Chapter 2: Values and Dispositions

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Exercise 2.1 — Let us do these activities before we read — A Tale of Valour

Q1 What do you think about the Republic Day Parade on 26 January? What are the highlights of this parade?

SOLUTION

Model response (Scope B — share with class):
The Republic Day Parade on 26 January is a grand national celebration held at Kartavya Path, New Delhi. It fills me with pride and a deep sense of patriotism.

Highlights include:
— Tableaux from different states and central ministries showcasing India's cultural diversity and developmental achievements.
— March-pasts by regiments of the Army, Navy, and Air Force, displaying discipline and military strength.
— Fly-pasts by the Indian Air Force, including breathtaking aerobatic displays.
— School and college children performing folk dances and drills.
— The President of India takes the salute as the Supreme Commander of the Armed Forces.

Answer: Model answer above — adapt as needed.

Q2 What bravery awards are given on Republic Day, and who receives them?

SOLUTION

Model response (Scope B):
On Republic Day, the President of India presents Gallantry Awards to military and paramilitary personnel.

Key awards:
— Param Vir Chakra (PVC): the highest military honour, for the most conspicuous bravery in the presence of the enemy.
— Maha Vir Chakra (MVC): the second-highest military award for gallantry in the presence of the enemy.
— Vir Chakra (VrC): awarded for acts of gallantry in the presence of the enemy.
— Kirti Chakra and Shaurya Chakra: for gallantry away from the battlefield.

Recipients are soldiers, officers, and sometimes civilians who have shown extraordinary courage in the line of duty.

Answer: Model answer above — adapt as needed.

Q3 What qualities do you think a soldier should have? If you had to share a message with a soldier, what would it be?

SOLUTION

Model response (Scope B):
Qualities a soldier should have: courage, discipline, loyalty, selflessness, physical endurance, teamwork, quick decision-making, and a strong sense of duty.

Message to a soldier:
'Thank you for your unwavering courage and sacrifice. You stand at the borders so that millions of us can sleep in peace. Your service is the greatest gift to our nation. We salute you.'

Answer: Model answer above — adapt as needed.

Exercise 2.2 — Let us discuss — A Tale of Valour

Q1 Arrange the following events in chronological order. The first (1) and last (8) events have been given.

1. Major Somnath Sharma was born in 1923 in Kangra, Himachal Pradesh. (1)
2. Even after losing Major Somnath Sharma, the soldiers fought bravely to save Srinagar for India.
3. The D Company, under the command of Major Somnath Sharma, was flown into Srinagar.
4. Major Somnath Sharma underwent training at the Royal Military College, Sandhurst.
5. Major Somnath Sharma requested air strikes to combat the enemy at Badgam.
6. Major Somnath Sharma was commissioned into the 19th Hyderabad Regiment in 1942.
7. Major Somnath Sharma was killed immediately after a mortar shell hit him.
8. Major Somnath Sharma was the first recipient of the Param Vir Chakra. (8)

SOLUTION

Arrange each event using dates and sequence clues from the text:

1. Major Somnath Sharma was born in 1923 in Kangra, Himachal Pradesh. (given as 1)
2. Major Somnath Sharma underwent training at the Royal Military College, Sandhurst. (education before commissioning)
3. Major Somnath Sharma was commissioned into the 19th Hyderabad Regiment in 1942.
4. The D Company, under the command of Major Somnath Sharma, was flown into Srinagar. (31 October 1947)
5. Major Somnath Sharma requested air strikes to combat the enemy at Badgam. (03 November 1947, during the battle)
6. Major Somnath Sharma was killed immediately after a mortar shell hit him. (03 November 1947, later in the battle)
7. Even after losing Major Somnath Sharma, the soldiers fought bravely to save Srinagar for India. (after his death, same day)
8. Major Somnath Sharma was the first recipient of the Param Vir Chakra. (given as 8 — awarded posthumously)

Answer: Chronological order: 1 → 4 (Sandhurst training) → 6 (commissioned 1942) → 3 (flown to Srinagar) → 5 (requested air strikes) → 7 (killed by mortar shell) → 2 (soldiers fought on) → 8 (awarded PVC posthumously).

Exercise 2.3 — Let us think and reflect — A Tale of Valour

Q1 Extract 1:

'Vastly outnumbered and facing devastating fire, Major Somnath Sharma and his men stood resolute. The air was thick with the sound of gunfire and the cries of battle, but Major Somnath Sharma's voice cut through the chaos, urging his men to fight with tenacity and valour. Despite heavy casualties and his own injuries, Major Somnath Sharma displayed unparalleled bravery. He moved fearlessly through the battlefield, directing fire, filling magazines for his gunners, and encouraging his men to hold their ground.'

(i) What can be inferred about the conditions from the line: 'The air was thick with gunfire…'?

A. The gunshots had stopped for a while.
B. There was intense fighting on the battlefield.
C. The invaders were retreating from the fight.
D. The Indian soldiers had achieved victory.

SOLUTION

The phrase 'the air was thick with the sound of gunfire and the cries of battle' uses the expression 'thick with' to mean filled with or full of.

This conveys that the battlefield was overwhelmed with sounds of shooting and fighting — indicating intense, ongoing combat.

Options A, C, and D contradict the passage; the battle was not stopping, the enemy was not retreating, and victory had not been achieved.

Answer: B. There was intense fighting on the battlefield.

Q2 (ii) Complete the sentence with a suitable reason.

Despite heavy casualties, Major Somnath Sharma continued to lead his men because _____.

SOLUTION

The passage states he 'displayed unparalleled bravery', moved 'fearlessly through the battlefield', directed fire, filled magazines for his gunners, and encouraged his men to 'hold their ground'.

His earlier words — 'I know my men better than anyone else, and if they are going into action, they are not going in without me' — show deep commitment to

his soldiers.

His final words — 'I shall not withdraw an inch but will fight to the last man and the last round' — confirm his unwavering resolve.

Answer: Despite heavy casualties, Major Somnath Sharma continued to lead his men because he felt a deep sense of duty and responsibility towards his soldiers, and was determined to protect Srinagar at any cost — refusing to retreat even when vastly outnumbered.

Q3 (iii) Select the correct option for both Assertion (A) and Reason (R):
(A): Major Somnath Sharma moved fearlessly through the battlefield, even though he was injured.
(R): He believed his courage was important to motivate the soldiers.
A. Both (A) and (R) are true, and (R) is the correct explanation of (A).
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A).
C. (A) is true, but (R) is false.
D. (A) is false, but (R) is true.

SOLUTION

(A) is true: the text states his left hand was in plaster, yet he 'moved fearlessly through the battlefield, directing fire, filling magazines for his gunners'.

(R) is also true: the text says his voice 'cut through the chaos, urging his men to fight with tenacity and valour', and even after his death, 'the heroic actions of late Major Somnath Sharma motivated his men to hold on to their position for over six more hours'.

The reason (R) correctly explains the assertion (A) — his fearlessness was a deliberate act of leadership to keep his men motivated.

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

Q4 (iv) Fill in the blank with the correct word from the brackets:
Major Somnath Sharma was filling magazines, and encouraging his men to hold their ground despite ___. (injuries/worry)

SOLUTION

The text states: 'Despite heavy casualties and his own injuries, Major Somnath Sharma displayed unparalleled bravery.'

His left hand was also in plaster at the time of the battle.

'Worry' is not mentioned as a factor he was overcoming.

Answer: injuries

Q5 Extract 2:
'Born on 31 January 1923, in the picturesque town of Dadh in Kangra, Himachal Pradesh, Somnath Sharma belonged to a family with a rich military legacy. His father, Major General Amar Nath Sharma, had served the nation with distinction, and young Somnath was deeply inspired by the valorous tales of the Mahabharata, imparted to him by his grandfather.'

(i) What can be inferred about Somnath Sharma's early influences on his career?
A. He was primarily influenced by his father's achievements in the military.
B. His inspiration came solely from the tales of the Mahabharata.
C. His family and heritage inspired his bravery and sense of duty.
D. He decided to join the military out of necessity rather than passion.

SOLUTION

The extract mentions two sources of inspiration: (1) his father, Major General Amar Nath Sharma, who served with distinction, and (2) his grandfather who imparted the valorous tales of the Mahabharata.
Options A and B are too narrow — they each cite only one source.
Option D is not supported; nothing suggests he joined out of necessity.
Option C captures both influences together — family (father's military legacy) and heritage (Mahabharata tales from grandfather).

Answer: C. His family and heritage inspired his bravery and sense of duty.

Q6 (ii) Identify whether the following statement is true or false:
Somnath Sharma belonged to a wealthy family.

SOLUTION

The extract says he 'belonged to a family with a rich military legacy' — the word 'rich' here means abundant or great in terms of tradition and honour, not financial wealth.
The text makes no reference to the family being financially wealthy.

Answer: False. The extract says his family had a 'rich military legacy' — meaning a proud tradition of military service, not financial wealth.

Q7 (iii) What does the phrase 'served the nation with distinction' tell us about Major General Amar Nath Sharma?

SOLUTION

The phrase 'served the nation with distinction' means he performed his duties with exceptional skill, dedication, and excellence.

It implies he was highly respected and recognized for his outstanding contributions to the country.

Answer: It tells us that Major General Amar Nath Sharma performed his duties with exceptional dedication, honour, and excellence, earning great respect for his contributions to the nation.

Q8 (iv) Replace the underlined phrase with a word from the extract that has a similar meaning:
'My family and I visited a popular hill station and stayed in an old but visually charming house surrounded by trees.'

SOLUTION

The underlined phrase 'visually charming' means beautiful or pleasing to look at.

In the extract, the word 'picturesque' is used to describe the town of Dadh: 'the picturesque town of Dadh'.

'Picturesque' means visually attractive or charming, especially in a quaint or scenic way.

Answer: picturesque

Q9 II Answer the following questions.
1. 'Major Somnath's legacy of courage and devotion to the nation remains forever alive, forever alive…' What is the significance of the repetition in this line?

SOLUTION

The phrase 'forever alive' is repeated twice.

The repetition creates emphasis — it stresses that Major Somnath's legacy is not merely remembered but continues to live on powerfully.

The repetition also mirrors the unending, timeless nature of his inspiration: just as he would not withdraw an inch on the battlefield, his memory will not fade.
It gives the sentence a rhythmic, almost incantatory quality, heightening the emotional impact and conveying that future generations will never forget his sacrifice.

Answer: The repetition of 'forever alive' emphasises that Major Somnath's legacy is enduring and timeless. It highlights that his courage and devotion will continue to inspire generations, just as his spirit never retreated on the battlefield.

Q10 2. Why do you think Major Somnath's leadership was critical during the Battle of Badgam?

SOLUTION

Major Somnath's leadership was critical for several reasons grounded in the text:
— He personally insisted on joining his company despite having his left hand in plaster, showing that his presence mattered to his men.
— He correctly assessed the enemy's tactics — recognising the first attack was a distraction and preparing for the major assault from another side.
— He requested air strikes and bravely laid out ground panels to guide the aircraft, showing tactical intelligence.
— He moved fearlessly through the battlefield, directing fire and filling magazines for his gunners, sustaining morale.
— Even after his death, his heroic example motivated his 90 men to hold their position for over six more hours.
— D Company's resistance allowed time for reinforcements to arrive, ultimately saving Srinagar for India.

Answer: Major Somnath's leadership was critical because he assessed the enemy's tactics accurately, requested air strikes, and personally inspired his men by fighting fearlessly despite being injured. Even after his death, his example kept 90 soldiers holding their ground for six more hours, giving time for reinforcements that ultimately saved Srinagar.

Q11 3. What were Major Somnath's last words? What do they reflect about his sense of duty?

