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| **Summary of The Summer of the Beautiful White Horse** |
| **The Summer of the Beautiful White Horse is a short story written by Armenian-American novelist and playwright William Saroyan. The story entails a simple narrative of two poor Armenian boys who are very fond of horses. And in spite of having strong moral ethics of honesty that make their whole tribe distinct, these boys fulfil their wishes by riding a stolen white horse. The author narrates the story in the first person, and the name of the narrator is Aram. He is tempted to try riding the horse by his crazy cousin Mourad who steals the horse from a farmer named John Byro. They are bound to their ethic of honesty and decide to return the horse as soon as Aram learns to ride the horse, just like his cousin Mourad. The Summer of the Beautiful White Horse Summary is a part of BYJU’S CBSE Summaries. Students can also visit**[**CBSE Notes**](https://byjus.com/cbse-notes/)**to access various other learning materials related to the Class 11 CBSE syllabus.** CBSE Class 11 English The Summer of the Beautiful White Horse Summary **One morning, around dawn, when Aram was nine years old, his fun-spirited cousin Mourad tapped on his window. When Aram looked out of the window, he could not believe what he was seeing – his cousin Mourad was sitting on a beautiful white horse. Mourad asked Aram to come down quickly if he wanted to ride the horse. Aram stood there in utter awe and disbelief because there was no way Mourad could possess such a beautiful white horse.**  **While his family and his whole tribe suffered from poverty, their hallmark was honesty. The whole Garoghlanian tribe was known for their honesty for many centuries. They were proud, honest and justice-oriented. There was no way Mourad could have stolen that horse. But given their financial conditions, it was evident that Mourad had not bought the horse – he had stolen it. Aram felt both frightened and delighted at the situation. He asked his cousin why he had stolen the horse. Mourad simply asked Aram if he wanted to go for a ride or not.**  **As Aram got up to dress, he engaged himself in thoughts – trying to justify Mourad’s actions. He reasoned that stealing a horse for a ride was not the same as stealing something valuable as money. It was not stealing at all, given how crazy Mourad and Aram were about horses. It would be considered stealing if they offered to sell the horse. It was something they would never do. He leapt down to the yard from the window, and both went riding. The horse went very fast, and Mourad started singing loudly – almost roaring.**  **Aram tells us about his cousin Mourad. Like in every family, Mourad was considered to be the natural descendant of the crazy streak in their tribe – uncle Khosrove. Although Mourad was considered to be the descendant of Uncle Khosrove, his father, Zorab, was nothing but a practical man by nature. Uncle Khosrove was a man of furious temper and little patience. He would stop people from saying anything by just roaring at them. His classic response to any situation was to tell the person concerned not to bother about it. It so happened that once Uncle Khorove’s son, Arak, went running to his father in the salon to tell him that their house was on fire. Uncle Khosrove simply roared at his son, telling him to pay no attention to it.**  **After letting the horse run as much as he could, Mourad asked Aram to get down. He wanted to ride the horse alone. Aram asked Mourad if the latter would let him ride the horse alone. Mourad’s reply was that it would be the horse’s decision. As Aram saw his cousin kick into the horse and let it burst into a fury of speed, he felt like it was the loveliest thing he had ever seen. Mourad rode the horse across a field over an irrigation ditch and returned five minutes later completely drenched in sweat. He got off the horse and asked Aram to ride the horse.**  **Aram got on the horse and realised that the horse was not moving. He felt scared. Mourad instructed him to kick into the horse’s muscles. The horse began to run, and Aram did not know how to guide it. Instead of running across the field, the horse ran into the vineyard of Dikran Halabian and started leaping over the vines. After going over seven vines, Aram fell off the horse, and the horse continued running. Mourad and Aram went different ways looking for it, and the former returned half an hour later with the horse.**  **Aram discovered that Mourad had been riding the horse for quite some time. But, when asked about it, Mourad only asked Aram to remember that they started riding the horse that morning. Mourad took the horse to the barn of a deserted vineyard. He informed Aram that it was not easy to get the horse to behave nicely in the beginning, but he had an understanding with horses. Mourad explained that Aram would be able to understand horses when he reached thirteen years of age.