. John's College, Cambridge. After leaving Cambridge, he spent a year in France and was passionately in sympathy with the revolutionaries. In 1793, he published 'Descriptive Sketches' and 'An Evening Walk'. These works show his life-long love of natural beauty. In 1798, he published Lyrical Ballads in collaboration with his friend, Samuel Taylor Coleridge. The volume forms one of the greatest landmarks in the history of English poetry. Wordsworth, as a poet and critic, introduced a new concept of poetic style, insisting that the plain language of common speech was a fit medium for the poet.

**SUMMARY OF THE POEM**

"Lucy Gray" is a poem written by William Wordsworth. It is a ballad that tells the story of Lucy Gray, a young girl whose father, seeing the imminent snowstorm, asks her to bring her mother from a nearby town. Lucy Gray gets excited and readily agrees to go. Her father becomes busy with his work. Lucy leaves for the town with a lantern. The storm comes earlier than expected and poor Lucy gets lost in the snowstorm while walking through the moors. Her wretched parents go on searching for her the whole night. In the morning, they find Lucy's footprints leading to a small bridge, but she is never found. It is assumed that she lost her life in the storm. The poet laments that everything on the moor and in the wild is the same but Lucy's sweet face is nowhere to be seen. The poem explores themes of nature, innocence, and the loss of life. Wordsworth portrays Lucy as a symbol of purity, innocence, and beauty. Through her disappearance, Wordsworth highlights the fragility of life and the destructive power of nature.

**STANZA 1**

Oft I had heard of Lucy Gray:  
And, when I crossed the wild,  
I chanced to see at break of day  
The solitary child.

oft	often / frequently
wild	jungle
break of day	early morning time
solitary	alone

**EXPLANATION**

In this stanza, the poet remembers a time when he had heard about a girl named Lucy Gray before. He says that one morning, while he was walking through a rough and lonely place, like a wild forest, he unexpectedly met Lucy Gray who was all alone playing in the wild.

**STANZA 2**

No mate, no comrade Lucy knew;  
She dwelt on a wild moor,  
—The sweetest thing that ever grew  
Beside a human door!

mate	companion
comrade	friend
dwelt	lived
moor	land covered with rough grass

**EXPLANATION**

In this stanza, the poet says that Lucy didn't have any friends or companions. She lived all alone with her parents on a big, open area covered with wild grass. The poet calls this area the sweetest thing for Lucy as she enjoyed playing there.

**STANZA 3**

You yet may spy the fawn at play,  
The hare upon the green;  
But the sweet face of Lucy Gray  
Will never more be seen.

spy	notice
fawn	young deer
hare	wild rabbit
green	grassy land

**EXPLANATION**

This stanza is saying that one can still see young deer playing and hares hopping around in the fields. However, Lucy Gray, who was once there, will never be seen again. Her sweet face will be missed forever. This stanza paints a sad picture and points to some tragedy that might have happened to the sweet child, Lucy Gray.

**STANZA 4**

“To-night will be a stormy night–  
You to the town must go;  
And take a lantern, Child, to light  
Your mother through the snow.”

**EXPLANATION**

The quotes here indicate that the poet is now telling a story. This perhaps is a story he has heard from another. He begins to talk from another's point of view. This person, her father, seeing a snowstorm imminent in the evening, sent the child out in the snow with a lantern to bring her mother back from the town.

**STANZA 5**

“That, Father! will I gladly do:  
‘Tis scarcely afternoon–  
The minster-clock has just struck two,  
And yonder is the moon!”

gladly	happily
tis	it is
scarcely	hardly
minster clock	clock of the church
struck	hit / announce
yonder	over there

**EXPLANATION**

In this stanza, Lucy responds to her father and happily agrees to go to the town to bring her mother. She says that it's only two o'clock in the afternoon and the moon will appear very late, which means there is plenty of time for her to return from the town.

**STANZA 6**

At this the Father raised his hook,  
And snapped a faggot-band;  
He plied his work;—and Lucy took  
The lantern in her hand.

raised	took / picked
snapped	hit / broke
faggot-band	a bunch of sticks tied together
plied	to do work
lantern	a lamp

**EXPLANATION**

This stanza continues the story. The poet says that the father, after telling Lucy to go to the town, picks his tools and returns to his work and Lucy goes out with the lantern in her hand.

**STANZA 7**

Not blither is the mountain roe:  
 With many a wanton stroke  
 Her feet disperse the powdery snow,  
 That rises up like smoke.

blither	playful
roe	deer
wanton	random / aimless
stroke	strike / hit
disperse	scatter
rise up	go up

**EXPLANATION**

This stanza describes Lucy's playfulness and compares it with that of a mountain deer. The poet says that Lucy goes walking along slowly and carelessly, kicking up the powdery snow and watching it rise like smoke. These descriptions of Lucy help to paint a picture of a sweet, innocent and playful child.

**STANZA 8**

The storm came on before its time:  
 She wandered up and down;  
 And many a hill did Lucy climb:  
 But never reached the town.

wandered	walking without direction
----------	---------------------------

**EXPLANATION**

In this stanza, the poet reveals what happened to Lucy. He says that the storm came on before its time and Lucy ran randomly and climbed many a hill but never reached the town. With this description, the readers can imagine that poor little Lucy, climbing hill after hill, got lost in the storm.

**STANZA 9**

The wretched parents all that night  
 Went shouting far and wide;  
 But there was neither sound nor sight  
 To serve them for a guide.

wretched	miserable / devastated
far and wide	everywhere
serve	to help

**EXPLANATION**

This stanza reveals that Lucy had never made it to town with the lantern. When her parents realized that they frantically searched for their child all that night. They went shouting everywhere they could in the wild but found nothing in the darkness and silence of the night.

**STANZA 10**

At day-break on a hill they stood  
 That overlooked the moor;  
 And thence they saw the bridge of wood,  
 A furlong from their door.

day-break	early morning time
overlooked	noticeable from a point
thence	from there
furlong	a unit of measuring distance (220 yards)

**EXPLANATION**

This stanza tells that in the early morning time, Lucy's parents start looking for her again. Standing on a hill, they see a bridge of wood at some distance.

**STANZA 11**

they wept—and, turning homeward, cried,  
 "in heaven we all shall meet;"  
 —when in the snow the mother spied  
 the print of Lucy's feet.

**EXPLANATION**

At this point, the parents weep and give up their search for Lucy. They turn home and cling to the hope that they will meet with their daughter again in heaven. At that moment, the mother noticed the print of Lucy's feet. She has been all night in the storm. She is not likely to have survived. However, the sight of her footprint gives hope.