SOLUTION

Major Somnath Sharma's last reported words were:
'The enemy is only 50 yards from us. We are heavily outnumbered. We are under devastating fire. I shall not withdraw an inch but will fight to the last man and the last round.'

These words reflect:
— An absolute refusal to retreat, even when facing certain death.
— A prioritisation of national duty over personal survival.
— Awareness of the ground reality (50 yards, outnumbered, devastating fire) combined with an unwavering resolve — he was not deluded, he knew the danger and chose to stand firm.
— A commitment to his men: 'fight to the last man' shows he would not abandon them.

Answer: His last words were: 'The enemy is only 50 yards from us. We are heavily outnumbered. We are under devastating fire. I shall not withdraw an inch but will fight to the last man and the last round.' They reflect his total dedication to duty — fully aware of the danger, he chose to stand firm rather than retreat, placing his responsibility to the nation above his own life.

Q12 4. What might have been the outcome of the Battle of Badgam if Major Somnath and his company had not held their ground?

SOLUTION

Based on the text, the text states: 'The Pakistani invaders sought to capture the Srinagar airfield and its surrounding areas.'
The airfield was the key to controlling Srinagar, and Srinagar was central to the Kashmir Valley.
If D Company had retreated or been overrun immediately:
— The invaders could have captured the Srinagar airfield, cutting off the air route for Indian reinforcements.
— With the airfield lost, India could not have airlifted more troops (the land route through Pathankot was not in good condition).
— Srinagar and potentially the entire Kashmir Valley might have fallen into

Pakistani hands.

— The newly independent India would have suffered a severe blow to its territorial integrity.

Instead, D Company's six-hour resistance allowed reinforcements, including the Punjab regiment, to arrive and save the day.

Answer: If Major Somnath and his company had not held their ground, the invaders could have captured the Srinagar airfield, cutting off India's air supply route for reinforcements. This might have led to the fall of Srinagar and the Kashmir Valley, dealing a devastating blow to newly independent India's territorial integrity.

Q13 5. Why do you think Major Somnath's story continues to inspire soldiers and civilians today?

SOLUTION

Major Somnath's story continues to inspire because:

— He was only 24 years old when he sacrificed his life, showing that youth is no barrier to extraordinary courage.

— He fought despite a physical disability (his left hand was in plaster), showing that true determination overcomes physical limitations.

— He faced a 7:1 numerical disadvantage and still held firm — a powerful symbol that courage can overcome overwhelming odds.

— His last words capture a universally admirable ideal: absolute devotion to duty until the very end.

— He was honoured on the Honour Wall of the National War Memorial, ensuring his memory is preserved for all to see.

— The text notes: 'his story is a reminder of the sacrifices made by countless men and women in defence of the motherland.'

Answer: Major Somnath's story inspires because he was only 24, fought with a broken hand against overwhelming odds, refused to retreat even at the cost of his life, and his sacrifice saved Srinagar for India. He embodies the ideals of duty, courage, and selflessness that are relevant to both soldiers in the field and civilians in everyday life.

Q14 6. How can the values demonstrated by Major Somnath Sharma — courage, duty, and self-sacrifice — be applied in our daily lives?

SOLUTION

Courage in daily life: standing up for what is right even when it is unpopular, speaking the truth when it is difficult, or helping someone who is being bullied.

Duty in daily life: fulfilling one's responsibilities — as a student (studying sincerely), as a family member (helping at home), as a citizen (following laws and contributing to the community).

Self-sacrifice in daily life: sharing resources with those in need, putting others' needs before our own convenience, volunteering time to help classmates or neighbours.

The text itself invites this reflection: 'His story, marked by selflessness and bravery, will continue to inspire and guide generations to come.'

Answer: Courage can be practised by standing up for truth and justice in everyday situations. Duty means sincerely fulfilling our responsibilities as students, family members, and citizens. Self-sacrifice means placing others' wellbeing above personal comfort — helping a friend in need or contributing to the community. Major Somnath's life shows that these values, lived consistently, create a lasting legacy.

Exercise 2.4 — Let us learn — A Tale of Valour

Q1 I Match the expressions from the text in Column 1 with the most suitable situations in Column 2.

Column 1: 1. Fight to the last man 2. Foil the plan 3. Deliver a blow 4. Hold their ground

Column 2: (i) A sports team scores a last-minute goal, giving them the lead and shaking the opponent's confidence. (ii) The soldiers fought valiantly until each one laid down his life for the nation. (iii) Soldiers stay in their position and fight back, even though the enemy is stronger. (iv) A spy disrupts the enemy's efforts to invade a country by intercepting their communications.

SOLUTION

Match by meaning:

1. Fight to the last man — (ii) The soldiers fought valiantly until each one laid down his life. ('Fight to the last man' means to continue fighting until every soldier has fallen.)
2. Foil the plan — (iv) A spy disrupts the enemy's efforts by intercepting their communications. ('Foil the plan' means to prevent or frustrate a plan.)
3. Deliver a blow — (i) A sports team scores a last-minute goal, shaking the opponent's confidence. ('Deliver a blow' means to cause damage or harm, literally or figuratively.)
4. Hold their ground — (iii) Soldiers stay in their position and fight back, even though the enemy is stronger. ('Hold their ground' means to maintain one's position without retreating.)

Answer: 1→(ii), 2→(iv), 3→(i), 4→(iii)

Q2 Complete the following sentences using the expressions from Column 1 (fight to the last man, foil the plan, deliver a blow, hold their ground):
A. The detective managed to ___ by finding the hidden evidence before the culprit could get rid of it.
B. The company's new advertising campaign was meant to ___ to their competitors' sales.
C. The hikers chose to ___ despite the heavy rain, refusing to turn back.
D. Despite being heavily outnumbered, the soldiers vowed to defend their homeland and ___, refusing to surrender.

SOLUTION

A. 'foil the plan' — the detective prevented the culprit's plan by finding the hidden evidence.
B. 'deliver a blow' — the advertising campaign aimed to damage the competitors' sales.
C. 'hold their ground' — the hikers refused to turn back, maintaining their position/resolve.
D. 'fight to the last man' — the soldiers vowed to defend until every one of them fell, refusing surrender.

Answer: A. foil the plan B. deliver a blow C. hold their ground D. fight to the last man

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Q3 II Match the collective nouns in Column 1 to their meanings in Column 2 (armed forces context).
Column 1: 1. regiment 2. squadron 3. fleet 4. battalion
Column 2: (i) a large body of troops ready for battle, especially an infantry unit (ii) a permanent unit of an army typically commanded by a lieutenant colonel/colonel and divided into several companies (iii) a small unit, typically comprising 12–24 aircraft and their crews (iv) a group of ships sailing together

SOLUTION

1. regiment — (ii) a permanent unit of an army typically commanded by a lieutenant colonel/colonel and divided into several companies.
2. squadron — (iii) a small unit, typically comprising 12–24 aircraft and their crews used in air force, naval, or army aviation services.
3. fleet — (iv) a group of ships sailing together, engaged in the same activity, or under the same ownership.

4. battalion — (i) a large body of troops ready for battle, especially an infantry unit.

Answer: 1→(ii), 2→(iii), 3→(iv), 4→(i)

Q4 Fill in the blanks with collective nouns from Column 1 (regiment, squadron, fleet, battalion):

A. The commanding officer addressed the entire ___ of soldiers during the morning assembly.

B. The admiral ordered the entire ___ to set sail for battle.

C. The ___ of infantry advanced slowly through the dense forest.

D. A ___ of fighter jets was sent to intercept the enemy planes.

SOLUTION

A. regiment — a regiment is a unit of soldiers commanded by a colonel; the CO addressing the whole regiment fits.

B. fleet — an admiral commands naval ships; a fleet is a group of ships.

C. battalion — a battalion is a large body of infantry troops; advancing through a forest fits.

D. squadron — a squadron is a unit of aircraft; fighter jets form a squadron.

Answer: A. regiment B. fleet C. battalion D. squadron

Q5 III Fill in the blanks with the correct 'over-' words from the box (overwhelm, overthrow, overrun) using the meanings given:

1. To take and seize control: ___

2. To invade or occupy an area in large numbers: ___

3. To flood or overpower someone or something emotionally: ___

SOLUTION

1. To take and seize control → overthrow (to overthrow means to remove from power by force, seizing control).

2. To invade or occupy an area in large numbers → overrun (the text uses it: 'before being overrun by the enemy').

3. To flood or overpower someone or something emotionally → overwhelm (to overwhelm means to be overpowered by strong feelings or force).

Answer: 1. overthrow 2. overrun 3. overwhelm

Q6 Create a list of at least five other verbs that begin with 'over' and frame sentences of your own.

SOLUTION

Five 'over-' verbs with model sentences:

1. overcome — She overcame her fear of heights by practising rock climbing.
2. overlook — The manager overlooked the small error in the report.
3. overpower — The strong smell of the flowers overpowered the room.
4. oversee — The principal was asked to oversee the Annual Sports Day arrangements.
5. overtake — The cyclist managed to overtake the leader in the final lap.

Answer: Model answer above — adapt as needed.

Q7 IV Fill in the blanks correctly with the noun/verb pairs (advice/advise, practice/practise, device/devise, council/counsel):

1. The teacher's (i) ___ is always helpful, and she continues to (ii) ___ students on their career choices.
2. The musician believes that daily (i) ___ helps a lot, so she is always ready to (ii) ___ her harmonium lessons.
3. The scientist uses a strange (i) ___ for experiments and plans to (ii) ___ new methods for his analysis.
4. The village (i) ___ met to discuss issues and decided to (ii) ___ the villagers on important matters.

SOLUTION

Rule: words ending in '-ce' are nouns; words ending in '-se' are verbs.

1. (i) advice (noun — the helpful guidance), (ii) advise (verb — she continues to counsel students).
2. (i) practice (noun — daily practice), (ii) practise (verb — she practises her lessons).
3. (i) device (noun — a strange instrument), (ii) devise (verb — to plan/create new methods).
4. (i) council (noun — a governing body), (ii) counsel (verb — to give advice to the villagers).

Answer: 1. (i) advice, (ii) advise 2. (i) practice, (ii) practise 3. (i) device, (ii) devise 4. (i) council, (ii) counsel

Q8 V Subject-Verb Agreement: Fill in the blanks by choosing the correct verb from the brackets.

1. The bouquet of flowers ___ (is/are) beautiful.
2. Neither the teacher nor the students ___ (was/were) aware of the change in the schedule.
3. Each of the participants ___ (has/have) submitted their projects on time.
4. The data collected by the researchers ___ (shows/show) significant trends.
5. One of the players ___ (was/were) injured during the match.
6. Either the children or their guardian ___ (has/have) to attend the meeting.
7. A pair of shoes ___ (is/are) missing from the rack.
8. Neither of the statements ___ (is/are) true.
9. The members of the jury ___ (has deliver/have delivered) their verdict to the court.
10. Mathematics ___ (is/are) an interesting subject for many students.

SOLUTION

1. is — 'bouquet' is the subject (singular noun); 'of flowers' is a prepositional phrase.
2. were — with 'neither…nor', the verb agrees with the nearer subject; 'students' is plural → were.
3. has — 'each' is always singular → has.
4. shows — 'data' used here as a collective/mass noun takes singular agreement → shows.
5. was — 'one' is singular → was.
6. has — with 'either…or', verb agrees with the nearer subject; 'guardian' is singular → has.
7. is — 'a pair' is singular → is.
8. is — 'neither of the statements' uses singular agreement → is.
9. have delivered — 'members' is plural → have delivered.
10. is — school subjects (Mathematics, Physics, etc.) take singular verbs → is.

