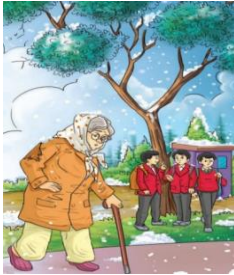




Class: VIII	Department: ENGLISH	Date of submission: JULY 2026
Worksheet No:10	Topic: SOMEBODY'S MOTHER	Note: TO BE DONE IN ENGLISH NOTEBOOK



CENTRAL IDEA OF THE POEM

The poem "Somebody's Mother" underscores the value of compassion and empathy, particularly towards the elderly. It narrates the story of an elderly, frail woman struggling to cross a snowy street, overlooked by passersby despite her vulnerability. A young boy eventually steps forward to assist her.

His act of kindness not only aids the woman but also teaches his friends an important lesson. He reminds them that the woman is someone's mother, encouraging them to extend help to those in need, just as they would hope someone might help their own mother one day. The poem beautifully conveys the interconnectedness of humanity and highlights the profound role of compassion in everyday life.

It was a winter evening. An old woman was waiting to cross a busy road near a school. She was alone although she was very old. Suddenly children came out of the school as it closed for the day. They passed the lonely old woman but none paid any attention to the old lady. It so happened that one of the boys, very cheerful and lively, saw this lady waiting to cross the road. He ran to her and helped her cross the road. Later he explained to his friends that one day his own mother could be in a similar situation and that someone else would help her. At home that night, the old lady prayed for the boy who had helped her cross the road. Her heart was overflowing with gratitude and pride. She prayed, "God, be kind to him, somebody's son!"



I. Answer the following questions.

Q.1. What might be the old woman's fears as she waited for a long time at the crossing?

Ans. She could be afraid of falling on the slippery road or getting hit by carriages and horses.

Q. 2. How does the poet show the helplessness of the old woman? Support your answer with evidence from the poem.

Ans. The poet shows the helplessness of the old woman by describing her as timid, meek, and afraid to stir, standing alone and uncared for.

Q.3. Why does the boy decide to help the old woman? What does this tell us about him?

Ans. The boy does so because he is kind-hearted and empathetic. It shows he values others' needs and acts compassionately.



Q.4. How was the boy's approach towards the old woman different from that of the other boys in the group? Ans. While the other boys ignored the old woman, he noticed her difficulty and chose to help, showing empathy.

Q.5. Justify the appropriateness of the title of the poem.

Ans. The title of the poem is appropriate as it reminds us that every elderly person is the mother of someone like ours and deserves our respect and care.

Q.6. What does the poem suggest about the role of empathy and humanity in society?

Ans. The poem suggests that small acts of kindness reflect the best of human nature and can have a deep, lasting impact.

II. Answer in short

1. Describe the old woman's clothes, posture and looks.

Ans. The woman was old and gray. She wore ragged clothes. Her feet were aged and slow. She was bent.

2. What kind of a day was it?

Ans. It was a snowy winter day.

3. What did the people in the street do for the old woman?

Ans. The people around her ignored her, without offering any help.

4. What are the lines that describe how the people in the street behaved?

Ans. "Of human beings who passed her by Nor heeded the glance of her anxious eyes".

5. Why was the old woman afraid to move?

Ans. The old woman was afraid to move because she thought she might either slip or get stamped.

6. What did the schoolboy do for her?

Ans. The schoolboy helped her cross the road.

7. What did the old woman say in her prayers that night?

Ans. The old woman asked God to be kind to the boy who was someone's son, pride and joy.

III. Explain these lines with reference to the context.

1. *"She's somebody's mother, boys you know,
For all she's aged and poor and slow,
And I hope some fellow will lend a hand
To help my mother, you understand",*

Ans. Through these lines the poetess tries to convey that the old lady is someone's mother too and now that she is old and poor, she needs to be helped and taken care of. The poetess through the character of the boy tells the readers that when his mother becomes aged, poor and slow, he hopes that somebody would lend a hand to help her.

