Class 9 English Kaveri – Chapter 2

NCERT / Textbook Solutions

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

Solutions are based on the uploaded textbook. Open-ended activities are provided as model answers; listening tasks are not answered where the required teacher transcript is not included in the student PDF.

PART A – THE POT MAKER

Reading for Meaning – Check Your Understanding

Q. Do you think pot making is easy? If yes, why? If no, why not?

Answer: No. Pot making is difficult because the clay has to be collected from a distant riverbank, carried uphill, softened and shaped carefully, dried and fired in a kiln. The entire batch can be ruined by over-firing or under-firing.

Q. Would Sentila be able to fulfil her dream of becoming a pot maker? Explain.

Answer: Yes. Although she initially fails to shape the clay, she remains passionate about pottery. With Onula's encouragement and careful observation of her mother's technique, she develops the necessary coordination and skill and eventually makes almost as many pots as her mother.

Q. Do you think Mesoba and Arenla would support Sentila? Give a reason.

Answer: Yes. Mesoba tells the village council that Sentila will become the best pot maker in the village. Arenla initially wants a more secure and less tiring occupation for her daughter, but she later teaches Sentila pottery and gives her the opportunity to practise.

Check Your Understanding – Part II

Q. Do you think Onula's support helped Sentila? If yes, why? If no, why not?

Answer: Yes. Onula recognises that Sentila is too tense and lacks confidence. She demonstrates the technique, encourages her to try again and advises her to observe her mother carefully. Her support gives Sentila the confidence needed to improve.

Q. Sentila observes her mother making pots. What does this tell us about her?

Answer: It shows that Sentila is observant, determined and eager to learn. She notices small details in her mother's hand movements, the use of the spatula, the rhythm and the way the rim is formed, and applies what she observes.

Reading for Meaning – Sequence the Events

Q. Arrange the nine events in the correct sequence.

Answer: 4 → 6 → 3 → 1 → 8 → 5 → 2 → 9 → 7. Sentila first develops her passion, overhears her mother, observes expert potters, the council intervenes, she trains with her mother, Onula helps her, she gets the opportunity to continue alone, reaches almost her mother's tally, and Onula discovers the two rows of pots.

Critical Reflection – The Pot Maker

Q. 1(i). Choose the correct reason for the assertion that the effort in making pots is far greater than the returns.

Answer: A. The process of pot making is quite tiresome and long, and one hardly earns much.

Q. 1(ii). Why does Arenla want Sentila to learn weaving?

Answer: She believes weaving is less physically demanding, can be done indoors in all seasons, takes less time and provides a better financial return. It can also provide enough cloth for the family.

Q. 1(iii). State one advantage that weaving has over pot making.

Answer: Weaving can be done indoors in all seasons and the time required to weave one shawl is much less.

Q. 1(iv). Choose the sentence in which 'handsome' has the same meaning as in the extract.

Answer: B. They will make a handsome profit selling this property. Here 'handsome' means substantial or considerable.

Q. 1(v). What is the author's purpose in using the question mark in 'And the reward?'

Answer: It emphasises Arenla's disappointment that a great amount of labour produces only a small financial reward. The question draws attention to the poor return.

Q. 2(i). Onula feels Sentila's effort at making a pot is clumsy because…

Answer: Sentila is too tense and lacks confidence, so she cannot handle and shape the clay properly.

Q. 2(ii). What does Onula's statement show about her?

Answer: C. thoughtful and generous. She notices Sentila's difficulty, encourages her and willingly offers to teach her.

Q. 2(iii). Which option is the effect of a cause?

Answer: A. As a result, the clay seemed unable or unwilling to yield the right shape.

Q. 2(iv). 'Onula fashioned a beautiful pot.' Here 'fashioned' means…

Answer: created/styled.

Q. 2(v). How might Sentila have felt when the misshapen lump fell flat?

Answer: She likely felt frustrated, disappointed and embarrassed because her attempt had failed.

Textbook Questions – Part II

Q. Describe the process of pot making followed by expert pot makers, as observed by Sentila.

Answer: The potters collect and prepare clay, mix it with water and pound it until it becomes soft. They shape the clay with one hand while rotating it and use a spatula with the other hand. After two or three days, the pots are touched up and checked for consistency. They are then dried in the sun, arranged in a kiln on hay and dried bamboo, covered and fired carefully.