**  **Uncle Khosrove came to Aram’s house that afternoon for coffee and cigarettes and sat there remembering the old country. A farmer named John Byro arrived and started talking about his lost white horse. It was stolen a month ago, and he was still not able to find it. As usual, Uncle Khosrove told him not to bother about it. John Byro talked about his plight – he could not operate his surrey without the horse, and his left leg hurt. The horse had cost him sixty dollars. Uncle Khosrove retorted that he spat on money and stormed out of the house.**  **Aram ran to Mourad after hearing this and told him all about John Byro and the horse. He wanted Mourad to return the horse when he had learned to ride properly. Mourad told him that it would take him at least a year to learn riding the horse. Mourad did not want to keep the horse that long and decided that they would return the horse after six months. They took the horse for a ride every morning for two weeks. There seemed to be no improvement in Aram’s riding. One morning, they ran into John Byro. Mourad wanted to talk to the farmer, saying he had a way with farmers. John Byro felt that this horse resembled his lost horse and wanted to inspect its teeth. Mourad agreed. John Byro informed Mourad that he would have definitely claimed that horse to be his if he did not know about their family’s reputation for honesty.**  **The next morning, Aram and Mourad took the horse back to John Byro’s. The same afternoon, John Byro came to Aram’s house in his surrey and showed his found horse to Aram’s mother. He informs Aram’s mother that the horse is stronger and more well-tempered than before.** Conclusion of The Summer of the Beautiful White Horse **The Summer of the Beautiful White Horse Summary is a depiction of innocence and curiosity during childhood. The two Armenian boys – Mourad and Aram – are honest and do not want to really hurt anyone. But their curiosity and desire to experience wonderful things lead them to commit wrong things. Aram knows that Mourad has done a horrible thing, but the thrill of riding the beautiful white horse takes him away from all moral obligations. He even tries to justify the action by assuming that it is not an act of stealing if they are passionate about riding horses. However, as soon as Aram learns about the struggles faced by John Byro without his horse, the two boys return the horse.**  **A detailed understanding of the story can help students critically analyse and appreciate the story. Students can refer to our website for further information and content related to the Class 11 English subject for better understanding and preparation for**[**CBSE**](https://byjus.com/cbse/)**board exams. They can also access topics like grammar and writing in English.** Frequently asked Questions on CBSE Class 11 English The Summer of the Beautiful White Horse **Q1** What is the theme of the story ‘The Summer of the Beautiful White Horse’? **The story is about staying true to one nature no matter what. Although the poverty faced by the Garoghlanian tribe was a contributing factor in Mourad stealing the white horse, Aram and Mourad knew it was wrong and returned the horse back to its owner.**  **Q2** What is meant by the words ‘good old days’ in the story ‘The Summer of a Beautiful White Horse’? **These words show the playful and pleasant days of childhood when everything seems wonderful. Feelings and emotions are not complicated. Children’s perspective towards the world is naive during this stage, and they are not burdened with the harsh realities of adulthood.**  **Q3** What made the boys return the horse? **The boys belonged to a tribe that was known for being honest in adverse situations for generations. The quality had also percolated into them, but living in poverty had made things irresistible to them. They never intended to keep the horse, but when they saw the farmer struggle without his horse, they realised it was not worth hurting someone.** |