2. And "somebody's mother" bowed her hand
In her home that night, and the prayer she said
Was: 'God be kind to the noble boy,
Who is somebody's son, and pride and joy!'



Ans. The old lady referred to as 'somebody's mother' remembered the kind boy (somebody's son) who helped her cross the road earlier in the day and prayed for him. She asked God to be kind to him.

3. She is somebody's mother poor and slow

a) Who said these words and to whom?

Ans: The young school boy, who helped the old lady to cross the road said the above words.
He said these words to his friends.

b) Who is the 'she' being referred to?

Ans: 'She' is the old lady who was standing at the crossing to go to the other side of the road.

c) What had the speaker done for 'somebody's mother'?

Ans: The young boy held the aged hand and guided the old lady to cross the road.

IV. Competency based question.

1. What goes around comes around. Explain why this is important for us to remember. Take the old woman and her plight as your reference.

Ans. The things that we give in life eventually come back to us. If we are kind we would receive kindness, if we are rude, we would receive rudeness. The old lady was gray, weak and poor and helping her was an act of kindness. The boy in the poem has a mother too and he believes that if he is kind to the old lady, someone would eventually be kind to his mother as well.

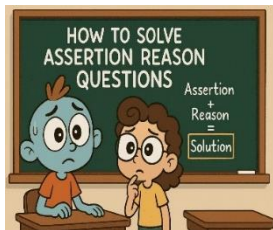
V. Assertion & Reasoning questions.

1. **Assertion (A):** The old woman was hesitant and afraid to cross the busy street.

Reason (R): The street was wet with recent snowfall, and the moving horses and wagons made her anxious about slipping or being knocked down.

Answer: Both (A) and (R) are true, and (R) is the correct explanation of (A).

Why? The poem explicitly mentions that she stood at the crossing and "fearful glanced down the long, white street," terrified of being crushed by the carriage wheels and horses' feet because she was old, frail, and slow.



2. **Assertion (A):** The crowd of people passing by eagerly rushed to help the old woman cross the road.

Reason (R): People in busy cities are always looking out for the safety of elderly citizens.

Answer: Both (A) and (R) are false.

Why? The poem states that "None offered a helping hand to her" and the throng of human beings passed her by completely "heedless of the look of anxiety" in her eyes.

3. **Assertion (A):** The young boy who finally helped the woman was the happiest and most cheerful in his group of friends.

Reason (R): He felt a sense of pride and joy because he did a good deed and treated her with the respect he hoped someone would show his own mother someday.

Answer: Both (A) and (R) are true, and (R) is the correct explanation of (A).

Why? The boy is described as the "gayest boy of all the group." After helping her, he went back to his friends with a glad heart, explaining that he helped her because "She's somebody's mother, boys, you know," hoping someone will guide his own mother when she is old and gray

4. **Assertion (A):** The old woman prayed that God would be kind to the noble boy who helped her.

Reason (R): She was angry that his friends did not come to help her along with him.

Answer: (A) is true, but (R) is false.

Why? The first statement is true; that night, in her home, she offered a prayer asking God to "Be kind to the noble boy, who is somebody's son, and pride and joy." However, she wasn't angry at his friends; her prayer was entirely filled with gratitude and blessings for the boy's kindness.

VI. LITERARY DEVICES USED IN THE POEM:

1. Alliteration:

Alliteration is a literary device wherein words in quick succession of one another begin with letters belonging to the same sound group. the occurrence of the same letter or sound at the beginning of adjacent or closely connected words.

Example: Nor offered a helping hand to her, slippery street, She's somebody's mother





2. Visual Imagery:

Visual Imagery is vivid descriptive language. It uses qualities of how something looks visually to best create an image in the reader's head. These visual qualities can be shapes, color, light, shadow, or even patterns.

Example: hailing the snow, piled white and deep

3. Metaphor:

A figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them.