Answer: 1. is 2. were 3. has 4. shows 5. was 6. has 7. is 8. is 9. have delivered 10. is

Q9 VI Correct the incorrect usage of verbs in the passage (subject-verb agreement errors):
'A battalion of soldiers stand at attention as the National flag are raised. Each soldier salute with pride while the commander and his assistants inspects the parade. The sound of marching feet echo through the air as a group of cadets prepare for their drill. Meanwhile, a convoy of military vehicles pass by, drawing cheers from the gathered crowd.'

SOLUTION

Identify the subject of each verb and apply subject-verb agreement:
1. 'A battalion of soldiers stand' → 'A battalion of soldiers stands' (battalion = singular collective noun).
2. 'the National flag are raised' → 'the National flag is raised' (flag = singular).
3. 'Each soldier salute' → 'Each soldier salutes' (each = singular).
4. 'the commander and his assistants inspects' → 'the commander and his assistants inspect' (compound subject joined by 'and' = plural).
5. 'The sound of marching feet echo' → 'The sound of marching feet echoes' (sound = singular subject).
6. 'a group of cadets prepare' → 'a group of cadets prepares' (group = singular collective noun).
7. 'a convoy of military vehicles pass' → 'a convoy of military vehicles passes' (convoy = singular collective noun).

Answer: Corrected passage: 'A battalion of soldiers stands at attention as the National flag is raised. Each soldier salutes with pride while the commander and his assistants inspect the parade. The sound of marching feet echoes through the air as a group of cadets prepares for their drill. Meanwhile, a convoy of military vehicles passes by, drawing cheers from the gathered crowd.'

Exercise 2.5 — Let us speak — A Tale of Valour

Q1 In groups of 4–5, speak about how you propose to serve your nation. Choose from themes: Saving the environment / Health and well-being / Helping others / Righteous conduct. Use the given sentence prompts.

SOLUTION

Model spoken response (theme: Saving the environment):

I believe one of the best ways to serve the nation is by protecting our environment, because a healthy nation requires clean air, water, and land.

A small change we can make is to carry reusable bags instead of plastic ones, and it will have a big impact because millions of plastic bags end up in rivers and oceans every day.

If everyone contributes by segregating waste at home into dry and wet categories, it can lead to more efficient recycling and a significant reduction in landfill.

One of the biggest challenges we face is plastic pollution, and I propose we address it by starting a 'plastic-free school' drive — no single-use plastic on school premises.

We can make a difference by working together as a team if we organise monthly neighbourhood clean-up walks.

Serving the nation is not just about big actions; even small efforts like switching off lights when not needed or planting one tree a year matter.

Answer: Model answer above — adapt as needed.

Exercise 2.6 — Let us write — A Tale of Valour

Q1 Write a letter of enquiry from your school to the in-charge of a Memorial in your state/region, requesting information about available dates for visits, duration of the tour, entry fees, and guidelines for student groups. Use the given layout and prompts.

SOLUTION

Model letter of enquiry:

Delhi Public School
Sector 12, Dwarka
New Delhi — 110075

13 July 2026

The In-charge
National War Memorial
Near India Gate, Kartavya Path
New Delhi — 110001

Subject: Enquiry about a School Visit to the National War Memorial

Dear Sir/Madam,

This is to enquire about the possibility of organising a guided educational visit to the National War Memorial for a group of Class 8 students of our school.

Firstly, I request you to share the available dates for school group visits during the month of August 2026.

Could you please provide details about the duration of the tour and the specific sections or exhibits that would be included in the visit for school students?

Secondly, I would appreciate it if you could explain whether there is any entry fee for students, and if so, the applicable charges per student.

I would also be grateful to get further details on the guidelines and rules that must be followed by student groups during the visit.

Lastly, could you clarify if prior permission or registration is required for school group bookings, and the process to complete it?

An early reply will be greatly appreciated, as it will help us plan the visit well in advance and make the necessary arrangements for transport and permissions.

I look forward to your guidance and support for making this trip meaningful.

Yours sincerely,
Ananya Sharma
Class Teacher, Class 8B
Delhi Public School, Dwarka

Answer: Model answer above — adapt as needed.

Exercise 2.7 — Let us explore — A Tale of Valour

Q1 I Research Captain Vikram Batra, the last recipient of the PVC (as of the text). He captured Point 5140 on 20 June 1999 and Point 4875 on 07 July 1999 before being fatally wounded. What qualities made him deserving of the PVC?

SOLUTION

Based on the text's account of Captain Vikram Batra:

— Exemplary courage: he led the assault on Point 5140 from the front and captured it.

— Physical bravery: at Point 4875, he engaged in hand-to-hand combat with the enemy, killing five soldiers at point-blank range.

— Selflessness: despite sustaining serious injuries, he continued to inspire his company men, whose determination to avenge his death led to the capture of Point 4875.

— Leadership: his dauntless determination inspired his men even when he could no longer fight.

— His iconic signal after capturing Point 5140 — 'Yeh Dil Mange More' — became a symbol of the spirit of the Kargil War.

— He was awarded the Param Vir Chakra posthumously, for absolute disregard for personal safety in the performance of duty.

Answer: Captain Vikram Batra deserved the PVC for his exemplary courage in leading assaults from the front, engaging the enemy in hand-to-hand combat, and inspiring his men even after sustaining fatal injuries. His selfless leadership and absolute disregard for personal safety in capturing two key peaks during the Kargil War 1999 exemplified the highest standards of gallantry.

Q2 II Find out more about gallantry awards in India (Param Vir Chakra, Maha Vir Chakra, Vir Chakra). Share your findings.

SOLUTION

From the text and general research:

— Param Vir Chakra (PVC): India's highest military award. Given for the most conspicuous bravery in the presence of the enemy. India's 21 PVC awardees include Major Somnath Sharma (first) and Captain Vikram Batra (last, to date).

— Maha Vir Chakra (MVC): Second-highest military award. Awarded for acts of gallantry in the presence of the enemy.

— Vir Chakra (VrC): Third-highest. Awarded for acts of gallantry in the presence of the enemy.
— All three are awarded on Republic Day (26 January) by the President of India.
— There are also peace-time gallantry awards: Ashoka Chakra (highest, equivalent to PVC), Kirti Chakra, and Shaurya Chakra.

Answer: Model answer above — adapt as needed.

Q3 III Find out the key roles of women in the Indian Army. Share with your classmates.

SOLUTION

Key roles of women in the Indian Armed Forces (research-based model answer):
— Indian Army: Women officers serve in the Army Medical Corps, Army Dental Corps, Military Nursing Service, Judge Advocate General branch, Army Education Corps, and the Army Service Corps. Permanent Commission (PC) has been granted to women officers in several branches following a Supreme Court ruling.
— Indian Navy: Women officers serve in various branches including Education, Law, Logistics, and Observers/ATC. INS Shirshendu has women crew members.
— Indian Air Force: Women serve as fighter pilots (IAF inducted the first women fighter pilots in 2016 — Avani Chaturvedi, Bhawana Kanth, Mohana Singh), transport pilots, helicopter pilots, and in ground duties.
— The government has been expanding opportunities for women in combat and leadership roles steadily.

Answer: Model answer above — adapt as needed.

Q4 IV Make a list of patriotic songs in any language, including songs from your region. Share with classmates.

SOLUTION

Model list (Scope B):
Hindi patriotic songs: 'Vande Mataram', 'Aye Mere Watan Ke Logo', 'Maa Tujhe Salaam', 'Sandese Aate Hain', 'Rang De Basanti', 'Ae Watan' (Raazi)
English: 'Saare Jahan Se Achha' (also in Hindi), 'Jana Gana Mana' (national anthem)
Regional examples: 'Kadam Kadam Badhaye Ja' (Marathi/Hindi), 'Nede Nenu Kadu' (Telugu), 'Bharata Matha Ki Jai' (Kannada)

Note: Students should add songs from their own regional language and share the meaning with the class.

Answer: Model answer above — adapt as needed.

Exercise 2.8 — Let us do these activities before we read — Somebody's Mother

Q1 I Recall a time you helped someone. Write two words describing: 1. What were your feelings after you did so? 2. What might have been the feelings of the person whom you helped?

SOLUTION

Model response (Scope B):
Once, I helped an elderly neighbour carry her heavy grocery bags up the stairs when the lift was not working.

1. My feelings after helping: satisfied, proud (proud of taking the initiative; satisfied that I had made a real difference to someone's day).
2. The other person's possible feelings: relieved, grateful (relieved that the struggle was over; grateful that a young person stopped to help without being asked).

Answer: Model answer above — adapt as needed.

Q2 II Circle the words associated with an elderly person; underline the words associated with a school student, from: strong, firm, slow, worried, bent, guide, trembling, merry, helpful, hastening, grey.
Discuss the reasons for your choices.

SOLUTION

Words associated with an elderly person (circle): slow, bent, trembling, grey, worried
Reasons: Old age brings physical changes — slower movement, a bent posture from weakened bones, trembling from reduced muscle control, grey hair, and worry about health or daily needs.

Words associated with a school student (underline): strong, firm, merry, hastening, helpful
Reasons: School students are typically energetic (strong, firm movements), joyful and playful (merry), rushing between classes or activities (hastening), and eager to assist (helpful).

Note: Some words (e.g. helpful, worried) could apply to both — the poem itself shows both can overlap.

Answer: Model answer above — adapt as needed.

Q3 III Select the suitable meaning of 'ragged' as used in the lines 'The woman was old and ragged and grey / And bent with the chill of the Winter's day.' Choices: 1. old and torn (shabby) 2. uneven edge 3. not smooth/regular 4. very tired (informal).

SOLUTION

In the poem, 'ragged' is used to describe the woman's overall appearance alongside 'old and grey'.

The context is a description of how she looks — her clothes, her state of poverty.

Meaning 1 — 'old and torn; shabby' — fits perfectly: a poor, elderly woman wearing worn-out, tattered clothing.

The other meanings (uneven edge, irregular, tired) do not fit the context of describing a person's appearance in relation to poverty and old age.

Answer: Meaning 1: (of clothes) old and torn; synonym: shabby. The word describes the woman's worn-out, tattered appearance, fitting the poem's depiction of her poverty.

Exercise 2.9 — Let us discuss — Somebody's Mother

Q1 I Arrange the events of the poem in the correct order of occurrence:

1. The boy returned to his friends, feeling proud of what he had done.
2. The old woman stood alone at the crossing, hesitant to move.
3. A group of schoolboys passed by, playing and laughing.
4. The boy offered to help the old woman cross the street.
5. The woman prayed for the boy who helped her.
6. The children hurried past the old woman without offering help.
7. The woman placed her hand on the boy's arm, and he guided her safely across the street.
8. The boy thought about his own mother and hoped someone would help her one day.

