# Class 9 English Kaveri – Chapter 2

## Grammar & Language Skills

### The Pot Maker & Gifts of Grace: Honouring Our Vocations • 2026–27

## 1. Noun Clauses

A noun clause is a subordinate clause that acts like a noun and can function as a subject or object. The textbook examples include: “she realised that the pot was ready” and “She intuitively sensed that something momentous had happened.”

Common markers: that, why, what, whether, how, who, where, when, etc.

### Practice

**Q. The elders emphasised that _____.**

Answer: the pottery skill should be passed on to the next generation.

**Q. Mesoba explained why _____.**

Answer: Arenla had not yet taught Sentila the craft.

**Q. Onula’s promise was that _____.**

Answer: she would teach Sentila how to make a perfect pot.

**Q. Sentila realised that _____.**

Answer: she could make pots successfully.

**Q. The elders understood that _____.**

Answer: traditional skills belong to the community.

## 2. Adjectival / Relative Clauses

A relative clause is a subordinate clause that acts like an adjective and gives further information about a noun. The textbook examples include “where the grey and red clay was found”, “who had suddenly found momentum” and “which not only catered to the needs of the people”.

Relative words: who, whom, whose, which, that, where, when.

**Q. Sentila, whose _____, practised the craft diligently.**

Answer: passion for pottery was strong

**Q. The village council, where _____, sought an explanation.**

Answer: the elders met

**Q. The potter’s hands, which _____, shaped the clay.**

Answer: moved with skill and precision

**Q. Arenla wanted her to learn weaving, which _____.**

Answer: could provide a better financial return

**Q. Mesoba discussed the matter with Arenla, who _____.**

Answer: later taught Sentila the craft

## 3. Determiners

Determiners are words placed before nouns to specify quantity, definiteness or ownership.

Articles: a, an, the
Demonstratives: this, that, these, those
Possessives: my, our, your, his, her, its, their, one's
Definite numerals: one, two, three, etc.
Indefinite numerals: some, any, no, all, both, much, many, few, less, several, little
Distributives: each, every, either, neither

**Q. The florist arranged five bouquets for her clients, displayed in _____ elegant floral shop.**

Answer: an

**Q. The carpenter crafted _____ unique tables, and _____ became the centrepiece in _____ furniture collection.**

Answer: several; one; our

**Q. _____ of _____ apprentices in _____ culinary class demonstrated _____ knife skills.**

Answer: Each; the; the; their

**Q. _____ of _____ sculptures were displayed at _____ art exhibition, showcasing _____ diverse artistic skills.**

Answer: Many; the; an; their

## 4. Vocabulary & Language in Context

The chapter connects language with pottery, livelihood and occupations. Important terms include: malleable (able to be shaped), dexterity (skill), momentous (very significant), vocation (occupation), precision (accuracy), affirm (declare confidently).

**Economic vocabulary practice:**

bankrupt — unable to pay debts

credit — money or goods received with payment due later

currency — money used in a country

debt — money owed

fiscal — related to finance, especially government revenue and spending

inflation — a general rise in prices

investment — money or resources put into something for a future return

interest — money paid for borrowing or earned on savings

## 5. Speaking Skills – Role-Play

The textbook asks students to choose Sentila and one other character—Arenla, Mesoba, Onula or a village elder—and prepare a role-play from the characters' perspectives.

Points to cover: Sentila's desire to learn pottery; the challenges she faces; and the advice or perspective offered by the other character.

**Useful sentence prompts:**

- I feel/felt _____ because...
- I wish/wished _____ because...
- When you said/did _____, it made me feel/think _____ because...

## Model Mini Dialogue – Sentila & Onula

Sentila: I feel frustrated because I have tried many times but I cannot shape the clay properly.

Onula: Do not worry. You are learning. Watch carefully and try again with confidence.

Sentila: I wish I could make pots like my mother because pottery is what I truly want to learn.

Onula: Observe her hands, her rhythm and the way she shapes the rim. You can do well.

## 6. Reflective Writing – Identifying Skills and Passion

The textbook organises the writing task into five steps:

Step 1 – Introduction: Reflect on your passions and skills.

Step 2 – Describing skills: Explain activities, hobbies, classes, workshops or projects used to develop them.

Step 3 – Passion into profession: Explain which skills could become a profession and why.

Step 4 – Examples and reflection: Give examples and explain how your experiences shaped your aspirations.

Step 5 – Conclusion: Summarise your insights about yourself, skills and career ambitions.

## Model Reflective Writing

My passion is creating educational content. I enjoy explaining ideas in a simple and creative way. I have developed skills in writing, designing worksheets and preparing learning materials. I practise these skills through regular projects and try to improve my work each time. I believe these abilities can become useful in a profession related to education and digital content. My experiences have taught me that interest becomes meaningful when it is supported by practice and perseverance. I would like to continue developing my skills and use them to help learners.

## 7. Poem Language Skills – Gifts of Grace

Free verse: The poem does not strictly follow a regular rhyme scheme. The varying line lengths give it a flexible, natural rhythm.

Auditory imagery: The poem refers to artisans with lutes, electricians humming and boatmen singing, creating sounds associated with different occupations.

Visual imagery: Examples include crafts woven with colours and myriad hues and carpenters creating objects from wood with precision.

Metaphor: “delicious singing” connects the pleasing quality of the cook’s contribution with the experience of something delicious.

Personification: Vocations are presented as if they can celebrate, have a voice and express identity.

Repetition: The opening and closing idea about hearing Bharat celebrating the varied vocations reinforces the central message.

Alliteration: Sound repetition is used in phrases such as “varied vocations”.

Symbolism: Each vocation represents skill, identity, dignity of work and a distinct contribution to society.

## 8. Quick Grammar Practice

**Q. Identify the noun clause: “Sentila realised that the pot was ready.”**

Answer: that the pot was ready

**Q. Identify the relative clause: “Arenla took Sentila to the riverbank where the clay was found.”**

Answer: where the clay was found

**Q. Identify the determiner: “She took some clay.”**

Answer: some

**Q. Choose: “___ apprentices demonstrated ___ skills.”**

Answer: Several; their

**Q. Choose: “The pots were placed in ___ kiln.”**

Answer: a

**Q. Choose: “___ elders emphasised the importance of the skill.”**

Answer: The

**Q. Complete: “Onula promised that _____.”**

Answer: she would teach Sentila

**Q. Complete: “Sentila, who _____, practised diligently.”**

Answer: was eager to learn

## 9. Listening – Important Note

The textbook includes listening activities about stone statues and provides the required transcript for the teacher on page 261. The uploaded student textbook does not include that transcript. Therefore, exact listening answers are not invented here.

## Source Note

This PDF follows the grammar, speaking and writing skills explicitly taught in the uploaded Chapter 2 textbook: noun clauses, adjectival/relative clauses, determiners, role-play, reflective writing and the language skills associated with the poem. filecite turn46file0 L1-L13