**STANZA 12**

Then downwards from the steep hill's edge  
They tracked the footmarks small;  
And through the broken hawthorn hedge,  
And by the long stone-wall;

downward	down
steep	sharp ascent
tracked	followed
hawthorn	a bush with thorns
hedge	a row of bushes

**EXPLANATION**

This stanza describes how the parents begin to follow her footprints. They saw that she walked through the broken thorny bushes and by the long stone-wall. With hope in their hearts, they continued to follow in her footsteps wherever they led them.

**STANZA 13**

And then an open field they crossed:  
The marks were still the same;  
They tracked them on, nor ever lost;  
And to the bridge they came.

**EXPLANATION**

This stanza continues how Lucy's parents track her footprints all the way across the field and to a bridge. They follow the footsteps in the hope that they will find Lucy somewhere.

**STANZA 14**

They followed from the snowy bank  
Those footmarks, one by one,  
Into the middle of the plank;  
And further there were none!

**EXPLANATION**

This stanza invokes the feeling of intense loss. While the parents follow in the footsteps of the child, there is hope that she might be found alive at the end of those footprints. Instead, the prints led the parents to the "middle of the plank" on the bridge, and suddenly the footprints stop. The only conclusion is that Lucy fell off the bridge.

**STANZA 15**

Yet some maintain that to this day  
She is a living child;  
That you may see sweet Lucy Gray  
Upon the lonesome wild.

Maintain	To believe something to be true
Lonesome	alone

**EXPLANATION**

This stanza implies that Lucy Gray was dead, but the people still believe that she is not dead. They claim that they have seen her alone in the wild. In the first stanza, the poet also claims that he has seen the solitary child.

**STANZA 16**

O'er rough and smooth she trips along,  
And never looks behind;  
And sings a solitary song  
That whistles in the wind.

o'er	over
trips	to slip or fall
whistles	echo

**EXPLANATION**

In this stanza, the poet continues to state people's claim or his own perception that Lucy Gray is still alive and can be seen playing and singing alone in the wild which is filled with her beautiful voice.

**CRITICAL APPRECIATION OF THE POEM**

"Lucy Gray" by William Wordsworth is an emotionally beautiful poem that explores the themes of loss and the fragility of life. The poem tells the story of a young girl who wanders out into a stormy night to fetch her mother but never returns. The poet's skillful use of language and imagery creates a sense of distress and sorrow, as we follow Lucy's parents' search for their lost daughter. The poem's structure is simple and straightforward, with four stanzas of four lines each. The rhyme scheme is also simple, with an ABAB pattern. This simplicity allows the poem's themes to shine through, without distractions from complicated literary devices. The imagery in the poem is powerful and evocative. The description of Lucy as a "solitary child" emphasizes her vulnerability and adds to the poem's sense of sorrow and distress. The image of Lucy's footprints disappearing in the snow is particularly emotional, suggesting that she has been swallowed up by the storm. Finally, the poem's message is both simple and profound. "Lucy Gray" is a reminder of the fragility of life and the pain of loss. The poem suggests that we must cherish the time we have with our loved ones, as we never know when we might lose them. In conclusion, "Lucy Gray" is a sad and powerful poem. Through its simple structure, powerful imagery, and profound message, it has become a classic of English literature.

**QUESTION-ANSWER****Q1. Where did Lucy live and what kind of child she was?**

Ans: Lucy Gray was a sweet and innocent child who lived with her parents in a remote cottage in the countryside. She had no siblings and no friends. She was a playful child.

**Q2. Where did Lucy's father send her and why?**

Ans: Lucy's mother had gone to a nearby town. When her father felt that a snowstorm was imminent, he told Lucy to go the town and bring her mother. She was very happy to hear that and readily agreed to go to the town.

**Q3. What did Lucy mean when she said: "yonder is the moon"?**

Ans: Lucy was so excited to go to the town that she did not much care about the imminent snowstorm. When Lucy's father noticed that a snowstorm was likely to come in the evening, he told Lucy to hurry to town and bring her mother. She said casually, "Yonder is the moon" which means the time of the storm is too far, and she would be back much sooner than the storm could come.

**Q4. Why did Lucy take a lantern with her?**

Ans: A snowstorm was likely to come in the evening, so her father gave her a lantern to light her way if needed, but, unfortunately, the storm came much earlier than expected.

**Q5. Do you think that the tragedy would have been prevented if Lucy's father himself had gone down the town?**

Ans: It is possible to guess that if Lucy's father had gone to town himself, he may have been able to bring her back safely. He could have navigated the dangerous terrain and weather conditions more effectively, and perhaps he would have been less likely to become lost or injured.

**Q6. What happened to Lucy while she was going to the town?**

Ans: Lucy was going to town to bring her mother, but she was caught in a snowstorm and got lost. Her parents searched everywhere, but she was nowhere to be found. Finally, they found out that she had fallen into a pond and died.

**Q7. What efforts did Lucy's parents make in finding her?**

Ans: Lucy's parents spent the whole night looking for her. Her parents noticed small footprints and followed them wherever they found. Following the steps, they went through small bushes, thorny hedges, and open fields. They finally reached a small bridge where the footprints were no more. They were extremely sad about the loss.

**Q8. What led Lucy's parents to the bridge?**

Ans: While looking for Lucy, her parents noticed small footprints which they desperately followed. The footprints led them to a bridge where they found no more footprints and assumed that Lucy fell from the bridge and died.

**Q9. What do people still maintain about Lucy Gray and why?**

Ans: Though Lucy lost her life in the stormy night, people still maintain that she is not dead. They believe that she can be seen playing and singing in the wild, but she never looks back.



**POEM 6****THE ABBOT OF CANTERBURY**

POET

UNKNOWN

**ABOUT THE POEM**

The poem "The Abbot of Canterbury" is a ballad of an unknown poet, telling an ancient story consisting of 108 lines of regular rhythm. A ballad is a poem or a song narrating a story in short stanzas. Traditional ballads are typically of unknown authorship. They have been passed on orally from one generation to other.