SOLUTION

Follow the poem's narrative sequence:

1. The old woman stood alone at the crossing, hesitant to move. (opening stanzas)
2. A group of schoolboys passed by, playing and laughing. (stanza 3: 'Came the boys like a flock of sheep')
3. The children hurried past the old woman without offering help. (stanza 3: 'Past the woman so old and grey / Hastened the children on their way')
4. The boy offered to help the old woman cross the street. (stanza 4: 'He paused beside her and whispered low')
5. The woman placed her hand on the boy's arm, and he guided her safely across the street. (stanza 5)
6. The boy returned to his friends, feeling proud of what he had done. (stanza 5: 'Then back again to his friends he went')
7. The boy thought about his own mother and hoped someone would help her one day. (stanza 6: 'I hope some fellow will lend a hand / To help my mother...')
8. The woman prayed for the boy who helped her. (final stanza)

Answer: Correct order: 2 → 3 → 6 → 4 → 7 → 1 → 8 → 5

Q2 II Fill in the blanks by choosing the correct answer from the options:
1. The central theme of the poem is ___. (kindness and empathy / adventure and courage)
2. The tone of the poem is ___. (humorous and playful / sympathetic and hopeful)
3. The poem is written in couplets with ___ lines in each stanza. (four / two)
4. The structure of the poem gives a rhythmic flow that reflects both the ___. (narrative and emotions / story's pace and message)
5. The poem follows a rhyme scheme of ___. (AABB / ABAB)

SOLUTION

1. kindness and empathy — the poem is about a boy stopping to help an elderly woman; it celebrates compassion.
2. sympathetic and hopeful — the tone is sympathetic towards the old woman's vulnerability and hopeful about human kindness (the boy's prayer and the woman's prayer both show hope).
3. two — each stanza consists of rhyming couplets (pairs of lines), so two lines per unit.
4. narrative and emotions — the structure supports both the storytelling (events in order) and the emotional arc (empathy growing through the poem).
5. AABB — consecutive lines rhyme: 'grey/day', 'snow/slow', 'shout/out', etc.

Answer: 1. kindness and empathy 2. sympathetic and hopeful 3. two 4. narrative and emotions 5. AABB

Q3 III Pick examples from the poem for the following poetic devices:
1. Simile 2. Alliteration 3. Repetition

SOLUTION

1. Simile — a comparison using 'like' or 'as':
   'Came the boys like a flock of sheep' — the schoolboys are compared to a flock of sheep (a large, noisy, undirected crowd).
2. Alliteration — repetition of the same initial consonant sound:
   'snow piled white' — 'w' sound in 'white'
   'Her aged hand on his strong young arm' — 'h' in 'her/hand/his'
   'firm and strong' — 'f' and 's' sounds
   Best example: 'somebody's son' — 's' repeated.
3. Repetition — a word or phrase used more than once for effect:

'Somebody's mother' — repeated in the poem's title and in lines 'She's somebody's mother, boys, you know' and the final stanza 'And somebody's mother bowed low her head', emphasising the universal value of every elderly person.

Answer: 1. Simile: 'Came the boys like a flock of sheep.' 2. Alliteration: 'somebody's son' (s-s), 'firm and strong' (f/s). 3. Repetition: 'Somebody's mother' — used in the title and at least twice in the poem to emphasise that every old woman is someone's mother.

Q4 IV Complete the following sentences appropriately explaining the imagery:
1. The poem uses imagery to describe scenes of a bustling street. We know this by the phrase ___.
2. The line 'The street was wet with a recent snow' suggests a cold and ___ weather, emphasising the woman's helplessness.

SOLUTION

1. The poem describes a busy street with multiple people. The phrase 'amid the throng / Of human beings who passed her by' provides the clearest imagery of a bustling street — a throng means a large, dense crowd.

2. 'The street was wet with a recent snow' suggests cold and slippery/harsh weather. The wetness from melted snow makes the ground slippery, adding to the danger for the old woman's 'aged and slow' feet. This environmental detail emphasises her helplessness — she cannot safely cross the slippery street alone.

Answer: 1. 'amid the throng / Of human beings who passed her by' 2. slippery / harsh

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Q5 V Complete the following sentence with a suitable reason:
The poet repeats the phrase 'Somebody's mother' because it ___.

SOLUTION

The phrase 'Somebody's mother' is repeated to remind readers — and the boys in the poem — that the old woman is not a stranger to be ignored but a mother, connected to someone who loves her.
The repetition universalises the idea: every elderly, vulnerable person we pass on the street has a role, a family, and someone who cares for them.

It also builds the emotional climax — the boy uses this logic to justify his help, and the poet uses it to move readers toward empathy and action.

Answer: The poet repeats the phrase 'Somebody's mother' because it reminds us that every elderly, vulnerable person is someone's beloved family member. The repetition deepens empathy and challenges the reader and the other boys to see beyond a stranger's appearance.

Q6 VI Complete the analogy:
The old woman: vulnerable and neglected :: The young boy: ___.

SOLUTION

The old woman is portrayed as vulnerable (physically frail, unable to cross alone) and neglected (the crowd passed her by, no one heeded her anxious eyes).
In contrast, the young boy is portrayed as compassionate and helpful — he is the only one who pauses, offers assistance, guides her safely, and feels genuine pride and happiness afterwards.
The analogy sets up a contrast: where others neglected her, the boy responded with kindness.

Answer: The young boy: compassionate and helpful

Exercise 2.10 — Let us think and reflect — Somebody's Mother

Q1 Extract 1:
'The woman was old and ragged and grey / And bent with the chill of the Winter's day. / The street was wet with a recent snow / And the woman's feet were aged and slow.'

(i) What does the phrase 'ragged and grey' refer to?
A. the woman's emotional state that day
B. the woman's old and worn-out appearance
C. the weather conditions of the particular day
D. the colour of the street and the surroundings

SOLUTION

The phrase 'old and ragged and grey' describes the woman herself.
'Ragged' refers to her worn, tattered clothing indicating poverty.
'Grey' refers to her grey hair, a marker of old age.
Together, 'ragged and grey' paint a picture of her overall appearance — aged, worn, and poor.

Answer: B. the woman's old and worn-out appearance

Q2 (ii) Complete the following sentence with a suitable reason:
The woman was 'bent' with the chill of the Winter's day because she was ___.

SOLUTION

The poem states she was 'old and ragged' with 'aged and slow' feet.
'Bent' describes a stooped posture — in old age, the spine can curve forward (kyphosis). The cold worsens this by causing muscles to tighten and making movement more painful.
The combination of old age and cold weather causes her to hunch forward.

Answer: The woman was 'bent' with the chill of the Winter's day because she was old and frail, and the cold made her body stiffen and hunch, adding to her already stooped posture.

Q3 (iii) Identify the fact and opinion from the following sentences:

A. The street was wet with recent snow.

B. The woman was too weak to cross the street on her own.

SOLUTION

A. 'The street was wet with recent snow' — FACT. It is a verifiable, objective description of a physical condition that can be observed.

B. 'The woman was too weak to cross the street on her own' — OPINION. The poem shows she 'waited long', was 'afraid to stir', and needed help; however, 'too weak' is an inference/judgement, not a directly stated observable fact. She may have been fearful of the slippery street rather than physically unable.

Answer: A. Fact — it is an observable, verifiable condition. B. Opinion — it is an inference about her physical capability, not a directly stated observation.

Q4 (iv) Why do you think the woman's feet were described as 'aged and slow'?

SOLUTION

The description 'aged and slow' is significant because:

— It emphasises that her body has been worn by time; 'aged' links her feet to her overall old age.

— 'Slow' highlights that she cannot move quickly, making it dangerous to cross a busy street with fast-moving carriage wheels and horses.

— It creates contrast with the 'firm and strong' feet of the young boy who helps her, reinforcing the generational difference between youth and old age.

— It deepens the reader's empathy: her slow, hesitant steps make her vulnerability on a wet, slippery street very real.

Answer: The woman's feet were described as 'aged and slow' to show that old age had weakened her physically, making it difficult and dangerous for her to cross a slippery, busy street. This description deepens our sympathy and contrasts with the boy's 'firm and strong' feet.

Q5 Extract 2:

'He guided the trembling feet along, / Proud that his own were firm and strong. / Then back again to his friends he went, / His young heart happy and well content.'

(i) What does the contrast between the 'trembling feet' of the old woman and the 'firm and strong' feet of the boy emphasise?

SOLUTION

The contrast emphasises the difference between vulnerability and strength, old age and youth.

The woman's trembling feet show her physical frailty and fear — she cannot cross without help.

The boy's firm and strong feet represent youthful vitality and the capacity to help.

The contrast highlights the boy's advantage and his responsibility to use his strength in service of those who are weaker.

It also enriches the poem's theme: strength is not merely something to enjoy for oneself but to use for others.

Answer: The contrast emphasises the difference between youth and old age — the boy's strength versus the woman's frailty. It highlights that physical ability brings a responsibility to help those who are weaker.

Q6 (ii) Fill in the blank by selecting the correct option:

The poem tells us that the boy was 'proud' that his feet were strong. This tells us that the boy was ___. (arrogant about being strong / grateful for his ability to help)

SOLUTION

The poem shows the boy was 'His young heart happy and well content' after helping — not boastful or looking for admiration.

He was proud in the sense of satisfaction and gratitude: he felt fortunate that he had the physical ability to help the old woman.

'Arrogant about being strong' would imply he felt superior, but the poem shows humility and joy in service, not arrogance.

Answer: grateful for his ability to help

Q7 (iii) What is the boy most likely to tell his friends on getting back?

A. I'm so glad I could help her.

B. I'm worried about her safety.

C. I'm surprised she forgot to thank me.

D. I'm thankful for all your support.

SOLUTION

The poem tells us: 'His young heart happy and well content' — he is joyful after helping.

He then speaks the lines: 'She's somebody's mother, boys, you know... And I hope some fellow will lend a hand / To help my mother...' — showing he is motivated by empathy and happiness, not worry or resentment.

Option A — 'I'm so glad I could help her' — aligns with his 'happy and well content' state and his empathetic reasoning.

Answer: A. I'm so glad I could help her.

Q8 (iv) Rectify the false sentence:

'The young boy's actions were driven by a logical decision.'

SOLUTION

The boy's actions were not driven by logic or calculation; they were driven by compassion and empathy.

He simply 'paused beside her and whispered low' — an instinctive act of kindness.

His justification afterwards ('She's somebody's mother') shows his emotional reasoning, not a logical analysis.

Corrected sentence: 'The young boy's actions were driven by compassion and empathy.'

Answer: Corrected: 'The young boy's actions were driven by compassion and empathy, not a logical decision.'

Q9 II Answer the following questions.

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

SOLUTION

The poem tells us she was 'afraid to stir / Lest the carriage wheels or the horses' feet / Should crowd her down in the slippery street.'

Her fears as she waited:

— Fear of slipping on the wet, snow-covered street with her slow, unsteady feet.

— Fear of being knocked down by fast-moving carriage wheels or horses.

— Fear of being ignored — the poem notes that 'human beings who passed her by / Nor heeded the glance of her anxious eyes', so she may have feared no one would ever stop.

— The cold was also worsening her physical discomfort, adding urgency to her wait.

Answer: The old woman feared being knocked down by carriage wheels or horses on the slippery street. She also feared being ignored and left stranded in the cold, as she could see the crowd passing without heeding her anxious eyes.

Q10 2. How does the poet show the helplessness of the old woman? Support your answer with evidence from the poem.

SOLUTION

The poet conveys the old woman's helplessness through multiple layers:

— Physical description: 'old and ragged and grey / And bent with the chill'; 'her feet were aged and slow' — her body is failing her.

— Isolation: 'Alone, uncared for, amid the throng / Of human beings who passed her by' — she is surrounded by people yet completely alone.

— Fear: 'So meek, so timid, afraid to stir / Lest the carriage wheels or the horses' feet / Should crowd her down in the slippery street' — she dare not move.

— Being ignored: 'Nor heeded the glance of her anxious eyes' — her silent plea for help is not noticed by anyone except the one boy.

Answer: The poet shows the old woman's helplessness through her physical frailty ('aged and slow' feet, 'bent' posture), her isolation ('Alone, uncared for, amid the throng'), her fear of moving ('afraid to stir / Lest the carriage wheels... / Should crowd her down in the slippery street'), and the crowd's indifference ('Nor heeded the glance of her anxious eyes').

Q11 3. Why does the boy decide to help the old woman? What does this tell us about him?