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| Summary of The Address **The Address is a short story written by Dutch writer Marga Minco who survived the Holocaust in Holland during the Second World War. In the story, Marga describes a daughter’s search for her mother’s belongings that were given to Mrs Dorling, an acquaintance, for safekeeping before the war reached Holland. As she finds the house whose address was given to her by her mother long ago, she experiences a rather cold and hesitant reaction from Mrs Dorling the first time. She decides to go for a second time, and this time she is able to see her mother’s possessions. Unexpectedly, she feels horror and pain at the sight of those objects and decides to leave without taking anything with her. The Address Class 11 Summary is a part of BYJU’S CBSE Summary. Students can visit**[**CBSE Notes**](https://byjus.com/cbse-notes/)**to access more information and learning materials for CBSE Class 11 English syllabus.** CBSE Class 11 English The Address Summary **The narrator begins with the experience of her first meeting with Mrs Dorling at her house. Mrs Dorling did not seem to recognise her. The narrator introduced herself as Mrs S’s daughter. Still, there was no expression of recognition on Mrs Dorling’s face. The narrator doubted whether she had the wrong address. Then she noticed Mrs Dorling wearing her mother’s green knitted cardigan. Mrs Dorling finally seemed to remember the narrator by her intent gazing at the cardigan. Mrs Dorling had thought that no one would come back again. The narrator told her that she had come, especially on the train to meet her and would like to talk to her for a moment. Mrs Dorling excused herself, saying it was not a convenient time and closed the door.**  **The story goes into flashbacks, where the narrator remembers how various events in her life lead her to this particular moment. It happened long back during the initial years of World War II. She came back home for a few days to find a number of items missing from the house. When she asked her mother about this, her mother told her about an old acquaintance of hers – Mrs Dorling. Her mother was in contact with Mrs Dorling after a long time.**  **Mrs Dorling had offered to help the narrator’s mother with all their precious things. If the narrator’s family had to leave that place, they would lose everything. Mrs Dorling wanted to save all their nice things. So, she took things like antique plates, table silver, vases, etc., every time she came to their house. The narrator asked her mother if the issue of final possession of those things was discussed with Mrs Dorling. Her mother felt that even talking about that issue would be an insult to Mrs Dorling’s intentions. After all, she was taking such huge risks going out of the door each time with a full bag or suitcase. After her mother gave her a reproving look, they never talked about it.**  **As the narrator arrived at the station for her return journey, she tried not to look at any of the surrounding things. She was walking in this place for the first time after the war, but she did not want to upset herself with the familiar sights that took her back to memories of her past. She remembers how she had encountered Mrs Dorling long back in the past. It was in the morning after the day the narrator’s mother told her about Mrs Dorling. She had gotten up late to find her mother about to see someone out. Her mother beckoned her and introduced her to Mrs Dorling and asked her to remember the address – Number 46 on Marconi Street.**  **After the World War, during the Liberation, the narrator did not want to recover or think about those old things at all. The trauma of the war was fresh in her mind, and she was scared that those stored things might just connect her constantly to the pain and suffering. But, as time passed and the situation became better and more stable, and she had a room with a view in which she could sleep peacefully, she began to develop a curiosity for her mother’s possessions left at Mrs Dorling’s house. After her first failed visit, she decided to try for a second time.**  **A fifteen-year-old girl opened the door this time and asked the narrator to wait in the living room. Mrs Dorling was not home, and the narrator was ready to wait. While going to the living room, the narrator saw the old-fashioned iron Hannukah candle holder, which was never used at her house because it was cumbersome. As she moved into the living room, the sight of her mother’s old belongings gripped her in horror. A weird feeling seemed to oppress her. She did not dare to look around her much and sat on a chair the girl offered. She recognised the woollen tablecloth. As she ran her fingers through the knitted patterns, she searched for a burn mark that was never repaired.**  **The girl offered her tea. As the girl opened a box to take out spoons, the narrator found herself appreciating the box. The girl told her that it was an antique and there were more. The narrator could look around to see more. The narrator felt reluctant and kept looking at her beloved pewter plate from her childhood. The girl informed her that they used the pewter plate often and had even once used the antique plates on the wall to eat. The narrator found the burn mark she was looking for. She then responded by saying that it was easy not to keep notice of such nice things in a house when we use them for daily purposes. We only notice when something is missing, or something has to be repaired. The narrator felt her voice was unnatural but went on to tell an anecdote. Her mother had once asked her to help her with the silver. When the narrator wanted to know which silver her mother was talking about, she got to know that the spoons, forks and knives they ate with were made of silver.