**SUMMARY OF THE POEM**

King John of England was a cruel ruler who often made wrong decisions. One day, he learned about an abbot of Canterbury who lived a luxurious life, with a hundred servants wearing expensive clothing and jewelry. This upset the king, so he summoned the abbot to explain his lifestyle. The abbot explained that whatever he had was legally his. He had inherited a lot of money, but the king accused him of being a traitor and threatened to confiscate his belongings unless he answered three difficult questions within three weeks. The questions were about the King's worth with his crown, how long it would take the king to travel around the world, and what the king was thinking during their conversation. The abbot was unable to answer these questions and sought help from Oxford and Cambridge university scholars. He failed to find answers to the questions. Disappointed, the abbot returned home. He had very little time left. Eventually, his shepherd offered to impersonate him and answer the questions. The shepherd very smartly responded that the King's worth was only 29 pence with his crown, he could travel around the world in 24 hours if he rose with the sun, and he was thinking that he was talking to the abbot, but it was actually the shepherd. These answers pleased the king, and he rewarded the shepherd and pardoned the abbot.

**STANZA 1-3**

An ancient story I'll tell you anon  
Of a notable prince that was called King John;  
And he ruled England with main and with might,  
For he did great wrong, and maintained little right.

And I'll tell you a story, a story so merry,  
Concerning the Abbot of Canterbury;  
How for his house-keeping and high renown  
They rode post for him to fair London town.

An hundred men, the king did hear say,  
The abbot kept in his house every day;  
And fifty gold chains, without any doubt,  
In velvet coats waited the abbot about.

anon	soon
notable	prominent
main and might	full control
maintained	managed / performed
rode	riding a horse
renown	fame

**EXPLANATION**

The first stanza introduces the story of a notable prince named King John who ruled England. It suggests that King John was a powerful ruler but also a tyrant. The line "he did great wrong, and maintained little right" implies that King John was unfair and unjust in his rule. The second stanza introduces the story of the Abbot of Canterbury. It mentions the abbot's reputation for his lavish housekeeping and high status. The line "They rode post for him to fair London town" suggests that people traveled quickly to invite the abbot to an event or celebration in London because of his fame. The third stanza provides additional details about the Abbot of Canterbury's wealth and influence. It mentions that the abbot had a hundred men in his house every day and that fifty of them wore gold chains and velvet coats, indicating their high status and the abbot's richness. Overall, these lines serve as an introduction to the story, providing a glimpse into the characters and the themes that will be explored in the ballad.

**STANZA 4-6**

"How now, father abbot? I hear it of thee,  
Thou keepest a far better house than me;  
And for thy house-keeping and high renown,  
I fear thou work'st treason against my crown."

"My liege," quoth the abbot, "I would it were known  
I never spend nothing, but what is my own;  
And I trust your grace will do me no dere,  
For spending of my own true-gotten gear."

"Yes, yes, father abbot, thy fault is high,  
And now for the same thou needest must die;  
For except thou canst answer me questions three,  
Thy head shall be smitten from thy body."

thee	you (object case)
thou	you (subject case)
keepest	keep
work'st	plan
treason	betrayal
liege	lord
quoth	said
dere	harm
true-gotten	legal, lawful
gear	possession, property
fault	mistake / crime
needest	need
canst	can
smitten	cut / beheaded

**EXPLANATION**

The first two lines show King John confronting the abbot, accusing him of maintaining a better house and suggesting that he may be working against the king's authority. King John implies that the abbot's wealth and reputation threaten his own position as king. In response, the abbot defends himself, stating that he only spends what is rightfully his own. He hopes that the king will not punish him for using his lawful wealth. However, King John remains unsatisfied with the abbot's explanation and accuses him of a serious offense, declaring that he must die for his actions. The king sets a challenge for the abbot: he must answer three questions correctly or face execution.

**STANZA 7-8**

"And first," quoth the king, "when I'm in this stead,  
With my crown of gold so fair on my head,  
Among all my liege-men so noble of birth,  
Thou must tell me to one penny what I am worth."

stead	place
liege-men	noblemen
one penny	one rupee / exact number
worth	value

"Secondly, tell me, without any doubt,  
How soon I may ride the whole world about;  
And at the third question thou must not shrink,  
But tell me here truly what I do think."

**EXPLANATION**

The first question requires the abbot to accurately state the exact value of King John's wealth, down to the last penny. The second question challenges the abbot to determine the time it would take for King John to travel around the entire world. The third question requires the abbot to tell King John's thoughts and reveal them truthfully.

**STANZA 9-10**

"O, these are hard questions for my shallow wit,  
Nor I cannot answer your grace as yet;  
But if you will give me but three weeks space,  
I'll do my endeavour to answer your grace."

shallow	not deep
wit	intelligence
endeavour	try / effort
forfeit	lose / taken away

"Now three weeks space to thee will I give,  
And this is the longest time thou hast to live;  
For if thou dost not answer my questions three,  
Thy lands and thy livings are forfeit to me."

**EXPLANATION**

The abbot acknowledges that the questions posed by King John are difficult and beyond his ability to answer. He requests three weeks' time to find answers to the king's questions. King John agrees to give the abbot three weeks but warns him that it is also the longest time he has left to live. If the abbot fails to answer the king's questions within that time, his possessions and wealth will be taken away by the king.

**STANZA 11-13**

Away rode the abbot all sad at that word,  
And he rode to Cambridge, and Oxenford;  
But never a doctor there was so wise,  
That could with his learning an answer devise.

Then home rode the abbot of comfort so cold,  
And he met his shepherd a-going to fold;  
"How now, my lord abbot, you are welcome home;  
What news do you bring us from good King John?"

"Sad news, sad news, shepherd, I must give,  
That I have but three days more to live;  
For if I do not answer him questions three,  
My head will be smitten from my body.

Oxenford	Oxford
doctor	scholar / learned man
devise	create / make
comfort so cold	upset / worried
fold	flock of sheep

**EXPLANATION**

Desperate to find answers, the abbot travels to Cambridge and Oxford. He seeks the advice of knowledgeable scholars, but none of them can provide him with a suitable answer to the king's questions. Eventually, the abbot returns home with sad heart. he encounters his shepherd on his way to the sheepfold. The shepherd welcomes the abbot back and inquires about any news from King John. The abbot reveals the sad news that he has only three more days to live if he fails to answer the king's questions.

**STANZA 16-18**

"Now cheer up, sir abbot, did you never hear yet,  
That a fool he may learn a wise man wit?  
Lend me horse, and serving men, and your apparel,  
And I'll ride to London to answer your quarrel."

"Nay frown not, if it hath been told unto me,  
I am like your lordship, as ever may be;  
And if you will but lend me your gown,  
There is none shall know us at fair London town."

"Now horses and serving-men thou shalt have,  
With sumptuous array most gallant and brave,  
With crozier, and miter, and rochet, and cope,  
Fit to appear 'fore our father the Pope."