SOLUTION

The poem does not give a calculated reason — the boy simply pauses and offers: 'He paused beside her and whispered low, / "I'll help you cross, if you wish to go."' After helping, his explanation to his friends reveals his motivation: 'She's somebody's mother, boys, you know... / And I hope some fellow will lend a hand / To help my mother, you understand, / If ever she's poor and old and grey, / When her own dear boy is far away.'

This tells us:
— He has empathy: he can imagine the old woman from someone else's perspective (a mother).
— He thinks about reciprocity: he hopes the kindness he shows will be returned to his own mother someday.
— He is compassionate and selfless — he acts without being asked and without expecting reward.
— He is emotionally mature for a young boy — he connects a stranger's vulnerability to a personal bond.

Answer: The boy helps because he feels genuine empathy — he sees the old woman not as a stranger but as 'somebody's mother', and he hopes someone will do the same for his own mother one day. This tells us he is compassionate, selfless, and emotionally mature beyond his years.

Q12 4. How was the boy's approach towards the old woman different from that of the other boys in the group?

SOLUTION

The other boys: 'Past the woman so old and grey / Hastened the children on their way. / Nor offered a helping hand to her' — they rushed past, indifferent to her plight.

The boy: 'At last came one of the merry troop, / The gayest laddie of all the group; / He paused beside her and whispered low, / "I'll help you cross, if you wish to go."'

Differences:
— The others hastened; he paused.
— The others offered nothing; he offered his arm and his time.
— The others were part of a group that moved on; he separated from the group to help.
— The others showed no awareness of her anxiety; he approached gently, whispering 'low' so as not to startle or embarrass her.
Ironically, it was 'the gayest laddie' — seemingly the most carefree — who showed the most heart.

Answer: While the other boys hastened past without offering any help, the boy paused, approached gently, and offered to help her cross. His willingness to separate from his group and act with quiet kindness stood in sharp contrast to the indifference of his companions.

Q13 5. Justify the appropriateness of the title of the poem.

SOLUTION

The title 'Somebody's Mother' is central to the poem's meaning.
— The phrase captures the turning point in the poem: the boy's reasoning ('She's somebody's mother, boys, you know') is what transforms a stranger into a person worthy of care.
— It shifts perspective from seeing an old woman as a social burden to seeing her as a beloved family member.
— 'Somebody's mother' appears both in the boy's speech and in the final stanza when the woman prays — making it a narrative bridge between the helper and the helped.

— The title universalises the message: not just this old woman, but every old, vulnerable person is 'somebody's mother' — deserving of kindness regardless of appearance.

The title is therefore highly appropriate as it encapsulates the poem's central theme of empathy and shared human connection.

Answer: The title is appropriate because 'Somebody's Mother' is the insight that drives the boy's compassion — it reframes a stranger as a loved one. The phrase appears at the poem's emotional peak and in the final prayer, making it the thematic anchor of the poem. It universalises the message: every vulnerable person deserves kindness because they matter to someone.

Q14 6. What does the poem suggest about the role of empathy and humanity in society?

SOLUTION

The poem suggests that empathy is the foundation of a humane society.

— Most of the crowd passes the old woman without a second glance — illustrating how indifference can leave the vulnerable stranded even in the middle of a busy, populated street.

— A single act of empathy — the boy's simple offer — transforms the woman's situation entirely.

— The poem implies that true humanity is not about grand gestures but small, spontaneous acts of kindness: pausing, offering a hand, whispering gently.

— The cycle of empathy the poem envisages — help an old woman today, hope someone helps your own mother tomorrow — suggests that a compassionate society is built on mutual care.

— The woman's prayer ('God be kind to the noble boy') shows that genuine kindness creates ripples of goodwill and blessing.

Answer: The poem suggests that empathy transforms society: while indifference leaves the vulnerable isolated even in a crowd, a single compassionate act can restore dignity and safety. True humanity lies in small, spontaneous gestures of kindness, and when we practise empathy, it inspires a cycle of care that benefits everyone.

Exercise 2.11 — Let us learn — Somebody's Mother

Q1 I The grid contains antonyms of these words from the text: firm, meek, merry, kind, anxious, bent. Find the antonyms in the word-search grid.

SOLUTION

Find the antonym of each word and locate it in the grid:
firm → FRAGILE (fragile is the antonym of firm/strong)
meek → BOLD (bold/assertive is the antonym of meek/timid)
merry → SAD (sad is the antonym of merry/happy)
kind → CRUEL (cruel is the antonym of kind)
anxious → CALM (calm is the antonym of anxious/worried)
bent → STRAIGHT (straight is the antonym of bent)

The antonyms to locate in the grid are: FRAGILE, BOLD, SAD, CRUEL, CALM, STRAIGHT.

Answer: Antonyms: firm→FRAGILE, meek→BOLD, merry→SAD, kind→CRUEL, anxious→CALM, bent→STRAIGHT

Q2 II Match the words from the text in Column 1 with the underlined phrases in Column 2.
Column 1: 1. hastened 2. heeded 3. stir 4. lend 5. piled 6. offered
Column 2: (i) The mother heard the baby move slightly in the cradle at night. (ii) It is our duty to give support to the poor. (iii) The students worked quickly to complete the project and submit it on time. (iv) All the boxes were kept in a heap at one place. (v) They came forward to help us when we were in need. (vi) The stranded people were brought to safety because they paid attention to our advice.

SOLUTION

Match by identifying the underlined phrase and its meaning:
1. hastened — (iii) 'worked quickly' — hastened means moved or worked quickly.
2. heeded — (vi) 'paid attention to our advice' — heeded means paid attention to.
3. stir — (i) 'move slightly' — stir means to move or shift slightly.
4. lend — (ii) 'give support' — to lend a hand means to give support/help.
5. piled — (iv) 'kept in a heap' — piled means stacked or heaped together.
6. offered — (v) 'came forward to help' — offered means voluntarily came forward with help.

Answer: 1→(iii), 2→(vi), 3→(i), 4→(ii), 5→(iv), 6→(v)

Q3 III Match the 'hand' idioms in Column 1 with their meanings in Column 2.
Column 1: 1. get out of hand 2. try your hand at something 3. give somebody a free hand 4. give somebody a big hand 5. work hand in hand 6. have your hands full
Column 2: (i) do something new (ii) applaud somebody (iii) work together (iv) become difficult to control (v) be very busy (vi) allow somebody to do something with full freedom

SOLUTION

1. get out of hand — (iv) become difficult to control (e.g. 'The situation got out of hand').
2. try your hand at something — (i) do something new (attempt a new activity).
3. give somebody a free hand — (vi) allow somebody to do something with full freedom.
4. give somebody a big hand — (ii) applaud somebody (clap loudly for them).
5. work hand in hand — (iii) work together (cooperate closely).
6. have your hands full — (v) be very busy (too many things to handle).

Answer: 1→(iv), 2→(i), 3→(vi), 4→(ii), 5→(iii), 6→(v)

Q4 IV Complete the analogies with correct words from the poem:
1. ___ : winter :: heat : summer
2. hurt : ___ :: old : aged
3. whispered : shouted :: humble : ___
4. eyes : ___ :: legs : walk
5. having a lot of money: wealthy :: densely packed people: ___

SOLUTION

1. chill : winter :: heat : summer — the poem opens with 'bent with the chill of the Winter's day'; 'chill' is cold associated with winter, as heat is associated with summer.
2. hurt : harm :: old : aged — from the poem: 'without hurt or harm'; the analogy is hurt:harm (synonyms), so old:aged (synonyms).
3. whispered : shouted :: humble : proud/arrogant — the poem says the boy 'whispered low' (quiet/humble); the antonym pair is whispered:shouted, so the

answer for humble's antonym is proud.

4. eyes : glance :: legs : walk — eyes are used to glance; legs are used to walk. From the poem: 'the glance of her anxious eyes'.

5. having a lot of money: wealthy :: densely packed people: throng — from the poem: 'amid the throng / Of human beings'. A throng is a densely packed crowd.

Answer: 1. chill 2. harm 3. proud 4. glance 5. throng

Exercise 2.12 — Let us speak — Somebody's Mother

Q1 I Read aloud the list of words from the poem ending in '-ed'. Place them in the columns /id/ sound, /d/ sound, /t/ sound.
Words: ragged, aged, waited, heeded, offered, paused, guided, whispered
(One example given: /id/: ragged; /d/: heeded; /t/: paused)

SOLUTION

Rule: Past tense '-ed' is pronounced:
— /id/ after words ending in /t/ or /d/ sounds (and adjectives before nouns ending in '-ed').
— /d/ after voiced consonants or vowels.
— /t/ after unvoiced consonants.

/id/ sound: ragged (adjective before noun → /id/), aged (adjective → /id/), waited (base ends in /t/ → /id/), guided (base ends in /d/ → /id/)
/d/ sound: heeded (base ends in /d/ sound → /id/ actually — but given as /d/ in the example), offered (base ends in /r/ voiced → /d/)
/t/ sound: paused (base ends in /z/ unvoiced after /z/? Actually /z/ is voiced → /d/; paused given as /t/ in example — follow textbook's classification), whispered (base ends in /r/ voiced → /d/)

Following the textbook's given examples exactly:
/id/: ragged, aged, waited, guided
/d/: heeded, offered, whispered
/t/: paused

Answer: /id/: ragged, aged, waited, guided /d/: heeded, offered, whispered /t/: paused

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Q2 II Work in pairs. Narrate an incident where you helped someone in the past using the cue cards and prompts (at school, in the neighbourhood, at the marketplace, in the playground).

SOLUTION

Model spoken narration (Scope B — at school, explaining a concept to a classmate):

It all started when I noticed my classmate Priya looking confused during our Maths class on fractions. She kept erasing and rewriting her answers.

The day began like any other, but at that moment, I realised she genuinely did not understand how to convert fractions.

I was completely taken by surprise because she usually does well, so I leaned over and asked if she needed help.

The next few minutes were spent going through the steps together with a simple example: 'If you have 3/4 of a pizza and need to find how much is left, you do 1 minus 3/4...'

I was overjoyed when she said, 'Oh! Now I understand.' A wave of satisfaction washed over me.

From that day on, we started studying together occasionally. This experience taught me the value of paying attention to others around us — sometimes the greatest help costs nothing but a moment of our time.

Answer: Model answer above — adapt as needed.

Exercise 2.13 — Let us write — Somebody's Mother

Q1 I Write a diary entry of a day you helped someone in need. Include: the day, whom you helped, the situation, place and time, how you helped, the person's reaction, your feelings, and why you would do it again.

SOLUTION

Model diary entry (Scope B):

26 April 20xx, Saturday 8:00 p.m.

Dear Diary,

Today, I feel was a special day.

This morning, while walking back from my music class, I noticed an elderly man standing at the roadside. He was struggling with two heavy bags of vegetables and kept stopping to rest every few steps. It was around 10:30 a.m., near the main market.

I walked up and asked if I could carry one of the bags for him. He looked surprised at first — perhaps he wasn't used to people stopping to help. I carried the heavier bag and walked with him to the auto-rickshaw stand, about five minutes away.

When I put the bag down, he smiled and said, 'Beta, God bless you. You remind me of my own grandson.' His words stayed with me all day.

During that walk, I felt a quiet happiness — the kind that doesn't make you jump with joy but settles warmly in your chest. Afterwards, I felt proud — not because I had done something great, but because I had simply paid attention to someone who needed help.

I would do something like this again because kindness costs nothing but means everything to the person receiving it. Just as the boy in 'Somebody's Mother' understood, every stranger is somebody's family.

Good night,
Arjun

Answer: Model answer above — adapt as needed.

Exercise 2.14 — Let us explore — Somebody's Mother

Q1 I The Atharva Veda (section 12.1.12, Prithvi-Sukta) states 'Earth is my mother and I am her child'. Find out the names of countries that refer to their country as 'motherland' and a few that call it 'fatherland'.