**  **The narrator next asked the girl if she knew what they ate with. The girl hesitated for a moment and went to open a drawer. The narrator knew what was coming next. She jumped to her feet, explaining that she was getting late for her train. She did not want to wait for Mrs Dorling, and as she walked down the passage, she could hear the jingling of spoons and forks.**  **From the corner of the street, the narrator looked at the nameplate. The address was correct, but she did not want to remember that address now. She felt that objects linked to memories of former times lose their value when we see them in strange surroundings after being separated from them for a long time. Besides, she found no utility for those things in a small rented room that could not hold many things.**  **She resolved to forget the address, and knew that it would not be a difficult thing for her at all.** Conclusion of The Address **The Address Class 11 Summary talks about experiences of unexpected misfortunes in human lives. Some are painful and traumatising and take a lot to heal. Time helps us to deal with the aftermath of a tragedy gradually, but coming in contact with the smallest of objects that are linked to memories of the past can trigger a wide spectrum of emotions and thoughts that can open our healing wounds afresh. We can see how the narrator struggles to cope with the emotional turmoil created when she sees her mother’s belongings again. She decides to leave those valuable items in exchange for her peace of mind in the end and resolves to forget the address forever.**  **A detailed understanding of the poem can help students critically analyse and appreciate the poem. Students can refer to our website for further information and content related to the Class 11 English subject for better understanding and preparation for**[**CBSE**](https://byjus.com/cbse/)**board exams. They can also access topics like grammar and writing in English.** Frequently asked Questions on CBSE Class 11 English The Address **Q1** Why did the narrator resolve to forget the address? **Facing the past was emotionally troublesome for the narrator, and she decided to move ahead in life. Remembering the address that was associated with her mother’s belongings would just keep pulling her towards the sad past.**  **Q2** What is the theme of the story ‘The Address’? **The story represents the unexpected nature of life’s journey. It is not always easy and is full of painful events and struggles. But it is always better to move ahead in life instead of lingering in the past.**  **Q3** Why was the address important to the narrator? **Before the tragic events of the war happened, the narrator’s mother had given the responsibility of taking care of her valuables to Mrs Dorling. She had asked her daughter to remember Mrs Dorling’s address for future reference. Her mother did not survive the war, and the address was the only place where the narrator could get in touch with her mother’s belongings.** |

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| The Portrait of a Lady Summary Class 11 English****Summary of The Portrait of a Lady**** **The Portrait of a Lady summary is a real story of the writer’s grandmother. The name of the writer is Kushwant Singh. His grandmother was an old lady. The writer tells us the story of the childhood that he had spent with his grandmother. The writer has explained his relationship with his grandmother over the years. He thinks about her daily activities and how she grew as a character over time. He mentions her appearance, which assists in creating a mental impression of her in the reader’s mind.**  **The summary of this poem will brief you about the life of the writer with his grandmother. All the beautiful and emotional moments are present in this summary. The summary will tell you about the beautiful relationship that the writer had with his grandmother.**  **the portrait of a lady summary** ****The Theme of the Poem**** **The themes can be interpreted as spanning many stages of the author’s life. During childhood, the key themes were seen to be innocence, admiration, and love between a grandmother and her grandson. During the author’s stay in the city, however, the two were linked by themes of separation and unfamiliarity. Finally, following his return from abroad, the dominant subject appears to be a sense of reunion as well as a bittersweet ending.