

Gifts of Grace: Honouring Our Vocations



Reflect and Respond

I Given below are four riddles. Read and identify who these people are.

1. In furrows deep, secrets I sow,
As time passes,
I watch them grow.
Who am I? _____
2. From wheel to kiln, my skill is born,
Step by step, an art takes form.
Who am I? _____
3. I lay foundations, brick by brick,
To build a house, it's me you pick.
Who am I? _____
4. I work with pots, pans, and spice,
Creating dishes that taste so nice.
Who am I? _____

II What is the role and relevance of the people you identified in the riddles. How do they contribute to the society? Discuss with your classmates and teacher.



Reading for Appreciation

I hear Bharat celebrating, the varied vocations
I hear;

Those of craftsperson, each one celebrating their
craft, woven with colours and myriad hues.

The artisans with lutes, each hailing varied
emotions and celebrating dreams, echoing in
the streets.

The carpenters celebrating; they create anything
out of wood with mathematical precision,

The electricians humming; they get ready for work,
work with cables and wires to brighten our lives,

Kaveri

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The boatmen gathering their nets from the shore,
sailing, and singing while at work, return to tell
the tales of life at sea,

The shoemakers affirming the quality of their
work, for the feet that walk, dance, run, jump,
return home.

The delicious singing of the cook, or the rhythm of
designer, mason, each celebrating what belongs to
them and to none else,

The voice of their vocation is the voice of their
identity. I hear Bharat celebrating, the varied
voices I hear!

ANONYMOUS

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Check Your Understanding

- I Based on your understanding of the poem, state whether the following statements are true or false. Also, rectify the false statements.
1. The poem highlights the skilled work of craftsman.
 2. The poet shares that musicians express emotions through their instruments.
 3. The carpenters in the poem are admired for their logical work.
 4. The electricians in the poem are recognised for their crucial role in lighting up lives.
 5. The poem pays homage to shoemakers who manufacture quality footwear.
 6. The poem celebrates the patriotism of the people of Bharat.
 7. The poet feels that each vocation deserves to be respected.
- II Let us appreciate the poem.
1. Rhyme Scheme and Lineation
 - (i) Does the poem strictly adhere to a rhyme scheme, or is it in free verse?
 - (ii) What is the impact of the varying length of lines in the poem?
 - (iii) What is the pattern in the structure of most lines of the poem?
 2. Speaker
 - (i) Who appears to be the speaker and what is her/his role here?
 3. Tone and Mood
 - (i) Fill in the blanks with suitable options from the box given below.

serious	celebratory	hostile
reverential	joyful	sympathetic



- A. The tone is _____ and _____, depicting a sense of admiration and respect for the artisans and craftspersons.
- B. There is a _____ mood throughout the poem, capturing the vibrancy and richness of cultural traditions and skills.

4. Imagery

- (i) Select any two descriptions from the poem that evoke visual images.
- (ii) Fill in the blanks with suitable phrases.

The poem includes auditory imagery through mentions of artisans with lutes, _____, and _____, emphasising the sounds associated with each vocation.

5. Metaphor

- (i) State whether the following sentence is true or false.

The mention of 'delicious singing' of the cook is a metaphor because it implies that the quality of the singing is so enjoyable or pleasing that it can be equated to the experience of tasting something delicious.

6. Personification

- (i) Select the line that tells us that the poet personifies vocations by attributing human-like qualities to them.

7. Repetition

- (i) Why might the poet have begun and ended with the same line—'I hear Bharat celebrating, the varied vocations I hear!'?

8. Alliteration

- (i) Identify two examples of alliteration from the poem.

9. Symbolism

- (i) Each vocation in the poem symbolises something more than just a job. What does it symbolise?





Critical Reflection

- I Read the extract given below and answer the questions that follow.

The shoemakers affirming the quality of their work, for the feet that walk, dance, run, jump, return home.

The delicious singing of the cook, or the rhythm of designer, mason, each celebrating what belongs to them and to none else,

1. The poet says that the shoemakers 'affirm' the quality of their work. What does 'affirm' refer to here?
 - (i) to make adjustments in
 - (ii) to declare with confidence
 - (iii) to label the goods
 - (iv) to justify the efforts
2. What do quality shoes help with, according to the poet?
3. What does 'return home' symbolise besides the literal act of returning?
4. Identify the phrase that tells us that every worker's contribution is distinct.
5. Complete the following with suitable words.
...for the feet that walk, dance, run, jump, return home refers to _____.

- II Answer the following questions.