Example: The woman was old and ragged and gray

4. Simile:

A simile is a figure of speech that directly compares two things. Similes differ from other metaphors by highlighting the similarities between two things using comparison words such as 'like' or 'as', while other metaphors create an implicit comparison.

Example- 'Came happy boys, like a flock of sheep'

5. Juxtaposition:

Juxtaposition is referred to the act of placing two things side by side to show their contrasting nature.

Example: Alone, uncared for, amid the throng

Of human beings who passed her.

Hailing the snow piled white and deep.

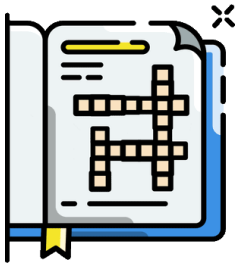
Past the woman so old and gray

VII. IDENTIFY THE LITERARY DEVICE EXERCISE:

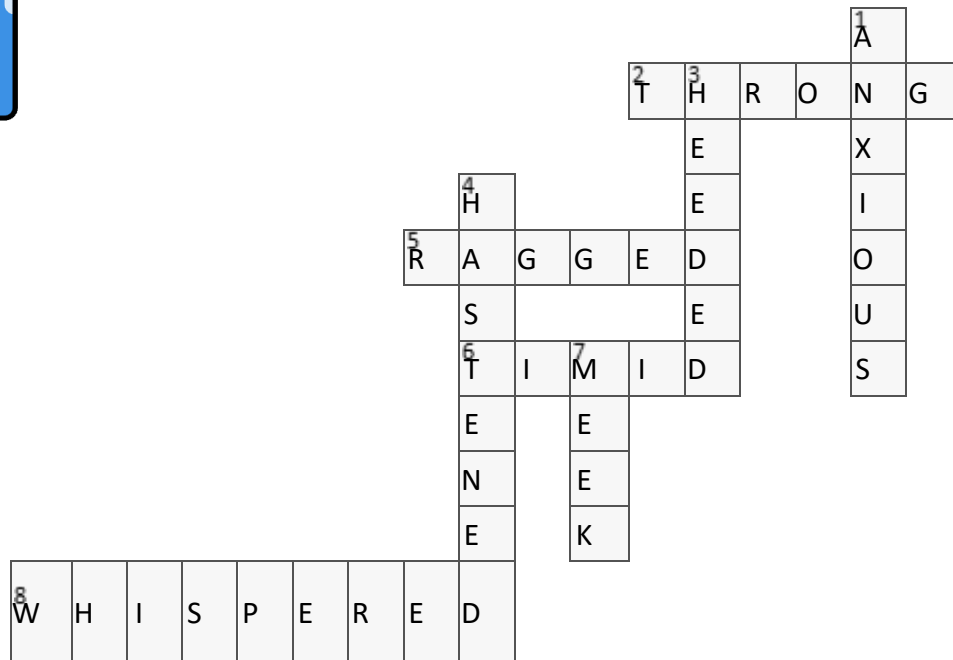
For each item below, identify which type of literary device is illustrated by the example. For your convenience, each literary device is included in the list of terms.

List of terms: simile, metaphor, alliteration, personification, onomatopoeia, hyperbole, imagery

1. My food loves to prance, to jump, to dance. **Personification**
2. With the smell of steaks in passageways. **Imagery**
3. She sells seashells by the seashore. **Alliteration**
4. You are as pretty as a June bug. **Simile**
5. The bacon sizzled and the timer dinged. **Onomatopoeia**



VIII. Crossword (Word Bank)



Across

2. crowd (throng)
5. worn out (ragged)
6. lack of courage or confidence (timid)
8. speak very softly (whispered)

Down

1. feeling or showing worry (anxious)
3. paid attention to (heeded)
4. moved quickly (hastened)
7. quite gently (meek)

***WEB RESOURCES:**

<https://youtu.be/ytw3bQ8YQ6I>