** ****The Portrait of a Lady Summary in English**** **The writer recalls his Grandmother as short, healthy and slightly bent. Her hairs were silver in colour and were scattered messily on her wrinkled face. She used to walk around the whole house in white clothes. She kept her one hand resting on her waist and the other hand was telling the beads of her rosary.**  **The writer thinks of her as not very pretty but constantly beautiful all the time. He compares her calm face with the winter landscape. During their lengthy stay in the village, Grandmother woke him up from the bed in the early morning, plastered his wooden slate, organized his breakfast, and sent him to the school. The temple was connected to the school. She sat inside and studied the sacred texts while the children learned the alphabet.**  **On their way back to the home she used to give the stale chapattis to the street dogs. A turning point in their beautiful relationship arrived when they went to live in a city. Despite the fact that they shared a room, their relationship started to grow apart. Now, the writer used to go to the city school on a school bus and studied subjects like English, Physics, mathematics and many more subjects that his grandmother could not understand at all.**  **His grandmother could no longer go to school with him to send him. She felt upset that there was no teaching about God and scriptures at the city school. Instead, he was given music lessons, but she said nothing. She thought music was dreadful. It was just good for prostitutes and beggars, according to her. It was not intended for gentlemen.**  **When the writer went to a university, he got a separate room in his house. The common link of the relationship between the grandson and the grandmother was broken now. Grandmother rarely talked to anyone in the house now. The writer’s grandmother quietly accepted her loneliness. She was constantly occupied with her spinning wheel and reciting prayers and she hardly ever spoke to anyone. She took a break in the afternoon. Her daily routine consisted of breaking bread into pieces and giving it to the birds. The birds would perch on her legs, head, and even her shoulders.**  **When the writer was leaving on a trip abroad for his further studies, his grandmother did not get disturbed at all. Rather she went to the train station to say goodbye, but she didn’t say anything and merely kissed his forehead. Her lips were moving in prayer, her thoughts were consumed by prayer and her fingers were busy reciting the storey of the beads on her rosary. Seeing her grandmother at this old age, the writer was thinking that it might be his last meeting with his grandmother. But when he came back home after a duration of 5 years, his grandmother was there to welcome him back and he saw her celebrate his return.**  **The next morning after the return of his grandson she got ill. Although the doctor told them that it was a slight fever and would go away very soon, still she could foresee that her time to leave this world was near. She did not want to waste her time talking to someone. Her fingers were busy reciting the storey of the beads on her rosary.**  **She went to her bed praying and telling the beads till her lips stopped moving and the rosary fell down from her lifeless hand. Her body was discovered on the floor, wrapped in a red shawl after she died. To grieve her death, thousands of sparrows flew in and sat dispersed around her body. All the sparrows flew away without making any noise when the dead body of the old lady was carried away for the last rites.** ****Conclusion of The Portrait of a Lady**** **To sum up, in the portrait of a lady summary, the writer and his grandmother had a beautiful bond between them and loved each other a lot. The story tells us how beautiful a relationship can become between a grandson and his grandmother.** ****The Portrait of a Lady Questions and Answers**** **Question 1: Mention three reasons why the author’s grandma was upset when he began attending a city school.**  **Answer 1: The grandmother was bothered by the following:**   1. **She was no longer able to assist him in his studies. He began attending an English medium school, where he was taught topics such as English, Physics, and Maths. This became a stumbling block for her.** 2. **There were no lessons on God or the Bible.** 3. **She didn’t like the fact that he was taking music lessons. Music, she said, was just for beggars and harlots.**   **Question 2: What would the author’s grandmother do after he grew up and started studying at the university?**  **Answer 2: His grandmother has changed dramatically since he was a child. She grew increasingly private. She’d spend her days at the spinning wheel, praying and feeding sparrows.**  **Question 3: The grandmother has been portrayed as a religious Christian. What elements of the story contribute to this impression?**  **Answer 3: The author remembers his grandma as a religious Catholic. He recalls her hobbling around the home, telling him about her rosary beads. He remembers her morning prayers and scripture reading within the temple. When the author was in high school, he was not taught about God or the Bible, which bothered his grandmother. The author describes how she spent all of her time praying during the last few days.** |