1. Why does the poet say, 'I hear Bharat celebrating, the varied vocations I hear'?
2. What does the electrician 'humming' while getting ready for work suggest?
3. Explain the significance of the line, 'The voice of their vocation is the voice of their identity.'
4. Do you think the role of all the people belonging to different vocations is important in our daily lives? Support your answer with a reason.



5. Why is the poet celebrating all the vocations in the poem? Explain by giving examples from your context.
6. How does the poet use sensory imagery to bring out the beauty of everyday work?



Vocabulary in Context

- I People of different vocations are being described in the poem. Match the vocations given in the box below with the descriptions that follow.

ASHA worker
welder

confectioner
horticulturist

sericulturist
goldsmith

1. A person who studies or grows garden plants: _____
2. A trained female community health worker: _____
3. A producer of raw silk: _____
4. A person whose job is making or selling sweets and chocolates: _____
5. A metalworker who specialises in working with precious metals: _____
6. A person who fuses materials together: _____



Did You Know?

Accredited Social Health Activist (ASHA) is a group of community health workers employed by the Ministry of Health and Family Welfare (MoHFW) as a part of India's National Rural Health Mission (NRHM).

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- II Identify the word from Column 2 that is not the synonym of the words given in Column 1.

Column 1	Column 2
1. myriad	(i) countable, innumerable, numerous, abundant
2. hues	(ii) shades, tints, drawing, colour
3. precision	(iii) exactness, accuracy, correctness, calculation
4. varied	(iv) assorted, diverse, uniform, different
5. delicious	(v) mouth-watering, inedible, tasty, flavourful



Listen and Respond

- I You will listen to two friends, a boy and a girl discussing the occupations of their parents. As you listen, answer the following question in two to three words only. (Transcript for teacher on page 262)
- What does the boy use to understand the details of the tools?
- II You will listen to the girl and the boy once again. As you listen, answer the questions by selecting the correct option.
- The girl is _____ about taking food for her mother at the factory.
 - happy
 - boastful
 - unsure
 - The boy thinks that the job of the girl's mother carries a lot of _____.
 - luck
 - risk
 - responsibility



3. The girl _____ why the boy is good at science exhibitions.
 - (i) wonders
 - (ii) questions
 - (iii) realises
4. The girl shares her _____ about joining the weekend discussion on tools.
 - (i) doubts
 - (ii) wish
 - (iii) ideas



Speaking Activity

The poet speaks of several occupations in the poem.

Create groups of five. Allot the role of any five vocations that the poet talks about. Each student in the group will represent one vocation.

Each student speaks for 1–2 minutes about their vocation—who they are, what they do, where they work, what kind of experiences they have at work, what problems they face and a message for all.



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Writing Task

- I Your school will be organising a 'Career Mela' in which students are to be made familiar with the different career options. Complete the poster for the event given below.

NAME OF THE ORGANISER Event purpose (if any) Date Time Venue Highlights/Attractions Slogan Entry tickets Sponsors Issuing Authority	_____ announces _____ MELA to spread awareness about various careers on 25 February from 9 a.m. to 6 p.m. at _____, _____ Highlights: • Details, information _____ provided for all streams • Counsellors for all _____ • Interactive _____ with professionals  CHART YOUR FUTURE AT CAREER MELA _____ : FREE _____ School
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A **poster** is used to announce an event. It has the following features:

- ✿ placed in a box
- ✿ visually attractive
- ✿ letters of different fonts and size
- ✿ proportionate spacing
- ✿ word limit: 50



Learning Beyond the Text

- I You must have read poems and songs related to childhood fascination about different vocations in English and in your own language. Now, read and enjoy the poem given below.

The Lamplighter

My tea is nearly ready and the sun has left the sky;

It's time to take the window to see Leerie going by;

For every night at tea-time and before you take your seat;

With lantern and with ladder he comes posting up the street.

Now Tom would be a driver and Maria go to sea,

And my papa's a banker and as rich as he can be;

But I, when I am stronger and can choose what I'm to do,

O Leerie, I'll go round at night and light the lamps with you!



The Lamplighter



For we are very lucky, with a lamp before the door,
And Leerie stops to light it as he lights so many more;
And O! before you jurry by with ladder and with light,
O Leerie, see a little child and nod to him to-night!

R.L. STEVENSON

- II Visit the website <https://www.msde.gov.in/>
Collect information on any one vocation of your choice.
Prepare a presentation explaining the following.

- Reason for your choice
- How is it helpful to the society and self?

III

A Japanese Haiku

Make up your mind, Snail!
You are half inside your house,
And halfway out!

Haiku is a traditional Japanese poetry form. A very short poem consisting of 17 syllable verses divided into three lines, with five syllables in the first, seven syllables in the second, and five syllables in the third.

Now, create a Haiku poem and share with your classmates and teacher.