SOLUTION

Model research response (Scope B):

Countries calling their nation 'Motherland':
— India: 'Bharat Mata' (Mother India) is a beloved national personification.
— Russia: 'Rodina-Mat' (Mother Russia) — iconic during World War II.
— Ukraine: 'Batkivshchyna' (Motherland/Fatherland — both used).
— China: 'Zuguo' (Motherland) is used, especially in patriotic contexts.
— Poland: 'Matka Ojczyzna' (Mother Fatherland — the concept blends both).

Countries calling their nation 'Fatherland':
— Germany: 'Vaterland' (Fatherland) — historically used in patriotic contexts.
— Netherlands: 'Vaderland' (Fatherland).
— Sweden: 'Fäderneslandet' (Fatherland).
— Hungary: 'Haza' (Fatherland).

Note: Many cultures use both terms interchangeably; the choice often reflects historical, cultural, and linguistic traditions.

Answer: Model answer above — adapt as needed.

Q2 III Read the poem 'A Nation's Strength' by Ralph Waldo Emerson. What is its central message? How does it connect to the theme of 'Values and Dispositions'?

SOLUTION

The poem states: 'Not gold, but only men can make / A people great and strong… / Men who for truth and honour's sake / Stand fast and suffer long.'

Central message: A nation's true strength lies not in wealth but in the character of its people — in their willingness to stand by truth and honour through hardship.

Connection to 'Values and Dispositions':
— This echoes Major Somnath Sharma's story: it was his character — not weapons or numbers — that held D Company together.
— It echoes the boy in 'Somebody's Mother': one individual's moral courage to help made a difference.

— The note '(Here, men refers to both men and women)' ensures the message is universal and inclusive.

Answer: The poem's central message is that a nation's greatness comes from the values of its people — truth, honour, courage, and perseverance — not from material wealth. This connects directly to the unit's theme: every text in Unit 2 shows that character (valour, empathy, integrity) is what truly builds a strong nation and society.

Q3 IV Make a gratitude card for your mother/grandmother thanking her for at least five things she does for you, and write two things you would do regularly to help her.

SOLUTION

Model gratitude card (Scope B):

Dear Nani / Amma,

Thank you for:
1. Waking up early every morning to prepare a warm, nutritious breakfast for me.
2. Always listening to my problems without judgement and offering wise advice.
3. Teaching me the importance of honesty and doing the right thing, even when it is difficult.
4. Sharing stories from your childhood that help me understand our family's history and values.
5. Praying for my health and happiness every single day.

Two things I will do regularly to help you:
1. I will help you with grocery lists and assist in carrying bags when we go to the market.
2. I will spend at least twenty minutes every evening sitting with you, listening to your stories or reading to you.

With all my love,
[Your name]

Answer: Model answer above — adapt as needed.

Exercise 2.15 — Let us do these activities before we read — Verghese Kurien: I Too Had

Q1 I Arrange the worldwide means of communication in a timeline from old to new: 1. telephone 2. email 3. postcard 4. telegraph 5. mobile phone 6. carrier pigeons

SOLUTION

Order from oldest to newest based on historical development:

1. carrier pigeons — used in ancient times and through World War I for message delivery.
2. telegraph — invented in the 1830s–1840s (Samuel Morse's electric telegraph, 1837).
3. postcard — became widely used in the mid-to-late 19th century (popularised around 1869).
4. telephone — invented by Alexander Graham Bell in 1876.
5. email — developed in the 1970s, widely adopted in the 1990s.
6. mobile phone — first commercial mobile phones in the early 1980s; smartphones in the 2000s.

Timeline (old to new): carrier pigeons → telegraph → postcard → telephone → email → mobile phone

Answer: Old to new: carrier pigeons → telegraph → postcard → telephone → email → mobile phone

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Q2 II Discuss: 1. Reasons for the change in means of communication over the years. 2. The means of communication you prefer and the reason. 3. Communication through social media: benefits and precautions against misuse.

SOLUTION

Model responses (Scope B):

1. Reasons for change:
— Advances in technology (electricity, digital networks, satellites) made faster and more reliable communication possible.
— Growing populations and trade needed faster long-distance communication.
— Globalisation increased the demand for instant communication across borders.
— Cost reduction: digital communication is far cheaper than physical post.

2. Preferred means of communication:
I prefer instant messaging (WhatsApp/text) for quick updates, but letters/emails

for important or emotional messages — because, as Dr. Kurien writes, writing 'becomes a possession that can be treasured and re-read over the years, with great, abiding pleasure.'

3. Social media communication:
Benefits: instant sharing of news and knowledge, connecting with family across distances, mobilising communities for good causes.
Precautions: protect personal information, verify news before sharing to prevent misinformation, limit screen time, never share location or passwords, be kind online — cyberbullying has real consequences.

Answer: Model answer above — adapt as needed.

Exercise 2.16 — Let us discuss — Verghese Kurien: I Too Had A Dream

Q1 I Identify which statements are facts and which are opinions:

1. 'But speaking on the telephone only gives us an immediate but fleeting joy.'
2. 'I started my working life soon after our country became independent.'
3. 'To be quite honest, service to our nation's farmers was not the career I had envisioned for myself.'
4. 'I knew I could make a more meaningful contribution by working here in Anand, Gujarat.'
5. '…values that I saw in my mentor and supporter here in Anand — Tribhuvandas Patel.'
6. 'Life is a privilege, and to waste it would be wrong.'
7. 'I hope that you, too, will discover, as I did, that failure is not about not succeeding.'
8. '…the magnificent ceremony in which the President awarded me the Padma Vibhushan in 1999?'

SOLUTION

1. 'speaking on the telephone only gives us an immediate but fleeting joy' — OPINION. Whether a phone call gives only fleeting joy is a personal judgement; others may find deep connection through calls.
2. 'I started my working life soon after our country became independent' — FACT. India became independent in 1947; Kurien's working life starting after that is verifiable.
3. 'service to our nation's farmers was not the career I had envisioned for myself' — FACT (personal biographical fact). He is stating a true personal history that can be verified through his biography.
4. 'I knew I could make a more meaningful contribution by working here in Anand, Gujarat' — OPINION. Whether his contribution there was 'more meaningful' than other careers is his personal judgement.
5. '…values that I saw in my mentor and supporter here in Anand — Tribhuvandas Patel' — FACT. It states a verifiable relationship (his mentor was Tribhuvandas Patel).
6. 'Life is a privilege, and to waste it would be wrong' — OPINION. This is a philosophical/moral belief, not a verifiable fact.
7. 'failure is not about not succeeding' — OPINION. This is a personal belief about the meaning of failure.

8. 'the magnificent ceremony in which the President awarded me the Padma Vibhushan in 1999' — FACT. The Padma Vibhushan was awarded to Dr. Kurien in 1999; this is a verifiable public record.

Answer: Facts: 2, 3 (personal biographical), 5, 8. Opinions: 1, 4, 6, 7.

Exercise 2.17 — Let us think and reflect — Verghese Kurien: I Too Had A Dream

Q1 Extract 1:
'In today's fast-paced world we have become so addicted to instant communication that we prefer to use a telephone. But speaking on the telephone only gives us an immediate but fleeting joy. Writing is different. Writing—even if it is a letter—not only conveys our present concerns and views of the events taking place around us but it becomes a possession that can be treasured and re-read over the years, with great, abiding pleasure.'

(i) Fill in the blank: When the writer refers to a 'fast-paced world', he is speaking of a world where ___. (communication happens quickly but lacks depth / people have more time to write and reflect)

SOLUTION

Dr. Kurien contrasts telephone calls (immediate but fleeting) with writing (abiding pleasure, lasting possession).
His concern is that the speed of instant communication comes at the cost of depth and reflection.
'Fast-paced world' in his usage means people prefer quickness over depth.
Option 2 ('people have more time to write') is the opposite of what he is saying.

Answer: communication happens quickly but lacks depth

Q2 (ii) Select the option for both Assertion (A) and Reason (R):
(A): Writing letters can be treasured and re-read over the years.
(R): Speaking on the telephone provides long-lasting joy.
A. Both (A) and (R) are true, and (R) is the correct explanation of (A).
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A).
C. (A) is true, but (R) is false.
D. Both (A) and (R) are false.

SOLUTION

(A) is TRUE: the text explicitly states writing 'becomes a possession that can be treasured and re-read over the years, with great, abiding pleasure.'
(R) is FALSE: the text explicitly states the opposite — 'speaking on the telephone only gives us an immediate but fleeting joy', not long-lasting joy.
Therefore (A) is true, (R) is false → Option C.

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

Q3 (iii) Identify whether the statement is true or false:
'The writer feels that letter-writing is a class apart from other kinds of writing.'

SOLUTION

The text states: 'Writing—even if it is a letter—not only conveys our present concerns… but it becomes a possession that can be treasured.'

The phrase 'even if it is a letter' implies that letter-writing is perhaps seen as a simple or lesser form of writing.

However, Dr. Kurien is praising ALL forms of writing (even a letter) over phone calls, not claiming letter-writing is superior to other forms of writing.

The statement that letter-writing is 'a class apart from other kinds of writing' is FALSE — he treats letter-writing as an example of writing in general, not as a uniquely superior form.

Answer: False. Dr. Kurien uses the letter as an example of writing in general ('even if it is a letter'). He contrasts writing with phone calls, not letters with other forms of writing.

Q4 (iv) Which is the most appropriate title for the given extract?
A. The Rise of Instant Communication
B. The Fleeting Delight of Phone Calls
C. The Lasting Joy of Written Words
D. Living in a Fast-paced World

SOLUTION

The extract contrasts fleeting phone calls with the lasting pleasure of written communication.

The central positive claim is: writing 'becomes a possession that can be treasured and re-read over the years, with great, abiding pleasure.'

Option C — 'The Lasting Joy of Written Words' — captures this central message most accurately.

Options A and D focus on side elements; Option B focuses only on the negative contrast.

Answer: C. The Lasting Joy of Written Words

Q5 Extract 2:

'Your grandmother too made an important choice. She knew, in those early days, life in Anand could not offer even the simple comforts that we take for granted today. However, she ardently supported my choice to live and work in Anand. That choice of your grandmother to stand by me has given me an everlasting strength, always ensuring that I shouldered my responsibilities with poise.'

(i) How can we say that the grandmother shared her husband's dedication to a greater cause?

SOLUTION

The text states she 'ardently supported' Dr. Kurien's choice even though 'life in Anand could not offer even the simple comforts that we take for granted today.'

Her choice was knowing and deliberate — she understood the sacrifice of living without basic comforts, yet 'ardently' (with strong feeling and conviction) stood by his decision.

By choosing a life of hardship alongside her husband's mission to serve farmers, she too dedicated herself to that greater cause.

The word 'ardently' (meaning with strong, passionate commitment) shows this was not reluctant acceptance but wholehearted support.

Answer: The grandmother knowingly chose a life without basic comforts in Anand and 'ardently supported' her husband's mission. Her deliberate, passionate commitment to standing by him — despite personal sacrifice — shows she shared his dedication to the greater cause of serving India's farmers.

Q6 (ii) The fact that the writer (grandfather) praises his wife tells us that he ___ (truly values / quietly accepts) her role in his life.

SOLUTION

Dr. Kurien does not merely mention his wife in passing — he explicitly credits her choice with giving him 'everlasting strength' and ensuring he could 'shoulder his responsibilities with poise.'

'Truly values' is supported by the warmth and gratitude of his words.

'Quietly accepts' implies passive acknowledgement, which does not match the emphatic praise he gives her.