Apparel	Garb / clothing
Frown	Expression of anger or worry
Lordship	Title of respect
Shalt	Shall
Sumptuous	Luxurious
Gallant	Brave
Crozier	A long stick carried by bishop
Miter	A tall pointed hat worn by bishop
Rochet	A robe worn by bishop
Cope	A long loose piece of clothing
Fore	Before / in front of

**EXPLANATION**

The shepherd suggests that even a fool can learn from a wise person, implying that he has the capability to come up with a solution. He proposes borrowing the abbot's horse, servants, and attire to travel to London and answer the challenge posed by King John. The shepherd assures the abbot that he resembles him closely and promises that nobody will recognize him in London if the abbot lends him his gown. The abbot agrees to this plan, and gives him horses, servants, his splendid attire and all other things. The shepherd remarks that this attire would be suitable for appearing before the pope, emphasizing the grandeur of the disguise.

**STANZA 19-23**

"Now, welcome, sir abbot," the king did say,  
"Tis well thou'rt come back to keep thy day:  
For and if thou canst answer my questions three,  
Thy life and thy living both saved shall be.

"And first, when thou seest me here in this stead,  
With my crown of gold so fair on my head,  
Among all my liege-men so noble of birth,  
Tell me to one penny what I am worth."

tis	it is
keep thy day	keep your promise
seest	see
Saviour	referred to Jesus Christ
riseth	rises

"For thirty pence our Saviour was sold  
 Among the false Jews, as I have been told;  
 And twenty-nine is the worth of thee,  
 For I think thou art one penny worse than He."  
 The king he laughed, and swore by St. Bittel,  
 "I did not think I had been worth so little!  
 Now secondly tell me, without any doubt,  
 How soon I may ride this whole world about."  
 "You must rise with the sun, and ride with the same,  
 Until the next morning he riseth again;  
 And then your grace need not make any doubt  
 But in twenty-four hours you'll ride it about."  
 The king he laughed, and swore by St. John,  
 "I did not think it could be done so soon!  
 Now from the third question thou must not shrink,  
 But tell me here truly what I do think."

### EXPLANATION

The king welcomes the "abbot" back and acknowledges that he has returned in time to fulfill his promise. He repeats that if the abbot can answer his three questions, his life and possessions will be spared. The first question the king poses is for the abbot to accurately state the value of the king's wealth down to the last penny. In response, the abbot cleverly refers to the biblical story of Jesus being sold for thirty pence by the false Jews, implying that the king's worth is twenty-nine pence, as he considers the king to be one penny less than Jesus. This answer surprises the king, who finds it amusing and realizes he has so little worth. The second question challenges the abbot to determine how quickly the king can ride around the entire world. The abbot advises the king to rise with the sun and ride until the next morning when the sun rises again. In this way, the king will be able to complete the journey within twenty-four hours. The king is again surprised by the quick and confident answer. Now, the stage is set for the third and final question, which the abbot must answer truthfully to secure his survival and retain his possessions. The tension builds as the abbot prepares to reveal what the king is thinking.

### STANZA 24-26

"Yes, that shall I do, and make your grace merry;  
 You think I'm the Abbot of Canterbury;  
 But I'm this poor shepherd, as plain you may see,  
 That am come to beg pardon for him and for me."

plain	obvious / clear
beg pardon	apologize
nay	no
alack	alas (an expression of sorrow)
jest	joke

The king he laughed, and swore by the mass,  
 "I'll make thee lord abbot this day in his place!"  
 "Now nay, my liege, be not in such speed,  
 For alack! I can neither write nor read."

"Four nobles a week, then, I will give thee,  
 For this merry jest thou hast shown unto me;  
 And tell the old abbot when thou comest home,  
 Thou hast brought him a pardon from good King John."

### EXPLANATION

The shepherd, who had posed as the Abbot of Canterbury, confesses that he is actually the abbot's humble shepherd. He explains that he has come to seek forgiveness on behalf of both himself and the real abbot. Upon hearing this, King John finds it amusing and laughs. He declares that he will appoint the shepherd as the new lord abbot in place of the real abbot. However, the shepherd humbly declines the offer, pointing out that he is unable to read or write. Instead, the shepherd is rewarded for his entertaining performance. The king promises to give him four nobles (gold coins) a week as a reward for his amusing answers. The king also tells the shepherd to inform the actual abbot that the king has pardoned him and that his life and possessions are safe. These lines conclude the story on a light-hearted note, with the shepherd's clever deception bringing amusement to King John and leading to a favorable outcome for both the abbot and himself.



## CRITICAL APPRECIATION OF THE POEM

This anonymous ballad consists of 108 lines and is composed of quatrains, stanzas of four lines of regular rhythm. Each stanza follows an AABB rhyme scheme. The poem showcases several noteworthy aspects that contribute to its enduring charm and appeal. Firstly, the poem begins with an engaging introduction, immediately drawing the reader into the narrative. The mention of King John's rule and his reign characterized by wrongdoing and limited justice sets the stage for the satirical tone that pervades the poem. The poem continues with a merry tale centered around the Abbot of Canterbury and King John. The poet skillfully weaves together elements of humor and irony to depict the interaction between the king and the abbot. The humorous tone lightens the poem, making it enjoyable and entertaining. As the narrative progresses, the poem highlights the tension between King John's envy and the abbot's attempts to defend himself. The poem's climax arrives when the abbot seeks help from a shepherd. This twist adds an element of surprise and cleverness to the storyline. It challenges the notion of hierarchy and intelligence, suggesting that wisdom can be found in any person. Overall, "The Abbot of Canterbury" is a delightful and engaging poem that masterfully combines humor, satire, and social commentary. The clever wordplay, engaging dialogue, and moral implications make it a timeless piece that continues to resonate with readers.

## QUESTION-ANSWER

### Q1. What was the dispute between the King and the abbot?

Ans: The dispute between the king and the abbot revolves around the luxurious lifestyle and fame of the abbot. The king is envious of him due to his wealth and king-like way of living with serving men and lavish housekeeping. The king wants to seize all the possession and wealth of the abbot.

### Q2. What efforts did the abbot make in order to save himself?

Ans: The abbot was unable to answer the three questions asked by the king. In a desperate effort to find the answers, the abbot traveled to Cambridge and Oxford. He sought the advice of knowledgeable scholars, but none of them could help. Finally, he was rescued by his shepherd.

### Q3. What were the questions that the King asked?

Ans: The king asked three tough questions. The first question required the abbot to accurately state the worth of the king with minute details. The second question challenged the abbot to determine the time it would take for King John to travel around the entire world. The third question demanded that the abbot tell what the king was thinking.