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| We’re Not Afraid to Die… if We Can All Be Together Summary Class 11 English****Summary of We’re Not Afraid to Die… if We Can All Be Together**** **We are not afraid to die if we can all be together summary tells about the extreme bravery and skill exhibited by Gordon Cook. Gordon Cook’s family and crewmen in a war with water and the waves for existence. In the month of July in the year 1976, the writer, his wife Mary, his son Jonathan and his daughter Suzanne set sail from Plymouth, in England to duplicate the round-the-world journey made 200 years ago by Captain James Cook. They took the trip in their professionally designed ship, named the Wavewalker, accompanied by 2 sailors. Larry Vigil, who was an American and Herb Sailor, a Swiss, to tackle one of the world’s coarsest oceans – the Southern Indian Ocean.**  **we are not afraid to die if we can all be together summary** ****We are not afraid to die if we can all be together summary in English**** **The first portion of the journey that is about 1,05,000 kilometres up to Cape Town passed off very enjoyably. On the 2nd day out of Cape Town, they started to encounter strong windstorms. Windstorms did not worry about the narrator. But the height of the waves was alarming up to fifteen meters above that was as high as the mainmast. On the 25th of December, the writer’s ship reaches in the southern Indian Ocean that was about 3,500 kilometres to the east of Cape Town. The family welcomed the New Year on the ship.**  **At the dawn of 2nd January, the waves were huge in size. Unfriendly weather and massive waves forced the sailors to slow the speed of the ship, drop the storm jib and take various other precautions. The risk was so obvious that the sailors accomplished a life-raft drill, attached the lifeline boats and the life jackets. Unexpectedly at 6 pm, a terrific explosion shook the Wavewalker and the writer was thrown overboard. The Wavewalker was about to overturn when another massive wave hit it throwing it upright one more time. The writer was thrown back again on the deck, his head and ribs were smashing touching the walls of the Wavewalker. In spite of a lot of injuries, the writer took charge of the situation and decided to handle it on his own. Larry and Herb started pumping out water from the ship.**  **The author somehow managed to cover the canvas across the gaps to stop the water from entering into the ship. Moreover, their hand pumps stopped functioning and the electric pumps short-circuited at the same time. Luckily, the writer found a spare electrical pump that was in a working condition. The entire night everyone was pumping, steering, repairing and sending radio signals for help. The author checked the charts and found that He Amsterdam, a French scientific base was their last hope.**  **Sue and Jon got heavily injured. But, they were not afraid to die if they were all together. Sue’s head got swelling and she was having a deep injury. Moreover, the writer became extra determined to see the courage of his children. Finally, they were able to touch the lie Amsterdam. It was a volcanic island where 28 inhabitants were ready to receive them.** ****Conclusion of We’re Not Afraid to Die… if We Can All Be Together**** **To sum up, we are not afraid to die if we can all be together summary, we can say the collective power of unity and the never-failing confidence of the sailors made it possible for them to survive and come out from the jaws of death.** |

