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Thinking about the Text

I. Answer these questions in one or two sentences each. (The paragraph numbers within brackets provide clues to the answers.)

1. Why was the 'holy man' who gave Santosh's mother his blessings surprised? (1)
 2. Give an example to show that even as a young girl Santosh was not ready to accept anything unreasonable. (2)
 3. Why was Santosh sent to the local school? (3)
 4. When did she leave home for Delhi, and why? (4)
 5. Why did Santosh's parents agree to pay for her schooling in Delhi?
- What mental qualities of Santosh are brought into light by this incident? (4)

Answer

1. The 'holy man' was surprised because he had assumed that Santosh's mother wanted a son. But grandmother told him that they did not want a son.

2. Santosh, from the very beginning, lived life on her own terms. She was not content with the traditional way of life and was not ready to accept anything unreasonable. Where other girls wore traditional Indian dresses, Santosh preferred shorts.

3. Even though Santosh's parents could afford to send their children to the best schools, she was sent to the local village school due to the prevailing custom in the family.

4. When she turned sixteen and was under pressure to get married, Santosh threatened her parents that she would never marry if she did not get a proper education. Therefore, she left home and got herself enrolled in a school in Delhi.

5. When Santosh's parents refused to pay for her education, she politely informed them of her plans to earn money by working part time to pay her school fees. Then, her parents agreed to pay for her schooling in Delhi. This shows that Santosh was a mentally-strong girl and was determined to work very hard to get herself properly educated.

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II. Answer each of these questions in a short paragraph (about 30 words).

1. How did Santosh begin to climb mountains?

2. What incidents during the Everest expedition show Santosh's concern for her team-mates?

3. What shows her concern for the environment?

4. How does she describe her feelings at the summit of the Everest?
5. Santosh Yadav got into the record books both times she scaled Mt Everest. What were the reasons for this?

Answer

1. From her room in Kasturba Hostel, she watched people going up the Aravalli Hills and vanishing after a while. On investigating, she found nobody except a few mountaineers, and she asked if she could join them. They agreed and even motivated her to take to climbing and so she later accompanied them on their climbing expedition. This was how she began climbing mountains.
2. During the Everest mission, Santosh showed immense concern for her fellow climbers. Though she was unsuccessful in saving the life of one of them, she did manage to save another climber through artificial respiration.
3. Santosh was a fervent environmentalist. Her concern for the environment is evident from the fact that she collected and brought down 500 kilograms of garbage from the Himalayas.
4. Santosh asserted that her feeling at the summit of the Everest was “indescribable”. Unfurling the Indian flag on the top of the world was a spiritual moment for her and she felt proud as an Indian.
5. When Santosh Yadav first scaled Mt Everest, she became the youngest woman in the world to achieve the feat. When she scaled the Everest the second time, she became the only woman to have scaled it twice.

III. Complete the following statements.

1. From her room in Kasturba Hostel, Santosh used to _____
2. When she finished college, Santosh had to write a letter of apology to her father because _____
3. During the Everest expedition, her seniors in the team admired her _____ while _____ endeared her to fellow climbers.

Answer

1. From her room in Kasturba Hostel, Santosh used to watch villagers going up the hill and suddenly vanish after a while.
2. When she finished college, Santosh had to write a letter of apology to her father because she had got herself enrolled at Uttarkashi's Nehru Institute of Mountaineering without his permission.
3. During the Everest expedition, her seniors in the team admired her climbing skills, physical fitness and mental strength while her concern for others and desire to work together with them endeared her to fellow climbers.

IV. Pick out words from the text that mean the same as the following words or expressions. (Look in the paragraphs indicated.)

1. took to be true without proof (1): _____
2. based on reason; sensible; reasonable (2): _____
3. the usual way of doing things (3): _____
4. a strong desire arising from within (5): _____
5. the power to endure, without falling ill (7): _____

Answer

1. took to be true without proof (1): Assumed
2. based on reason; sensible; reasonable (2): Rational
3. the usual way of doing things (3): Custom
4. a strong desire arising from within (5): Urge
5. the power to endure, without falling ill (7): Resistance

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Thinking about the Text

Working in small groups of 4–5 students, go back over the two passages on Santosh Yadav and Maria Sharapova and complete the table given below with relevant phrases or sentences.

	<i>Points of Comparison/Contrast</i>	<i>Santosh Yadav</i>	<i>Maria Sharapova</i>
1.	Their humble beginning		
2.	Their parents' approach		
3.	Their will power and strong desire to succeed		
4.	Evidence of their mental toughness		
5.	Their patriotism		

	Points of Comparison/Contrast	Santosh Yadav	Maria Sharapova
1.	Their humble beginning	-“She was born in the small village of Joniyawas of Rewari District in Haryana.”	“the Siberian born teenage

Answer tra

	<p>2. Their parents' approach</p>	<ul style="list-style-type: none"> - "in line with the prevailing custom in the family, Santosh had to make do with the local village school." - "At sixteen, most of the girls in her village used to get married. Santosh was also under pressure from her parents to do the same." - "her parents refused to pay for her education" - "her father slowly getting used to her urge" 	<ul style="list-style-type: none"> - "she was packed off to in the United States." - "trip to Florida with her father Yuri launched her on the path to success and stardom." - "My father was working as much as he could to keep my tennis-training going."
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<p>3. bit</p>	<p>Their will power and strong desire to</p>	<p>-“Wishing always to study 'a more'” succeed -“her urge for more education” -“She left home and got herself enrolled in a school in Delhi.” -“She saved money and enrolled in a course at Uttarkashi’s Nehru Institute of Mountaineering.” -“I headed straight for the training.”</p>	<p>-“Instead of letting that depress me, I became mor quietly determined and mentally tough.” - “unwavering desire to succeed and readiness to sacrifice” -“I work hard at what I do.” -“the most important thing is to become number one i the world.</p>
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That’s the dream that kept me going.”