### Q4. What was the shepherd's answer to the first question of the King?

Ans: In response to the first question, the shepherd cleverly referred to the biblical story of Jesus being sold for thirty pence by the Jews. By this reference he implied that the king's worth is twenty-nine pence, as he considered the king to be one penny less than Jesus. The king was surprised by the answer.

### Q5. What was the shepherd's answer to the second question of the King?

Ans: Answering the second question, the shepherd advised the king to rise with the sun and ride until the next morning when the sun rose again. In this way, the king would be able to complete the journey within twenty-four hours. The king was again surprised by the quick and confident answer.

### Q6. What was the shepherd's answer to the third question of the King?

Ans: To answer the third question, the shepherd, who had posed as the Abbot of Canterbury, confessed that he was actually the abbot's humble shepherd. He explained that he had come to seek forgiveness on behalf of both himself and the real abbot. Upon hearing this, King John found it amusing and pardoned both the shepherd and the abbot.

**Q7. How did the King express his emotion after all his questions were answered?**

Ans: After hearing the answers to his tough questions, the king was so surprised and amused by the shepherd's smartness that he offered him to be the lord abbot. When shepherd did not accept the offer, the king rewarded him with four nobles a week and forgave both of them.

**Q8. Why did the shepherd not accept King's offer?**

Ans: The shepherd did not accept the King's offer because he was not fit for the job. He was an illiterate person, and an abbot's position required certain qualification and training. Still, the king was so happy with him that he announced four gold coins a week for the shepherd.

**Q9. How was the abbot benefited by his shepherd's bold answers?**

Ans: The shepherd's answers amused the king which turned his anger to a happy mood. It benefited the abbot in a way that he was pardoned by the king. His life and money were saved by the smartness of his shepherd who was an illiterate but shrewd man.

**Q10. What is the main idea of this ballad?**

Ans: The main idea of this ballad is that intelligence and cleverness sometimes overcome unfair situations and lead to favourable outcomes. It also suggests that wisdom and intelligent can be found in any person, no matter how humble he or she is. Shepherd's character in this interesting ballad is the best example of this.



**POEM 7****SUR KHAHORI**

POET

SHAH ABDUL LATIF BHITAI

**ABOUT THE POET**

Shah Abdul Latif Bhittai (1689-1752) was born at a village near Halla Haveli of present District Matiari, Sindh. His father Syed Habib was one of the prominent figures in the area. Shah Abdul Latif was a pious person and had nothing to do with worldly luxuries. He spent his whole life in worship and austerities. His poetry's collection "Shah Jo Risalo" is the poetry of love, kindness, brotherhood, peace and love of motherland. Shah Jo Risalo consists of 30 chapters and each chapter is called 'Surr'. The poetry of Shah Latif portrays nature and its signs in a generally clear and enthusiastic way. The impact of his great work on Sindhi literature is so incredible which intoxicated all the writers after his time.

**SUMMARY OF THE POEM**

The poem reflects on the experiences and spiritual journey of those who have sought closeness to God. The speaker describes witnessing individuals who have had a divine encounter. He emphasizes the importance of spending time with such enlightened individuals, as their recognition and wisdom serve as a guiding raft in the vast ocean of the world. The poem mentions "Khahoris," (the wandering ascetics) who make preparations and sacrifices to embark on their spiritual quest. These seekers endure physical hardships, becoming frail and worn, yet they persistently pursue their goal. They pass through rough and hazardous lands where even knowledgeable people lose their way. These seekers possess deep insights into a distant spiritual kingdom. They share their secretive conversations amongst themselves. The poem suggests that only a group of ascetics, dedicated to their spiritual pursuits, possess the ability to kindle the flames of enlightenment. The speaker contrasts the various paths taken by individuals in their search for truth: some retreat to the isolation of the jungle and deserted lands, but find what they seek, while others encounter obstacles along the highway. The true seekers of truth find salvation from ignorance by renouncing worldly desires. The poem concludes by acknowledging the existence of genuine seekers, who remain concealed from ordinary eyes. Only those who are inclined towards spiritual realms can recognize these individuals. The poet advises the readers that if they happen to find such spiritually enlightened people, they must stay close to them for guidance and solace.

**STANZA 1**

**Mother! I saw those, who have Beloved seen,  
One must stay a night with those who with God have been,  
Their recognition becomes a raft in this ocean of the world.**

beloved	dear (here used for God)
recognition	identity / similarity
raft	boat

**EXPLANATION**

This stanza talks about the importance of seeking the company of those who have had a direct experience of God. The speaker suggests that spending time with such individuals can serve as a means of finding one's way through the challenges and difficulties of life. The recognition or understanding gained from these individuals can be like a boat, helping one to navigate the tumultuous waters of the world.

**STANZA 2**

**Khahoris prepared early to depart,  
Searching in the rocks, reduced to bones they are,  
Giving much trouble to their bodies, they sought their goal.**

depart	leave
trouble	pain
sought	wanted / search for

## EXPLANATION

This stanza is describing the Khahoris, who are spiritual seekers. They prepared early to leave for their journey, and they search for their spiritual goal in rocky terrain. The phrase "reduced to bones" suggests that their journey is arduous and takes a toll on their physical bodies. Despite this, they continue, giving much trouble to their bodies, in order to find what they are seeking. In other words, this stanza highlights the dedication and determination of these spiritual seekers in their pursuit of spirituality.

## STANZA 3

**Their faces are dry, on their feet are slippers old and torn,  
They traversed that land, where even the knowing ones are lost,  
Their secretive ones, talk secrets of that far off land.**

traversed	travel
secretive ones	those who know the secret

## Explanation

This stanza describes the physical appearance and journey of a group of travelers. The first line tells that the travelers' faces are dry, perhaps due to harsh conditions. The second line implies that the travelers are journeying through a land that is difficult to navigate, so much so that even knowledgeable people get lost. The third line suggests that the travelers have secrets about a far-off land, meaning the land of Divine understanding. Together, these lines paint a picture of travelers who are worn down by their journey but are still driven by a sense of purpose and a knowledge of something others do not have.

## STANZA 4

**Where not a trace of birds is seen, fire is lit,  
Who save a group of ascetics can kindle it?**

trace	sign
ascetics	those who avoid worldly pleasures
kindle	make fire

## EXPLANATION

These lines suggest that the environment the ascetics have ventured into is so harsh that even birds cannot survive in it. This implies that the ascetics have traveled far and deep into the wilderness. The second line, "Who save a group of ascetics can kindle it?" can be interpreted to mean that only a group of ascetics, who are adept at living in such harsh conditions, are capable of making a fire in this place. The stanza highlights the level of hardship that these ascetics endure in their quest for spiritual enlightenment.