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| A Photograph Summary Class 11 English****Summary of a Photograph**** **A Photograph Summary compares the internal state of nature and the momentary state of humans. In the poem, poetess describes a photograph of her mothers’ childhood. In the photograph of time when she went for a sea holiday with her two girl cousins. Also, poetess contrasts between nature, altering at the pace of a snail and the fast-changing human life. Poetess remembers how her mother laughs at the photograph and feel disappointed at the loss of her childhood joys. However, then, the sea holiday was her mother’s past and now her mother’s laugh is the poetess’s past. At different periods of time and with great difficulty, both resolve with their respective losses and the pain that involves in remembering past. Besides, for the poetess, his mother’s death of her mother brings great sadness and a dire sense of loss. Moreover, the painful ‘silence’ of the situation leaves her without words.**  **a photograph summary** ****A Photograph Summary in English**** **The poem begins when the poetess goes through her mother’s photo that lay within the cardboard boxes. They were possibly uncared for some time. In addition, it is not in any frame, metal, etc. So, the poetess portrays it as being susceptible to forces of decay. In the photo poetess’s mother seem edged by her siblings, who are younger than her. Also, she highlights her mother strength as she supports her young cousins.**  **They all look into the camera when their brother/uncle photograph them. Moreover, they look happy and excited with their throwing locks and pleasant smiles. Further, the picture shows the sea waves smashing at them as the young girls learn to keep up with the waves. She (poetess) remains with the thought that sea. Even in motion, her mother (motionless in the photograph) is able to resist the change as she has surrendered herself to mortality.**  **In the second part/phase, in her older days, her mother looks back the day at the sea. Moreover, she remembers her two cousins and recalls the day memorialized in the photograph. Also, she makes fun of her and her cousins’ outfits. These lines have a tone of sadness as the mother tries to accept the continual motion of life as she grows older. Looking back at her 12-years-old self maybe was an attempt to return to her childhood, which is a painful reminder of time and age.**  **In the third part, the poetess remembering her mother as she died earlier.  Further, the photo scripts a memory for both. As it knots the mother and daughter together even after her mother has left her for forever. The poetess confesses that the photo bliss at imagining her mother’s laughter much like her mother delight in remembering the day at the sea.**  **Moreover, she notices that the time over since her mother’s final departure is the same as her age in the photograph i.e., 12 years. Maybe it’s a coincidence or an irony of life and death. Eventually, both poetess and her mother learn to accept the change and make peace with their memories. Even though they remind them of the briefness of laughter, happy moment, etc.**  **Although the death or end makes things go quiet and empty. However, the poetess, find her mother died to be loud and inspiring enough to pour her feelings out in the form of a tribute and poem. Thus, even though death finishes everything. But her mother’s death brings out a new response in her. Lastly, she accepts (silently) her resignation to the final silence of death.** ****Conclusion of a Photograph Summary**** **In a photograph summary, the poetess wants to say that death is unavoidable so embrace your life.** The Laburnum Top Summary Class 11 English****Summary of The Laburnum Top**** **The Laburnum Top Summary will help students learn about this poem in a simplified manner. It is written by Ted Huges. The poem revolves around a Laburnum tree and a Goldfinch bird. The core theme of the poem shows us the repaying relationship between the two. Further, it begins by describing how the Laburnum tree is pretty quiet in the yellow September light. He notices the yellow leaves of the tree and the seeds on the ground. It appears to be still fleetingly till a goldfinch bird perches on its branch. The poet witnesses the tree come to life as soon as the bird starts chirping. Upon the arrival of the mother goldfinch, the tree and the nestlings, start chirping and become alive. She keeps flying in and out to feed her young ones. Thus, when she leaves, the tree once again dons its elusive silence.**  **the laburnum top summary** ****The Laburnum Top Summary in English**** **The poet describes his experience of what he witnesses in the Laburnum tree. It begins by describing how the leaves of the tree are yellow. Moreover, he notices that the treetop is still and remains silent even in the month of September.**  **Due to the autumn season, the tree has lost all its leaves and the seeds are on the ground. Most noteworthy, the poet uses ‘yellow’ to describe both, the leaves colour and the sunlight. Over here, yellow represents silence, death and beauty. Thus, he uses this colour and describes the whole setting perfectly.**  **After that, he notices that the death-like scene of the tree comes to an end when a goldfinch bird perches on it. The tree makes a sudden chirrup sound upon the bird’s arrival. He compares the quickness, speed and alertness of the bird to that of a lizard.