Q. What warning was given to Mesoba by the village council?

Answer: The council told him to remind Arenla that she had a duty to pass the pottery skill, handed down through generations, to her daughter. The elders said traditional skills serve the community and should be passed to anyone who wishes to learn.

Q. How did Sentila feel when she failed at pot making even after a year of training with her mother?

Answer: She felt ashamed and frustrated. Despite repeated attempts, she could not shape the clay successfully while her mother could make beautiful pots with ease.

Q. 'Onula stood there for a long time as if trying to absorb a new phenomenon.' Explain.

Answer: Onula was amazed by the two neat rows of pots in the shed. She realised that Sentila had produced one of the batches and that the girl had developed the skill of a real pot maker. The sight was an extraordinary moment of realisation for her.

Q. What does 'The tradition and history of the people did not belong to any individual' symbolise?

Answer: It symbolises that traditional knowledge and skills belong to the community. They are part of its heritage and should be preserved and passed from one generation to another.

Q. What is the significance of the concluding line, 'A new pot maker was born'?

Answer: It signifies Sentila's successful emergence as a skilled pot maker and the continuation of the community's pottery tradition into a new generation.

Q. What is the role of perseverance in pursuing one's dreams? Elaborate with reference to Sentila.

Answer: Perseverance enables a person to continue despite failure. Sentila keeps learning even after repeated unsuccessful attempts. She observes experts, learns from Onula, studies her mother's technique and practises until she develops the skill. Her persistence ultimately helps her achieve her dream.

Vocabulary and Structures in Context

Q. Classify the pottery words into Tools/Implements, Raw Materials and Process.

Answer: Tools/Implements: dao, bamboo, kiln, spatula, basket, cylinders.
Raw Materials: dough, clay, bed of hay.
Process: pounding, rotating, shaping.

Q. Give suitable meanings for the economic words: bankrupt, credit, currency, debt, fiscal, inflation, investment, interest.

Answer: 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 government revenue and spending. Inflation: a general rise in prices. Investment: money or resources put into something to gain a future return. Interest: money charged or earned on borrowed or deposited money.

Q. Complete the noun-clause sentences.

Answer: (i) The elders emphasised that the pottery skill should be passed to the next generation. (ii) Mesoba explained why Arenla had not yet taught Sentila the craft. (iii) Onula's promise was that she would teach Sentila how to make a perfect pot. (iv) Sentila observed her mother carefully when she was shaping the mouth of the pot, which helped her understand the technique. (v) The kiln, where the pots were fired carefully, required careful attention to prevent over- or under-firing.

Q. Identify the relative clauses in the three textbook sentences.

Answer: (i) where the grey and red clay was found. (ii) who had suddenly found momentum. (iii) which not only catered to the needs of the people.

Q. Complete the relative-clause sentences.

Answer: (i) Sentila, whose passion for pottery was strong, practised the craft diligently. (ii) The village council, where the elders met, sought an explanation for Arenla's reluctance. (iii) The potter's hands, which moved with skill and precision, shaped the clay into beautiful creations. (iv) Arenla wanted her to learn weaving, which could provide a better financial return. (v) Mesoba discussed the matter with Arenla, who later taught Sentila the craft.

Q. Identify the types of determiners used in the textbook examples.

Answer: Examples include some (indefinite quantity), many (indefinite numeral), any (indefinite quantity), this (demonstrative), enough (quantity) and possessive determiners such as her and their.

Q. Fill the determiner activity with suitable answers.

Answer: (A) an elegant floral shop. (B) several unique tables, and one became the centrepiece in our furniture collection. (C) Each of the apprentices in the culinary class demonstrated their knife skills. (D) Many of the sculptures were displayed at an art exhibition, showcasing their diverse artistic skills. Equivalent grammatically suitable determiners may also be possible.

Writing Task – Model Reflective Writing

Q. Write a reflection about your skills and passion.

Answer: 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 by creating educational resources and improving them through regular work. I believe these abilities can become useful in a profession connected with 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.

PART B – GIFTS OF GRACE: HONOURING OUR VOCATIONS

Reflect and Respond

Q. Riddle 1: In furrows deep, secrets I sow… Who am I?

Answer: Farmer.