## STANZA 5

**Those who went to jungle were not misled,  
Those on highway were waylaid,  
Those who gave up both the worlds, were from ignorance saved.**

misled	gone astray / lost the way
waylaid	hindered / stopped
ignorance	evil

## EXPLANATION

This stanza suggests that those who have gone to the jungle to seek spiritual enlightenment have not been misled, while those who have chosen the highway have been waylaid, indicating that worldly distractions have hindered their spiritual progress. The last line of the stanza, "Those who gave up both the worlds, were from ignorance saved," suggests that those who have renounced the worldly pleasures have been saved from ignorance and have found spiritual enlightenment. In other words, renouncing materialistic desires is considered a necessary step in the spiritual journey towards attaining wisdom and enlightenment.

## STANZA 6

**True seekers still exist,  
Known only to those who are for spiritual realms,  
Having found them, they have built their nests close to them.**

seekers	searchers of reality
realms	land / domain
nests	home / place of stay

## EXPLANATION

These lines suggest that true seekers of spiritual knowledge still exist in the world, but they are only recognized and appreciated by those who are inclined towards spirituality. The seekers find the knowledgeable ones they are seeking and stay close to them. The metaphor of building a nest implies that they have found a sense of comfort in their spiritual pursuit, much like a bird that builds a nest for safety and shelter.

## CENTRAL IDEA OF THE POEM

The poem "Sur Khahori" revolves around the concept of spiritual seeking and the recognition of those who have experienced divine connection or realization. The poet emphasizes the importance of spending time with individuals who have achieved a deep connection with God by leaving worldly pleasures.

## CRITICAL APPRECIATION OF THE POEM

The poem "Sur Khahori" contains several poetic elements that contribute to its overall impact and effectiveness. Here are some of the elements present in the poem:

**Imagery:** The poem utilizes vivid and evocative imagery to paint a picture in the reader's mind. Examples include "raft in this ocean of the world," "faces are dry," "slippers old and torn," and "where not a trace of birds is seen." These images create a sensory experience and enhance the reader's understanding and emotional connection to the themes explored in the poem.

**Metaphor:** The poem employs metaphors to convey deeper meanings and concepts. For instance, the recognition of those who have encountered the Beloved becomes a "raft" that offers guidance and stability in the vast "ocean of the world." This metaphorical language allows for a symbolic interpretation of the spiritual journey and the quest for enlightenment.

**Symbolism:** The poem utilizes symbolic elements to represent abstract ideas. The fire that is kindled by a group of ascetics symbolizes divine illumination and spiritual awakening. It represents the transformative power and inner light that comes from connecting with the Divine. The journey through the jungle and the highway symbolizes different paths taken by seekers, highlighting the challenges and distractions encountered along the way.

**Repetition:** The repetition of certain phrases or ideas adds emphasis and rhythm to the poem. In this poem, the repetition of the phrase "Those who" in the final stanza creates a sense of momentum and reinforces the contrast between different types of seekers and their outcomes.

**Alliteration:** There are instances of alliteration in the poem, such as "in the rocks, reduced to bones", "traversed that land." and "trouble to their bodies, they sought their goal".

## QUESTION-ANSWER

### Q1. How is Khahoris' character depicted by the poet?

Ans: Khahoris character is depicted as dedicated seekers who are willing to undergo hardships and renounce worldly pleasures and attachments in their pursuit of spiritual enlightenment. They do not care much about their bodies because they are more focused on strengthening their soul in order to find closeness to God.

### Q2. How do the Khahoris experience sleep?

Ans: In order to gain spiritual strength, Khahoris care less about their bodies. They eat and sleep as much as it re-energizes them to continue their journey on the path to spiritual insight. Their aim is not to ease their bodies but to achieve closeness to God.

**Q3. Where and why do Khahoris spend their days and nights?**

Ans: Khahoris spend their days travelling through rough and hazardous lands and they spend their nights in desolate places where nobody dares to step in. They seek the company of those who have been bestowed with spiritual insight.

**Q4. What does the poet want to say when he says, “Where not a trace of birds is seen, a fire is lit”?**

Ans: This line suggests that the environment the Khahoris have ventured into is so harsh that even birds cannot survive in it. They stay in such rough and hazardous places. This highlights the level of hardship the Khahoris endure in their quest for spiritual enlightenment.

**Q5. What reward does a Khahori get after his hard work?**

Ans: After hard work and enduring physical pains, a Khahori is rewarded with a gift of closeness to God. He is blessed with solace, spiritual insight and enlightenment and becomes a source of inspiration for others.

**Q6. “Sur Khahori” is the narration of Khahoris’ struggle. Elaborate.**

Ans: The poem “Sur Khahori” describes the struggle of Khahoris who are dedicated seekers of truth. The poem highlights the hardships and physical pain that Khahoris undergo while trying to gain spiritual insight. They travel to far off places with harsh environment, but all these hardships do not waver their determination to achieve their ultimate goal: the closeness to God.

**Q7. Which poetic devices have been used in this poem? Write with examples**

Ans: This poem contains imagery, metaphors, alliteration, symbolism and repetition. “Slippers old and torn”, “faces are dry” etc. are examples of imagery. “raft in the ocean of the world” is an example of metaphor. “in the rock, reduced”, “trouble to their bodies, they sought their goals” are examples of alliteration, and “those who” used almost in every stanza is the example of repetition. “Jungle, highway, fire etc.” are examples of symbolism used in the poem.

**Q8. How do you express your emotions on the struggle of a friend or a family member?**

Ans: Anyone who is struggling to achieve his or her goal is highly commendable. Those who struggle and face challenges in life become more resilient and stronger than those who tend to stay in their comfort zone. Big goals are achieved through hard work, and hardworking men are always respected and a source of inspiration for other people.

SECTION C

**PLAY**

A VISIT TO A  
SMALL PLANET

**PLAY****A VISIT TO A SMALL PLANET**

WRITER

Eugene Luther Gore Vidal

**ABOUT THE WRITER**

Eugene Luther Gore Vidal (1925–2012) was an American writer and public intellectual known for his wit. His novels and essays interrogated the social and cultural norms he perceived as driving American life. Beyond literature, Vidal was heavily involved in politics. As a novelist, Vidal explored the nature of corruption in public and private life. His style of narration evoked the time and place of his stories, and delineated the psychology of his characters. His novel, *The City and the Pillar* (1948), offended the literary, political, and moral sensibilities of conservative book reviewers.