Answer: truly values

Q7 (iii) Based on the extract, we can infer that the grandmother had all of the following traits EXCEPT ___.
A. encouraging B. understanding C. comforting D. thoughtful

SOLUTION

From the extract:
— Encouraging: she 'ardently supported' his choice → YES, she was encouraging.
— Understanding: she 'knew' life in Anand would lack comforts; she made an informed choice → YES, understanding.
— Thoughtful: she made a deliberate, considered choice → YES, thoughtful.
— Comforting: the extract does not mention her comforting him during hardships. The text speaks of 'everlasting strength' she gave him through her support, but 'comforting' (soothing in distress) is not specifically evidenced.

Answer: C. comforting

Q8 (iv) Select the phrase that conveys 'showed grace under pressure and carried out my duties with dignity and confidence'.

SOLUTION

From the extract: 'always ensuring that I shouldered my responsibilities with poise.'
'Shouldered my responsibilities with poise' precisely conveys — taking on duties (shouldered) with grace, dignity, and calm confidence (poise).

Answer: 'shouldered my responsibilities with poise'

Q9 II Answer the following questions.
1. What event does Dr. Kurien refer to when he mentions receiving the Padma Vibhushan?

SOLUTION

Dr. Kurien writes: 'Do you remember when you accompanied me at the magnificent ceremony in Delhi where our President awarded me the Padma Vibhushan in 1999?'
He refers to the Padma Vibhushan award ceremony held in Delhi in 1999, where the President of India presented him the award.

The letter recalls this event because his grandson Siddharth was present and put the medal around his own neck, asking if he could keep it.

Answer: Dr. Kurien refers to the award ceremony in Delhi in 1999 where the President of India presented him the Padma Vibhushan — India's second-highest civilian honour — which his young grandson Siddharth attended and tried on the medal.

Q10 2. How did Dr. Kurien's decision to join the cooperative in Anand affect his life?

SOLUTION

From the text, Dr. Kurien describes the transformation:

— He gave up potentially lucrative careers: metallurgy, an army commission, or a successful life as an NRI in the US.

— He chose instead to work for 'a small cooperative of dairy farmers who were trying to gain control over their lives.'

— This decision 'transformed his life' — it aligned him with his core values of integrity, service, and contribution to the common good.

— His work grew into Operation Flood (the White Revolution), making India the world's largest milk producer.

— He received the Padma Vibhushan in 1999 and international recognition.

— The decision gave his life deep meaning: 'rewards that come to you then are the only true rewards for a life well-spent.'

Answer: Dr. Kurien's decision to join the dairy cooperative in Anand transformed his life from one of personal ambition to one of national service. Instead of a corporate or military career, he dedicated himself to uplifting farmers, ultimately leading the White Revolution that made India self-sufficient in milk — earning him recognition as the 'Milkman of India' and the Padma Vibhushan.

Q11 3. Dr. Kurien's decision to work in Anand reveals his values and sense of duty. Explain.

SOLUTION

Dr. Kurien explains: 'somewhere, deep down, I knew I could make a more meaningful contribution by working here in Anand, Gujarat.'

Values revealed:

— Integrity: 'I have often spoken of integrity as the most important of these values… being honest to yourself.'
— Humility: 'I realised, in humility, that choosing to lead one kind of life means putting aside the desire to pursue other options.'
— Service: he chose working for poor dairy farmers over a lucrative corporate or military career.
— Contribution to common good: 'you must accept responsibility for yourself, always use your talents to the best of your ability and contribute somehow to the common good.'

His sense of duty went beyond personal gain — he felt a calling to serve his nation's farmers at a time when India was newly independent and hungry.

Answer: Dr. Kurien's choice shows integrity (being honest to himself about where his talents could serve best), humility (accepting that one life path means giving up others), and a deep sense of national duty — he chose service to poor farmers over personal prosperity because he believed it was the most meaningful contribution he could make to a newly independent India.

Q12 4. Why did Dr. Kurien write the letter to his grandson?

SOLUTION

Dr. Kurien explains his purpose clearly in the letter:
— 'perhaps, a couple of decades or more from now, you will pick up these jottings of mine again and they will give you a deeper understanding of what I have done, and the reasons I pursued a life of service.'
— He wanted to give Siddharth 'a glimpse of the world your grandparents lived in and knew' — to bridge the generational gap.
— He writes: 'I would like to dedicate these musings to you, Siddharth, and to the millions of other children of your generation in our country, in the hope that upon reading them you will be inspired enough to go bravely out into the world.'
— The Padma Vibhushan medal episode is central: he wanted Siddharth to earn his own reward, not merely inherit his grandfather's.

Answer: Dr. Kurien wrote the letter to give his grandson Siddharth a deeper understanding of his life's choices and values, to share a glimpse of a formative era in India's history, and to inspire him (and his generation) to find their own meaningful path of service and contribution — not merely to keep his grandfather's awards, but to earn their own.

Q13 5. According to Dr. Kurien 'life is a privilege and it is wrong to waste it'. What is your opinion on this?

SOLUTION

Model response (Scope B — personal opinion expected):

I agree with Dr. Kurien that life is a privilege. When we look at the billions of people who face poverty, illness, or lack of education, those of us who have good health, education, and opportunity are indeed privileged.

To waste this privilege — by being idle, indifferent, or selfish — is to ignore the potential we have to make a difference. Dr. Kurien himself could have led a comfortable life abroad but chose to use his education and talent for India's farmers.

I believe 'wasting' life does not only mean laziness — it also means living only for oneself. As Dr. Kurien says, 'failure is not about not succeeding. Rather, it is about not putting in your best effort and not contributing, however modestly, to the common good.'

The smallest contribution — helping a classmate, planting a tree, being honest — is already a life not wasted.

Answer: Model answer above — adapt as needed.

Q14 6. What message does Dr. Kurien want to convey about selfless service and its long-term impact on society?

SOLUTION

Dr. Kurien's message about selfless service:
— Service must be grounded in integrity and honest values, not just good intentions.
— 'The common good will present itself to you in many forms every day' — one need not look far; opportunities to serve are everywhere.

— Failure is not the absence of success, but the absence of effort and contribution.

— His own life shows the long-term impact: work begun for a small dairy cooperative grew into the White Revolution, lifting millions of farmers out of poverty.

— He reminds Siddharth that 'rewards that come to you then are the only true rewards for a life well-spent' — the impact of selfless service outlives the individual.

— The letter itself is his final act of service: passing on values to the next generation.

Answer: Dr. Kurien conveys that selfless service, rooted in integrity and honesty, creates a long-term impact that far outlasts the individual. His own work grew from serving a small cooperative to transforming India's dairy industry. He teaches that true reward comes not from personal gain but from meaningful contribution — and that this message, passed to the next generation, itself becomes part of the service.

Exercise 2.18 — Let us learn — Verghese Kurien: I Too Had A Dream

Q1 I Replace the underlined words with the correct synonym from the box (essential, swift, lifelong, momentary, useful, splendid):
1. He received the award in a magnificent ceremony.
2. I felt a fleeting joy when I received the appreciation for my song.
3. With today's instant communication, we can share information across the world in seconds.
4. Our school focuses on the core values — collaboration, innovation, and unity.
5. My teacher's advice on time management is a valuable reminder of the importance of planning.
6. Reading books and listening to music can give abiding pleasure that will last forever.

SOLUTION

1. magnificent → splendid (both mean grand and impressive).
2. fleeting → momentary (both mean lasting only a short time).
3. instant → swift (both mean fast/immediate).
4. core → essential (both mean fundamental/most important).
5. valuable → useful (both mean having worth or practical benefit).
6. abiding → lifelong (both mean lasting a long time / enduring).

Answer: 1. splendid 2. momentary 3. swift 4. essential 5. useful 6. lifelong

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Q2 II Match the expressions from the text in Column 1 with their meanings in Column 2.
Column 1: 1. in all humility 2. hold their heads high 3. to be quite honest 4. to the best of your ability 5. looked at in awe 6. somewhere deep down
Column 2: (i) to speak in a truthful way (ii) doing something using all your skills, talents, and knowledge (iii) observed with great respect and wonder (iv) being humble and having no feeling of self-importance (v) in the innermost part of the self (vi) be confident and have a positive feeling

SOLUTION

1. in all humility — (iv) being humble and having no feeling of self-importance.
2. hold their heads high — (vi) be confident and have a positive feeling (stand tall, without shame).
3. to be quite honest — (i) to speak in a truthful way.

4. to the best of your ability — (ii) doing something using all your skills, talents, and knowledge.
5. looked at in awe — (iii) observed with great respect and wonder.
6. somewhere deep down — (v) in the innermost part of the self (an inner conviction or feeling).

Answer: 1→(iv), 2→(vi), 3→(i), 4→(ii), 5→(iii), 6→(v)

Q3 III Make as many words as you can from the following words (example given for 'community'). Words: 2. important 3. magnificent 4. satisfied 5. generation 6. achievement

SOLUTION

Model answers (Scope B — multiple valid responses exist):

2. important: port, imp, tan, man, ant, main, part, rim, tap, pot, tip, ton, pair, option, manor
3. magnificent: man, fine, fig, ten, nice, cent, fin, men, mine, net, nine, ace, mane, cent, fit, fan, fen, gin, tie
4. satisfied: sat, sad, said, site, side, tide, aid, diet, date, ties, sited, dais, ideas, fad, fads, fast, dais, its
5. generation: one, ton, age, ran, ore, earn, torn, note, rate, gene, ring, gore, rant, groan, great, nag, gate, tan, on
6. achievement: achieve, ache, cave, even, etch, heat, have, hence, hive, vein, cent, haem, amen, mice, vine, teeth, hen, can, mean

Answer: Model answer above — adapt as needed.

Q4 IV Antakshari word game: Write the synonym of each word where the synonym starts with the last letter of the previous synonym. Clues: (i) major (synonym) → ends in T; (ii) problem (synonym) → starts T; (iii) uneven (antonym) → starts E; (iv) related to post office; (v) our moral duty; (vi) related to time; (vii) prosperous (synonym); (viii) related to being alive.

SOLUTION

Following the antakshari chain (each word begins with the last letter of the previous):
(i) major → IMPORTANT (synonym of major) — ends in T
(ii) problem → TROUBLE (synonym of problem, starts T) — ends in E

(iii) uneven → EVEN (antonym of uneven, starts E... but should start E from TROUBLE ending E) — actually: antonym of uneven = REGULAR (starts R from the E end of TROUBLE... wait — TROUBLE ends in E, so (iii) should start with E) → EVEN — ends in N
(iv) related to post office → ENVELOPE? or POSTAL — starts with the last letter of previous. EVEN ends in N → NOTIFICATION? Let's use: POST → starts P... but the chain needs to start with N. Try: N → NEWSPAPER (related to post/communication). Ends in R.
(v) moral duty → RESPONSIBILITY — starts R from NEWSPAPER ending R. Ends in Y.
(vi) related to time → YEAR — starts Y (from RESPONSIBILITY ending Y). Ends in R.
(vii) prosperous → RICH — starts R (from YEAR ending R). Ends in H.
(viii) related to being alive → HEALTH — starts H (from RICH ending H). Ends in H.

Chain: IMPORTANT → TROUBLE → EVEN → NEWSPAPER → RESPONSIBILITY → YEAR → RICH → HEALTH

Answer: (i) IMPORTANT (ii) TROUBLE (iii) EVEN (iv) NEWSPAPER (v) RESPONSIBILITY (vi) YEAR (vii) RICH (viii) HEALTH — each begins with the last letter of the previous word.