Q. Riddle 2: From wheel to kiln, my skill is born… Who am I?

Answer: Potter.

Q. Riddle 3: I lay foundations, brick by brick… Who am I?

Answer: Mason.

Q. Riddle 4: I work with pots, pans, and spice… Who am I?

Answer: Cook/Chef.

Q. What is the role and relevance of these people in society?

Answer: Farmers provide food, potters create useful and artistic objects, masons build houses and other structures, and cooks prepare food. Each vocation meets important human needs and contributes to society through specialised skills.

Check Your Understanding

Q. 1. The poem highlights the skilled work of craftspersons. True or False?

Answer: True.

Q. 2. The poet shares that musicians express emotions through their instruments. True or False?

Answer: True.

Q. 3. The carpenters in the poem are admired for their logical work. True or False?

Answer: False. They are admired for creating things from wood with mathematical precision.

Q. 4. The electricians are recognised for their crucial role in lighting up lives. True or False?

Answer: True.

Q. 5. The poem pays homage to shoemakers who manufacture quality footwear. True or False?

Answer: True.

Q. 6. The poem celebrates the patriotism of the people of Bharat. True or False?

Answer: False. It celebrates the varied vocations and contributions of people in Bharat.

Q. 7. The poet feels that each vocation deserves to be respected. True or False?

Answer: True.

Reading for Appreciation

Q. Does the poem strictly follow a rhyme scheme, or is it in free verse?

Answer: It is in free verse rather than following a strict regular rhyme scheme.

Q. What is the impact of the varying line lengths?

Answer: They create a flexible, natural rhythm and allow the poet to describe different occupations and activities freely.

Q. What is the pattern in the structure of most lines?

Answer: Most lines begin by naming a vocation or worker and then describe the skill, action or contribution associated with that vocation.

Q. Who appears to be the speaker and what is the speaker’s role?

Answer: The speaker is an observer who notices and celebrates the varied occupations and skills of people across Bharat.

Q. Complete the tone and mood.

Answer: A. The tone is reverential and celebratory. B. There is a joyful mood throughout the poem.

Q. Give two descriptions that evoke visual images.

Answer: Examples include craftspersons’ crafts woven with colours and myriad hues, and carpenters creating objects out of wood with precision.

Q. Complete the auditory imagery statement.

Answer: The poem includes auditory imagery through mentions of artisans with lutes, boatmen singing, and electricians humming.

Q. Is ‘delicious singing’ of the cook a metaphor?

Answer: True. The expression transfers the quality of something delicious to the pleasing nature of the cook’s work or contribution.

Q. Why does the poet begin and end with the same idea about hearing Bharat celebrating?

Answer: The repetition frames the poem and reinforces the central idea that the many voices, skills and occupations together form a celebration of Bharat’s diverse working life.

Q. Identify two examples of alliteration.

Answer: Examples include repeated consonant sounds in phrases such as ‘varied vocations’ and ‘walk, dance’. The poem uses sound patterns to add rhythm and emphasis.

Q. What does each vocation symbolise?

Answer: Each vocation symbolises skill, identity, dignity of labour and a distinct contribution to society.

Critical Reflection – Gifts of Grace

Q. What does ‘affirm’ refer to in ‘the shoemakers affirming the quality of their work’?

Answer: (ii) to declare with confidence.

Q. What do quality shoes help with?

Answer: They support the feet that walk, dance, run, jump and return home.

Q. What does ‘return home’ symbolise besides the literal act?

Answer: It can symbolise safety, belonging and the completion of a journey.

Q. Identify the phrase that tells us every worker’s contribution is distinct.

Answer: ‘what belongs to them and to none else’.

Q. ‘For the feet that walk, dance, run, jump, return home’ refers to what?

Answer: It refers to the many activities and journeys in everyday life for which good footwear provides support and protection.

Q. Why does the poet say, ‘I hear Bharat celebrating, the varied vocations I hear’?

Answer: The poet sees the many occupations as a celebration of the skills, labour and cultural diversity of the people. Each vocation adds a distinct voice to society.

Q. What does the electrician ‘humming’ while getting ready for work suggest?

Answer: It suggests energy and a rhythmic, active approach to work while also creating auditory imagery.