**SUMMARY OF THE PLAY**

"A Visit to a Small Planet" is a play by Gore Vidal, which tells the story of an alien named Kreton who travels to earth from the future. He lands in the home of a television commentator named Roger Spelding. Kreton comes to earth to study the primitive people of the past. Kreton is immediately fascinated by human behavior and sets out to learn as much as he can about earth and its inhabitants. He uses his advanced technology to communicate with Spelding and Ellen, and they soon become friends. However, General Powers, a military officer, becomes suspicious of Kreton and believes that he is a threat to national security. Powers tries to capture Kreton, but the alien uses his advanced abilities to escape.

Throughout the play, Kreton's lack of understanding of human behavior leads to many comic moments, as he questions and challenges the absurdities of human society. He reveals that he comes from a future in which humanity has advanced significantly, and he contrasts this with the present state of earth, which he finds primitive and plagued by violence, greed, and corruption. The play is a satirical commentary on human society and the absurdities of American culture. It also raises philosophical questions about the possibility of time travel and the impact of our actions on the future.

**QUESTION-ANSWER****Q1. What is ironic about Spelding's broadcast at the beginning of the play?**

Ans: Spelding's broadcast at the beginning of "A Visit to a Small Planet" is ironic because it creates a contrast between the significance of the event and Spelding's attitude of denial of the spaceship which is going to land in the garden of his own house.

**Q2. Why is Spelding unhappy about the relationship between Ellen and John?**

Ans: Spelding was unhappy because he wanted his daughter to marry a rich man, or a man who is ambitious to be rich and do something remarkable. Spelding did not like John because he was just a farmer growing walnuts.

**Q3. Why did Kreton want to visit earth?**

Ans: Kreton's primary motivation for visiting Earth is curiosity about human beings and their way of life. He sees humans as a fascinating and complex species and is interested in learning more about them. Kreton's visit to Earth is also driven by a desire to prove his superiority over human beings by controlling them.

**Q4. How is Kreton able to communicate with the people on Earth?**

Ans: Kreton's ability to communicate with humans is aided by his advanced knowledge of Earth and human culture. He could read human minds. He has observed Earth from afar and has studied human behavior and language, allowing him to understand and communicate with humans more effectively.



**Q5 Describe the reaction of different characters to Kreton's visit.**

Ans: Different characters in the play have varying reactions to Kreton's visit. Ellan, John and Spelding are intrigued by his advanced powers and curious about his motivations, while General Powers sees him as a threat to national security and the stability of Earth. Mrs. Spelding is annoyed by Kreton's visit because her garden was destroyed by the spaceship.

**Q6. Why is General Powers paranoid about Kreton's visit?**

Ans: As a military officer, his primary concern is the safety and security of his country. He is naturally suspicious of any unknown entity that arrives on Earth from another planet. He fears that Kreton may be an agent of a hostile alien race, sent to gather information or launch an attack on Earth.

**Q7. What restrictions are imposed on Spelding's family?**

Ans: Several restrictions are imposed on Mr. Spelding's family. They are not allowed to make phone calls or move outside their house. Only government officials are allowed to enter the house to maintain control and prevent any leaks of information about Kreton's visit to Earth.

**Q8. What extraordinary powers does Kreton possess, and how does he exhibit these powers?**

Ans: Kreton possesses many extraordinary powers. He can read human minds which he exhibits by telling General Powers that he was thinking about his promotion. He builds an invisible wall around his spaceship to protect it. He tells Ellan what emotions John has for her etc.

**Q9. Why does Spelding want Kreton to stay?**

Ans: Mr. Spelding is a broadcast journalist who sees Kreton's visit to earth as very intriguing content for news. He wants to interview the alien and broadcast it as breaking news to earn fame and ratings

**Q10. Why do Kreton's friends consider him pervasive?**

Ans: Kreton's friends consider him to be pervasive because he is highly curious and enjoys exploring new worlds and cultures. His friends are not interested in life on other planets. However, Kreton likes to travel everywhere other than his planet.

**Q11. How does Kreton reveal that he does not have any favourable view of earthlings?**

Ans: Kreton refers to earthlings as "primitive" and "backward." He seems to view human civilization as being far less advanced than his own. He considers them as weak and vulnerable as butterflies. He takes pleasure in manipulating and controlling the people around him for his own amusement.

**Q12. How does Kreton foil General Power's attempts to confine him?**

Ans: Kreton foils General Powers' attempts to confine him through his extraordinary powers, cunning, and technological competence. Despite the General's best efforts, Kreton is able to stay one step ahead and escape any control and confinement.

**Q13. Who is Aid? What is his role in the play?**

Ans: Aid is a minor character in the play. He serves as General Power's assistant to carry out his orders. He acts mechanically and tells Spelding and his family not to move outside or make a phone call. He inspects the spaceship and gives the description of the things he notices.

**Q14. How did Aid describe Kreton's spaceship?**

Ans: Aid told General Power that the spaceship was elliptical with fourteen-foot diameter. He said that it was made of an unknown metal which shines and inside there wasn't anything.

**Q15. Describe the main comic incident of the play.**

Ans: There are a few comic incidents in the play. In the beginning, we find that Spelding's family is bored with his routine broadcast with mechanical smile, but they show as if they like it. Another comic thing is that Mrs. Spelding is constantly complaining about her rose garden that was ruined by the spaceship landing.

**Q16. How is the media depicted in the play?**

Ans: Media is depicted as a manipulative force controlled by the government. Spelding's remarks that "General Powers has assured me..." reflect that Mr. Spelding as a media person is spreading government's narrative to manipulate public opinion. Moreover, Spelding's character reveals the superficial nature of media obsessed with ratings and sensationalism.

**Q17. The play is a satire on American society. Discuss.**

Ans: "A Visit to a Small Planet" is a satire on American society that critiques the military establishment, the media, and the values of conformity and consumerism. By using humor and exaggeration, the writer highlights the absurdities and contradictions of American society.

**Q18. How does the playwright expose the inferiority of the present race to that of the future?**

Ans: The playwright exposes the inferiority of the present race through Kreton, the alien. He has advanced technology, a superior intellect, and the ability to read minds, which gives him a significant advantage over the human characters in the play. Kreton sees humans as petty, violent, and self-destructive, and he is amazed at their primitive ways of thinking and living.

**Q19. Describe the arrival of the flying saucer in your own words.**

Ans: The arrival of the flying saucer is a significant moment in the play. It begins with a rumbling sound that gradually grows louder, building tension and curiosity. As the sound intensifies, a bright light appears on the horizon, growing larger and brighter as it approaches. The doors of the saucer then open, revealing the alien Kreton, who steps out onto the earth's surface.