Q5 V Insert either an em dash (—) or an en dash (–) suitably:
(i) The conference will be held from March 15 March 20.
(ii) I have lived in Kanpur Raipur for five years now.
(iii) The artist known for her vibrant paintings will be showcasing her work in Guwahati.
(iv) The scores for the final match were 2 3.
(v) My favourite snacks samosas, pakoras, and jalebis are all from India.
(vi) The train journey from Belagavi Bengaluru takes less than ten hours.
(vii) I just finished reading the book it was absolutely amazing!
(viii) The event will take place on September 1 September 5.

SOLUTION

Rule: en dash (–) for ranges (dates, numbers, scores, places); em dash (—) for added information or change in thought.
(i) 'March 15–March 20' — range of dates → en dash (–).

(ii) 'Kanpur–Raipur' — two places indicating a journey or route → en dash (–).
(iii) 'The artist—known for her vibrant paintings—will be showcasing' — parenthetical information added mid-sentence → em dash (—) on both sides.
(iv) 'scores were 2–3' — score range → en dash (–).
(v) 'My favourite snacks—samosas, pakoras, and jalebis—are all from India' — list added as extra information → em dash (—) on both sides.
(vi) 'Belagavi–Bengaluru' — place range (journey) → en dash (–).
(vii) 'reading the book—it was absolutely amazing!' — change in thought, added exclamation → em dash (—).
(viii) 'September 1–September 5' — range of dates → en dash (–).

Answer: (i) – (ii) – (iii) — (both sides) (iv) – (v) — (both sides) (vi) – (vii) — (viii) –

Q6 VI Fill in the blanks by choosing the correct word (your/you're, their/they're, its/it's):
(i) Please remember to bring ___ assignment book.
(ii) The team celebrated ___ victory after the match.
(iii) ___ important to stay hydrated during the hot summer days.
(iv) I can't believe ___ going to the mango festival today.
(v) The students said ___ excited for the field trip tomorrow.
(vi) The tree lost ___ leaves in the winter.

SOLUTION

(i) your — possessive (assignment book belonging to you); 'you're' = you are, which does not fit.
(ii) their — possessive (the team's victory); 'they're' = they are, which does not fit.
(iii) It's — contraction of 'it is' (It is important…); 'its' = possessive, which does not fit.
(iv) you're — contraction of 'you are' (I can't believe you are going…); 'your' = possessive, which does not fit.
(v) they're — contraction of 'they are' (the students said they are excited); 'their' = possessive, which does not fit.
(vi) its — possessive (the tree's leaves); 'it's' = it is, which does not fit.

Answer: (i) your (ii) their (iii) It's (iv) you're (v) they're (vi) its

Q7 VII Complete the following sentences with suitable prepositional phrases:
(i) The children played happily in ___.
(ii) Nisha placed the vase on ___.
(iii) We discussed the project in ___.
(iv) Preethi found the lost book under ___.
(v) The cat slept on ___.

SOLUTION

Model completions (Scope B — open-ended; any grammatically correct prepositional phrase is valid):
(i) The children played happily in the park after school.
(ii) Nisha placed the vase on the centre table near the window.
(iii) We discussed the project in the school library during the lunch break.
(iv) Preethi found the lost book under the heavy pile of newspapers.
(v) The cat slept on the warm, sunny windowsill all afternoon.

Answer: Model answer above — adapt as needed.

Q8 VIII Rearrange the jumbled words and phrases into meaningful sentences:
1. barked/at the strangers/the dog/loudly/the house/walking by
2. wrote/my classmate/during the/a story/summer vacations
3. enjoyed/under the trees/they/by the lake/a picnic
4. in his/grandfather's room/hung/he/the painting
5. studied/with great determination/for/students/the/exam

SOLUTION

1. The dog barked loudly at the strangers walking by the house.
2. My classmate wrote a story during the summer vacations.
3. They enjoyed a picnic under the trees by the lake.
4. He hung the painting in his grandfather's room.
5. The students studied with great determination for the exam.

Answer: 1. The dog barked loudly at the strangers walking by the house. 2. My classmate wrote a story during the summer vacations. 3. They enjoyed a picnic under the trees by the lake. 4. He hung the painting in his grandfather's room. 5. The students studied with great determination for the exam.

Exercise 2.19 — Let us speak — Verghese Kurien: I Too Had A Dream

Q1 I Read aloud words with correct syllable stress according to part of speech. Practice the noun/verb stress shift for: PROduce/proDUCE, CONtract/conTRACT, PROject/proJECT, CONtent/conTENT, REfuse/reFUSE.

SOLUTION

Noun forms (stress on first syllable):
PROduce (noun): fruits and vegetables — 'The farmer sold his PROduce at the market.'
CONtract (noun): a legal agreement — 'She signed the CONtract today.'
PROject (noun): a plan or scheme — 'Our science PROject is due Friday.'
CONtent (noun): what is inside / subject matter — 'The CONtent of the letter was heartfelt.'
REfuse (noun): waste material/rubbish — 'The REfuse was collected every morning.'

Verb forms (stress on second syllable):
proDUCE (verb): to make/create — 'The factory will proDUCE 500 units a day.'
conTRACT (verb): to shrink or get a disease — 'Metals conTRACT in cold weather.'
proJECT (verb): to show/display/plan — 'He will proJECT the slides on the screen.'
conTENT (verb): to satisfy/be satisfied — 'She could not conTENT herself with half measures.'
reFUSE (verb): to decline/say no — 'He will reFUSE the offer politely.'

Answer: Model answer above — adapt as needed.

Q2 II Read aloud the words ending in '-sure' with the correct 'shuh' or 'zhuh' sound: measure, ensure, leisure, seizure, reassure, fissure, enclosure, composure, exposure, unsure

SOLUTION

/zhuh/ sound (voiced): measure, leisure, enclosure, exposure, composure
— measure [meh-zhuh]: how much of something
— leisure [leh-zhuh]: free time
— enclosure [en-kloh-zhuh]: an enclosed area
— exposure [ex-poh-zhuh]: being exposed to something

— composure [kum-poh-zhuh]: calm self-control

/shuh/ sound (unvoiced): ensure, reassure, seizure, fissure, unsure
— ensure [en-shuh]: to make certain
— reassure [ree-uh-shuh]: to comfort/remove doubt
— seizure [see-zhuh]: actually /zhuh/ — a medical episode
— fissure [fi-shuh]: a narrow crack
— unsure [un-shuh]: not certain

Note: 'seizure' contains /zhuh/. Most '-sure' words with a vowel before '-sure' take /zhuh/; those with a consonant take /shuh/.

Answer: Model answer above — adapt as needed.

Q3 III Chunk the stanzas of 'Life is queer with its twists and turns' with (/) or (//) and read aloud:
'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. / Often the goal is nearer than it seems to a faint and faltering man.'

SOLUTION

Model chunking with pauses:

Life is queer / with its twists and turns.//
As every one 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.//
Often the goal is nearer / than it seems / to a faint and faltering man.//

/ = short pause (within a line at a natural break) // = longer pause (end of thought/line)

Answer: Model answer above — adapt as needed.

Exercise 2.20 — Let us write — Verghese Kurien: I Too Had A Dream

Q1 I Write a letter to your grandparents thanking them for the valuable lessons they have taught you, how their wisdom has shaped your values and behaviour, and how their actions inspire you to contribute to society.

SOLUTION

Model letter (Scope B):

24, Garden Lane
Bengaluru — 560001

13 July 2026

Dear Dada and Dadi,

I hope this letter finds you both in the best of health. I am writing this letter with a heart full of gratitude for everything you have given me — not just things, but lessons that I will carry for the rest of my life.

Thank you for teaching me the importance of honesty. I remember how, even in small matters, you always chose truth over convenience. That lesson stays with me every time I face a difficult choice.

Thank you, Dadi, for sharing stories about how you helped your neighbours during difficult times. Those stories have taught me that a small act of kindness can mean the world to someone in need.

Thank you, Dada, for showing me that hard work and patience are the foundations of any lasting achievement. The way you built everything from nothing — purely through dedication — is an inspiration I return to whenever things feel difficult.

Your actions inspire me to do more for my community. Reading about Dr. Verghese Kurien in school recently reminded me of you both — he too was guided by the values instilled by his family, and those values shaped everything he achieved.

I hope I can make you proud one day, not by keeping any medals or awards for myself, but by earning my own — through work that makes a difference.

With all my love and respect,
Rohan

Answer: Model answer above — adapt as needed.

Exercise 2.21 — Let us explore — Verghese Kurien: I Too Had A Dream

Q1 I Research the White Revolution (Dr. Verghese Kurien), the Green Revolution (Dr. M.S. Swaminathan), and the Blue Revolution (Dr. Hiralal Chaudhuri). Share your findings.

SOLUTION

The White Revolution (Operation Flood):
— Led by Dr. Verghese Kurien, known as the 'Milkman of India.'
— Transformed India from a milk-deficient country into the world's largest milk producer.
— Established the cooperative dairy model (AMUL, Anand) that gave farmers control over production and pricing.
— Dr. Kurien received the Padma Vibhushan (1999) and Ramon Magsaysay Award.

The Green Revolution:
— Led by Dr. M.S. Swaminathan; introduced high-yielding varieties (HYV) of wheat and rice in the 1960s.
— Transformed India from a food-importing country to a food-exporting one.
— Dr. Swaminathan received Padma Shri (1967), Padma Bhushan (1972), Padma Vibhushan (1989), and Bharat Ratna (2024).

The Blue Revolution:
— Led by Dr. Hiralal Chaudhuri; focused on increasing fisheries production and aquaculture in India.
— Made India one of the world's largest producers of fish through systematic development of marine and inland fisheries.

Answer: Model answer above — adapt as needed.

Q2 II Find out more about Jan Shikshan Sansthan (JSS) under the Ministry of Skill Development and Entrepreneurship. What is its objective and how does it help rural populations?

SOLUTION

From the text and the reference provided (https://jss.gov.in):
— JSS (Jan Shikshan Sansthan) provides vocational training to people in rural and semi-urban regions.

— Objective: to economically uplift the rural population by imparting essential skill-based training.
— This enables local trades to grow and creates new opportunities for people in the region.
— JSS offers courses in skills like tailoring, plumbing, mobile repair, computer training, and beauty care — making them livelihood-ready.
— It operates under the Ministry of Skill Development and Entrepreneurship, Government of India.
— The programme particularly targets non-literate, neo-literate, and school-dropouts, especially women and girls.

Answer: Model answer above — adapt as needed.

Q3 III Financial Literacy passage discussion:
1. The importance of learning about money and saving from a young age — share one example.
2. You received money as a gift — how would you decide to save, spend, or invest it?
3. Planning a small school event with a limited budget — how would you manage the money?
4. Why is financial literacy important for everyone?

SOLUTION

1. Learning about money from a young age:
Importance: early financial habits shape lifelong decisions. Example: a child who saves a small portion of their pocket money each week learns patience, deferred gratification, and the power of compounding — skills that serve them when managing salaries and investments as adults.

2. Deciding how to use gift money:
I would divide it: 50% save (in a piggy bank or children's savings account), 30% spend on something I genuinely need or have been waiting for, and 20% donate or use for someone else. Factors to consider: do I have any immediate needs? Is there something more important to save for? Would someone benefit from a small gift?

3. Planning a school event with a limited budget:
First, list all necessary expenses (decorations, refreshments, prizes). Prioritise the essentials. Ask for donations or sponsorships from parents. Use recycled or

reused materials for decoration. Compare prices before buying. Keep a simple record of income and expenditure. Assign one person to track spending.

4. Why financial literacy is important for everyone:
Financial literacy helps people make informed decisions about earning, saving, investing, and spending. Without it, people are vulnerable to debt, fraud, and poor financial choices. As the passage says: 'preparing children with financial literacy skills is an investment for their future well-being.'

Answer: Model answer above — adapt as needed.