<p>4. Evidence of their mental toughness</p>	<p>-“She began living life on her own terms from the start.” myself. I never thought</p> <p>-“From the very beginning I was of quitting because I knew quite determined that if I chose what I wanted.” a correct and a rational path,</p> <p>-“I would have put up with the others around me had to much more humiliation and change, not me.” insults than that to - “she politely informed them of steadfastly pursue my her plans to earn money by dream.”</p>		<p>working part time to pay her school</p>

fees.”

- “Santosh went on an expedition every year.”
- “an amazing mental toughness”
- “mental strength impressed her seniors”

5. Their patriotism

-“Then I unfurled the Indian tricolour and held it aloft on the roof of the world. The feeling is indescribable. The Indian flag citizenship. My blood is “I’m Russian. It’s true that the U.S. is a big part of my life. But I have Russian blood. My blood is

was flying on top of the world. It totally Russian. I will play
th
was truly a spiritual moment. I Olympics for Russia if they
felt proud as an Indian.” want me.”

Thinking about the Language

I. Identify the two parts in the sentences below by underlining the part that gives us the information in brackets.

1. Where other girls wore traditional Indian dresses, Santosh preferred shorts.
(Contrasts her dress with that of others)
2. She left home and got herself enrolled in a school in Delhi. (Tells us what happened after the first action.)
3. She decided to fight the system when the right moment arrived.
(Tells us when she was going to fight the system.)
4. Little Maria had not yet celebrated her tenth birthday when she was packed off to train in the United States. (Tells us when Maria was sent to the U.S.)

Answer

1. Where other girls wore traditional Indian dresses, Santosh preferred shorts.
2. She left home and got herself enrolled in a school in Delhi.
3. She decided to fight the system when the right moment arrived.

4. Little Maria had not yet celebrated her tenth birthday when she was packed off to train in the United States.

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II. Now rewrite the pairs of sentences given below as one sentence.

1. Grandfather told me about the old days. All books were printed on paper then.
2. What do you do after you finish the book? Perhaps you just throw it away.
3. He gave the little girl an apple. He took the computer apart.
4. You have nothing. That makes you very determined.
5. I never thought of quitting. I knew what I wanted.

Answer

1. Grandfather told me about the old days when all books were printed on paper.
2. After finishing the book, perhaps you just throw it away.
3. He gave the little girl an apple and took the computer apart.
4. Having nothing makes you very determined.
5. I never thought of quitting as I knew what I wanted.

On Killing a Tree (Poem) Beehive English

By Gieve Patel

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Thinking about Poem

I.

1. Can a “simple jab of the knife” kill a tree? Why not?
2. How has the tree grow to its full size? List the words suggestive of its life and activity.
3. What is the meaning of “bleeding bark”? What makes it bleed?
4. The poet says “No” in the beginning of the third stanza. What does he mean by this?
5. What is the meaning of “anchoring earth” and “earth cave”?
6. What does he mean by “the strength of the tree exposed”?
7. What finally kills the tree?

Answer

1. No, a simple jab of a knife cannot kill a tree because it takes many years for a tree to grow and rise out of the earth. Moreover, only a chop cannot kill it because it will slowly rise again and grow to its original size.

2. The tree grows to its full size by absorbing years of sunlight, water, and air. It slowly grows out of the earth and sprouts leaves. The words suggestive of its life and activity are 'grown slowly consuming the earth', 'rising out of it', 'feeding upon its crust', 'absorbing years of sunlight, air, water', and 'sprouting leaves'.

3. "Bleeding bark" refers to the area on the tree trunk where it has been hit with the axe. It bleeds because the wood cutter has wounded the tree by cutting and chopping it.

4. In the beginning of the third stanza, the poet has said "No" to lay emphasis on the fact that mere chopping of the tree would not kill it. The tree would grow again and retain its original size.

5. "Anchoring earth" refers to the roots of the tree that lie inside the earth and play the role of an anchor for the tree to grow. They ensure the security of the tree as they nourish it with water and nutrients. "Earth cave" refers to the ground on which the foundation of the tree is laid as it holds the roots and keeps the tree standing tall and protects it from adversities such as heavy rainfall or storm.

6. The strength of the tree lies in its roots, which the poet asks to snap out in order to kill the tree. Thus, the phrase "the strength of the

tree exposed” refers to the roots of the tree being exposed to sunlight and air.

7. The tree is finally killed by the uprooting of its roots. When the roots, which had anchored it lying hidden in the earth for years, were dug out, the tree’s strength was exposed and this led to the death of the tree. It dried up after it had been uprooted.