**Q20. How advanced is the civilization of Kreton than that of the earth?**

Ans: Kreton's civilization is depicted as being much more enlightened and evolved than human society. They possess highly advanced technology and knowledge of science that are far beyond human understanding. They have abolished war, poverty, and other social ills. In contrast, human society is depicted as being plagued by violence, greed, and corruption.

**Q21. Why can people of earth not compete the people of Kreton's planet?**

Ans: The people of Kreton's planet are portrayed as far more advanced than humans in terms of their technology, knowledge, and social structure. They possess abilities that are beyond human comprehension. Humans are depicted as being primitive and backward. Thus, they are unable to compete with the people on Kreton's planet.

**Q22. What type of life do you foresee in the year 5000?**

Ans: It is likely that in the year 5000, humanity will have made significant advancements in science and technology. Technological advancements in areas such as artificial intelligence, biotechnology, and nanotechnology may have transformed the way we live, work, and interact with each other. However, it is also possible that we may face new challenges and problems in the future that we cannot yet anticipate.

**Q23. What are the literary elements used in the play "A Visit to a Small Planet", and how they enhance the story?**

Ans: Some of the literary elements used in the play include satire, irony, and imagery. The play is a satire on American society, politics, and culture. Irony is used to highlight the contrasts and contradictions of American society. The play makes use of vivid and descriptive imagery to create a sense of the imaginary and supernatural being and its world.

**Q24. Who is your favorite character in the play and why?**

Ans: The most interesting character in the play is Kreton, the alien visiting earth. Kreton is fascinating because he is a complete outsider to human society and provides a fresh perspective on our culture and customs. His lack of understanding of human behavior leads to many comic moments and serves as a commentary on the absurdities of our society.

## CHARACTERS

### Kreton

Kreton, the alien in the play "A Visit to a Small Planet," is an interesting character with a mix of extraordinary powers and a unique perspective on humanity. Kreton comes to the earth from a distant planet in a different dimension. He brings with him a unique set of experiences and customs, setting him apart from the humans he encounters.

Kreton possesses remarkable abilities that distinguish him from the people on earth. These powers highlight his advanced nature and give him an edge in understanding and manipulating the world around him. Kreton is immortal, meaning he never ages or requires sustenance. With a powerful mind, Kreton can read the thoughts of others. Kreton can use his mental powers to create invisible wall and manipulate objects.

Kreton's personality is a fascinating blend of intellect and childlike curiosity. His immense intellect allows him to comprehend complex concepts and analyze the Earth and its inhabitants with a unique perspective. This mix of intelligence and innocence creates a complex and captivating character. Kreton's arrival on Earth stems from his desire to take control of the Earth. Intrigued by the day-to-day lives of humans, he invades the home of Roger Spelding and becomes interested in observing life on Earth. He considers humans primitive and backward and their society being plagued by violence, greed, and corruption.

In summary, Kreton is a captivating character in "A Visit to a Small Planet." With his extraordinary abilities, distinct personality, and motivations rooted in curiosity and a longing for amusement, Kreton offers a thought-provoking exploration of human nature from an outsider's perspective.

### Roger Spelding

Roger Spelding, a news commentator, doubts the existence of spaceships and aliens. His beliefs immediately overturned when an alien from another dimension unexpectedly visits his home. With the alien present in his home, Roger becomes consumed by the thought of his television show's ratings. He imagines the extraordinary attention and fame he could get by being the first to "break" the story of Kreton's visit.

Roger is conscious of his social status, which is challenged by his daughter who chooses to marry a farmer named John. He often argues with his daughter on this subject, but her determination to marry John disappoints him. The character of Roger Spelding highlights the complex nature of his role in the play. He seems to project the government's narrative regarding aliens and spaceship. His skepticism about aliens or a spaceship is based on General Power's statement in which he denies the existence of such things.

Roger symbolizes the growing influence of television in American society. As early as the 1950s, television had already established itself as a significant source of information. It had also become a powerful and effective tool to shape public opinion. Roger is aware of this and is eager to exploit Kreton's visit to gain popularity in media industry.

### Ellen

Ellen, the daughter of Roger Spelding, is a young, loving and caring woman. Ellen is portrayed as a strong-willed and independent character. She longs for personal freedom, but often finds herself at odds with her father who strictly adheres to social standards. Despite this, Ellen respects and loves her father and tries to convince him through her arguments.

She becomes curious to know more about Kreton, the alien. She hates war and is concerned about the safety of the world. Her character depicts a pure soul consumed by the thoughts of how this world can be made a better place to live in. Unlike her father who values material gains and personal projection, she values humanity over everything.

She is caught between her own desires and the expectations imposed upon her by her father and society. Throughout the play, Ellen struggles with her father's disapproval of her choice of the man she wants to marry. She is torn between her affection for her fiancé, John, and her desire to please her father and fit into social norms. This conflict showcases Ellen's internal struggle to assert her own identity and make choices that align with her own values. Ellen's character evolves throughout the play. She embodies the internal conflict many individuals face when trying to balance their own aspirations with the pressures of social conformity.

Overall, Ellen is a multifaceted character in "A Visit to a Small Planet." Her portrayal highlights the complexities of familial relationships, the tension between personal freedom and societal expectations, and the emotional journey of a young woman trying to find her own path in a world of conflicting influences.

### **General Power**

In the play "A Visit to a Small Planet," General Power is a prominent character who represents authority, militarism, and rigid adherence to rules. He is a high-ranking military official who values discipline and order above all else. General Power is portrayed as a stern and serious individual. He embodies the characteristics of a typical military leader, with a strong sense of duty and an unwavering commitment to following protocols. He is often seen in his uniform, which serves as a symbol of his authority and power.

The character of General Power is driven by a desire to maintain control. As an antagonist in the play, he opposes the views and actions of Kreton, the alien visitor, viewing them as a threat to his sense of order and stability. General Power's interactions with Kreton and other characters in the play often lead to conflicts and clashes of ideology. He represents the establishment and embodies the resistance to change or questioning of authority. His rigid mindset and refusal to consider alternative perspectives make him a formidable force in the play's narrative. While General Power is depicted as a strict and authoritarian figure, there are hints of weakness beneath his tough exterior. The character's firm commitment to rules seems to come from a deeper fear of chaos and uncertainty. This weakness adds complexity to his character.

Overall, General Power is an important character in "A Visit to a Small Planet" who represents the rigid nature of authority. His firm devotion to rules and resistance to change contribute to the dramatic tension and thematic exploration of the play.