Q. Explain ‘The voice of their vocation is the voice of their identity.’

Answer: It means that a person’s work expresses their skills, individuality and contribution. The vocation becomes an important part of how the person is identified.

Q. Do you think people belonging to different vocations are important in daily life?

Answer: Yes. Different occupations meet different needs. For example, farmers provide food, electricians provide and maintain electrical services, carpenters make useful objects, and masons construct buildings. Society depends on the combined contribution of many kinds of workers.

Q. Why is the poet celebrating all the vocations?

Answer: The poet wants readers to recognise the value and dignity of different forms of work. The examples show that both traditional crafts and everyday services contribute to people’s lives.

Q. How does the poet use sensory imagery to bring out the beauty of everyday work?

Answer: The poem uses sound and visual details such as lutes, humming electricians, singing boatmen, colourful crafts and precise carpentry. These details allow readers to imagine and hear the workers as they perform their tasks.

Vocabulary in Context

Q. Match the vocations with the descriptions.

Answer: 1. Horticulturist 2. ASHA worker 3. Sericulturist 4. Confectioner 5. Goldsmith 6. Welder.

Q. Identify the word that is NOT a synonym.

Answer: 1. myriad – countable. 2. hues – drawing. 3. precision – calculation. 4. varied – uniform. 5. delicious – inedible.

Writing Task – Career Mela Poster

Q. Complete the Career Mela poster.

Answer: ABC PUBLIC SCHOOL announces CAREER MELA to spread awareness about various careers on 25 February from 9 a.m. to 6 p.m. at School Auditorium, ABC Public School. Highlights: details and information will be provided for all streams; counsellors for all career options; interactive sessions with professionals. Slogan: Chart Your Future at Career Mela. Entry: FREE. Sponsor: ABC Education Foundation. Issuing Authority: Principal, ABC Public School.

Learning Beyond the Text – Model Answers

Q. Name some indigenous pottery styles mentioned in the textbook.

Answer: Khurja pottery from Uttar Pradesh, Blue pottery from Jaipur, Terracotta from West Bengal, Andretta pottery from Himachal Pradesh, Karigari pottery from Tamil Nadu and Longpi Black pottery from Manipur.

Q. What can be highlighted in a review of ‘Quality’ by John Galsworthy?

Answer: The story presents Mr Gessler as a highly skilled bootmaker who values craftsmanship and quality. His handmade boots are durable and carefully fitted. The story also contrasts his traditional, time-consuming work with large firms that attract customers through advertising and faster service. It highlights the difficulties traditional craftspeople can face when competing with mass production.

Q. Write a short presentation note on one vocation and its social value.

Answer: I would choose the vocation of a teacher. A teacher helps learners develop knowledge, skills and confidence. Teaching contributes to society by preparing children and young people for further education, work and responsible participation in the community. It also provides opportunities for lifelong learning and personal growth.

Q. Create a Haiku following the 5–7–5 pattern.

Answer: Clay spins in warm hands
A new shape slowly rises
Tradition lives on.

Listening Activities – Important Note

The textbook provides listening questions whose transcripts are printed for the teacher on pages 261–262. The uploaded student PDF does not contain those transcripts. Therefore, exact listening answers have not been invented in this solution PDF. The same approach applies to any activity that explicitly depends on an unavailable teacher transcript.

Speaking Activities – Model Guidance

Q. How can the Sentila–Onula role-play be structured?

Answer: Sentila can explain her strong desire to learn pottery and her frustration after repeated failure. Onula can describe what she noticed about Sentila's technique, encourage her to relax and offer to teach her. Sentila can express gratitude and promise to observe her mother carefully. The dialogue should reflect the characters and events of the story.

Q. How can a vocation be presented in the poem's group speaking activity?

Answer: A student may speak as a carpenter: introduce the vocation, explain the work with wood, describe the skills and tools required, mention challenges such as precision and physical effort, and end with a message about respecting skilled work.

Source Note

These solutions are based on the uploaded Class 9 English Kaveri Chapter 2 textbook. The textbook's own wording and organisation have been retained where appropriate. Open-ended questions have model answers; other reasonable answers may also be accepted when they are supported by the text.