**  **When she starts moving towards the thickness of the branch, the nestlings start chirping and flapping their wings. Thus, due to this movement, the tree also starts shaking and thrilling. Thus, we notice how the poet gives two contrasting scenarios while describing the tree. First was that it was death-like and then it gains life after the bird lands on it.**  **Further, the poet finally realizes that the goldfinch bird and the tree are the engines of her family. When she brings food for the little birdies, she moves to the end of the other branch. He describes the bird’s appearance. It has a striped face which is dark in colour.**  **After that, her body is yellow and thus blends in with the yellow leaves of the tree. Finally, after reaching the branch end, she makes a rather sweet chirping sound. The poet compares this sound to whispering as she flies away in the limitless sky. Thus, after the bird leaves the tree, the Laburnum tree once again becomes silent and death-like.** ****Conclusion of The Laburnum Top**** **To sum up The Laburnum Top summary, we learn about the sweet and nurturing relationship between the tree and the bird and how they both play such important roles in their lives.** |

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| Discovering Tut: the Saga Continues Summary Class 11 English****Summary of Discovering Tut: the Saga Continues**** **A.R. Williams is the writer of this chapter. Moreover, this chapter is regarding the last heir of the great Pharaoh Dynasty, Tutankhamun. He died in his teenage after ruling for 9 years. His death gave birth to a mystery. This chapter talks about all the possible mysteries: the curse, where his tomb is lying, his whole life and finally his death. Discovering tut: the saga continues summary will give you all the facts and information about the death of Tut.**  **discovering tut: the saga continues summary** ****Discovering Tut: the Saga Continues Summary in English**** **Tutankhamun was the last leader of the great Pharaoh Dynasty. He was young when he died. According to some people, his death was a murder. In the year 1922, his tomb was exposed by Howard Carter, an Archaeologist. After 80 years, he was taken for the CT scan to solve the mystery of his life and death through a forensic reconstruction.**  **His father or grandfather, Amenhotep III, was a very powerful Pharaoh ruler over a period of 40 years. Moreover, his son, Amenhotep IV, succeeded him and initiated the strangest period in the history of Egypt. His name changed to Akhenaten which means servant of Athens. He changed the religious capital from Thebes to Amarna. Later he attacked Amun, a god, ruined his images and shut his temples. Another mysterious ruler thrived him who died very soon. Tutankhamun sat on the power and ruled for 9 years.**  **When Tut’s mummified body was found, he had lots of gold and wealth. Carter got him after so many years. After conducting the research on the treasures, he planned to examine his 3 nested boxes. Many parts of the treasure in the tomb were already misplaced.**  **His tomb was found rock-cut, 26 feet under the ground, which also had some wall paintings. It reveals that he was suppressed in the months of March or April. One of the coffin put Carter into trouble. The gums used to paste Tut to the lowest of the solid gold. Coffin was toughening enough that made it impossible to displace. He put the box in the sun for numerous hours so that the resins lose up but that didn’t work.**  **At last, he removed the adhesive with the chisel and hammer. Carter sensed he didn’t have any other choice than cutting the mummy from limb to limb, thieves would have robbed the gold and the treasures. His men first removed the head of the mummy, then they cut off each and every joint. After the process of removing all the body parts, they placed it on the layer of sand. They kept the parts in a wooden box and placed it at the original place.**  **Later, in January 2009, the body was taken for a CT scan which takes hundreds of X-Rays and generates a 3D image. That night after the scan, the workmen passed his body from the tomb into a box. They went through the ramp and stairs and lifted the body on a hydraulic trailer that was holding the scanner. The scanner suddenly stopped working and the process of the CT scan stopped. After the use of a pair of spare fans, the scan was finally completed. After 3 hours, they transferred his body back to his tomb where his body is now resting in peace.** ****Conclusion of Discovering Tut: the Saga Continues**** **To conclude, Discovering tut: the saga continues summary tells you that Tutankhamun, also known as tut was a brave ruler who of the great Pharaoh Dynasty. He died a mysterious death and is resting in peace in his tomb now.** |