

Lesson 4

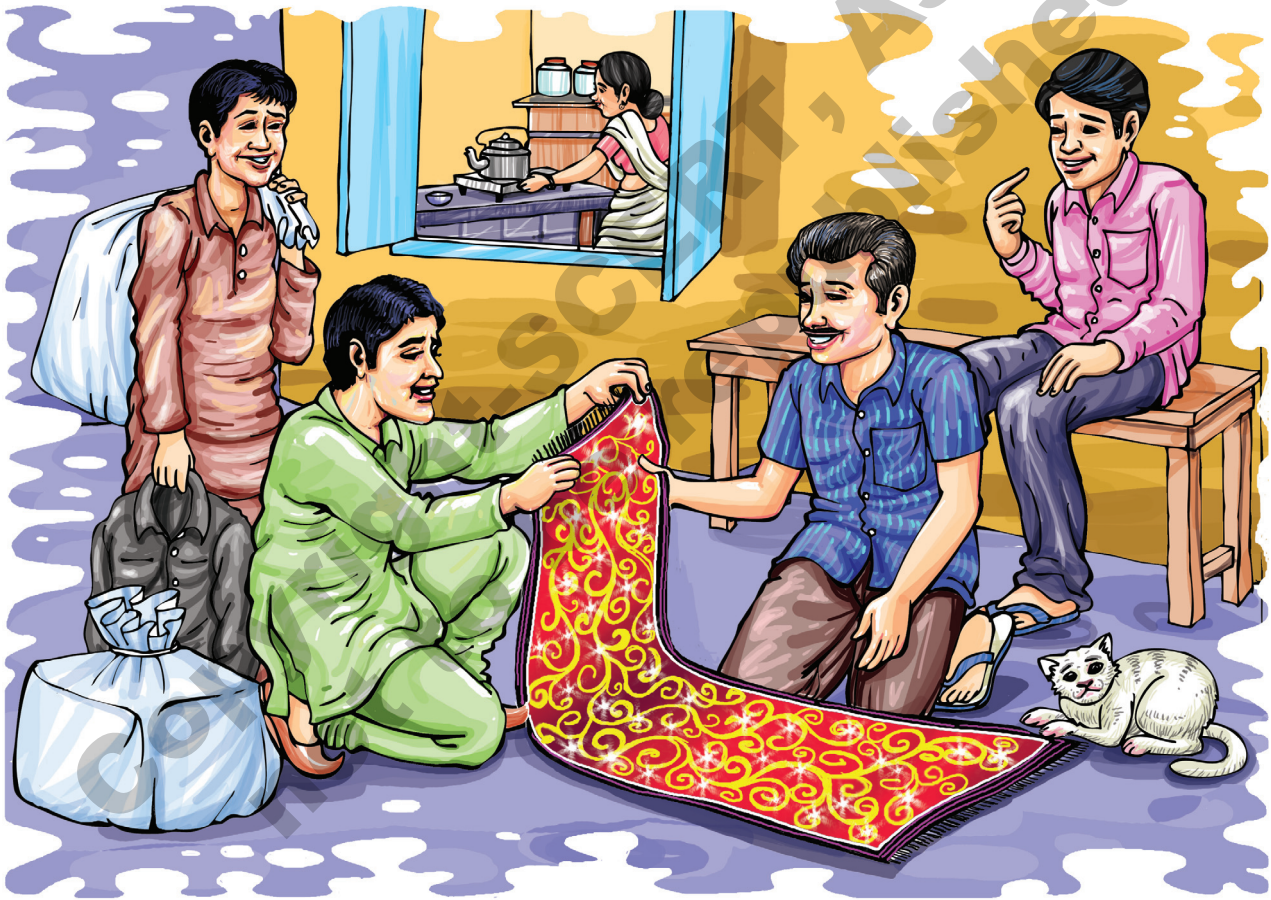
Kindness



Do you have people coming to your house to sell different things?

In groups, share your experiences of how you feel about such people. Do you offer them tea?

Here is a story about a family who was visited by two Kashmiri vendors, and what happened between them.



Every year, when the rainy season comes to an end and winter is about to begin, Kashmiri vendors arrive at the city. They travel around the city to sell their handcrafted shawls, purses, blankets and even carpets. It's a hard life for these vendors.



Their hardship does not end with their long journey from Kashmir to the city. In fact, it is just the beginning. They stay at cheap hotels and roam around the city streets all day. They are bent with the load on their backs. Shouting their ware, they look for buyers.

I would have never known all this if it were not for a chance meeting with a couple of Kashmiri vendors at my brother-in-law's house. We were seated in my brother-in-law's verandah when two Kashmiri vendors, who looked like father and son, came in. The younger man carried a bundle on his back, while the other, frail and old, called attention to their wares in a sufficiently loud voice: "Kashmiri shawls! Kashmiri shawls!"

I was surprised when my brother-in-law called the vendors in. I was sure that he needed nothing from them. But he began examining their shawls and short jackets. His wife, my sister, who was in the kitchen, got busy making tea. She knew that her husband wouldn't buy anything from vendors. I felt sorry for them. When my brother-in-law asked me to buy something, I politely declined. He then started chatting with the vendors about their families and their homeland.

As they narrated the details of their different lives, I felt sad and guilty at being a party to such behaviour. But my brother-in-law suddenly called out to his wife and asked her to serve the visitors something to eat, since they would be hungry. She quickly brought some food into the veranda. The vendors hesitated initially, but agreed to eat when my brother-in-law insisted. After a hearty meal they left, promising to bring better things next year.

It was then that my brother-in-law spoke to me.

"I am well aware of the hardships faced by these Kashmiri vendors," he said, as I looked at him, still confused. "They eat in the morning and spend the rest of the day roaming around the city on foot, hungry and thirsty. When I saw them, I wanted to offer them food. But they have their pride. They would never accept anything unless I pretended I was interested in their wares. So I had to make the offer of the food look unplanned."

(Adapted from Reader's Digest July 2011)

ACTIVITIES

1. Answer these questions to check your understanding:

- When do the Kashmiri vendors travel to cities to sell their goods?
- Why is it a hard life for the Kashmiri vendors?
- Why was the author surprised when his brother-in-law called the vendors?
- “I felt sad and guilty at being a party to such behaviour.” - What does the word ‘party’ mean here? And what kind of behaviour did he refer to?
- Who was kind? What was his deed of kindness?

2. Here is some information about the Kashmiri vendors and the author’s brother-in-law. Rewrite them in the correct columns according to what you have understood from the story:

Asked the vendors to show their goods
 Travel from Kashmir to different cities
 Stay at hotels with minimum facilities
 Did not intend to buy anything
 Walk around the city on foot to sell their goods
 Asked wife to serve food to the vendors
 Made the offer of food look unplanned

The Kashmiri vendors	The brother-in-law
1.	1.
2.	2.
3.	3.
4.	4.



3. Rearrange the sentences according to the order in which events happened in the story and write them in your notebook:

- (a) Two Kashmiri vendors came in to sell their goods.
- (b) The brother-in-law made the offer of food look incidental.
- (c) The vendors had food and left.
- (d) The brother-in-law asked his wife to bring some food for the vendors.
- (e) The brother-in-law enquired about their goods.
- (f) The vendors hesitated to take the food.
- (g) The vendors came in.

4. Read this conversation between a vendor and his customer. Then work in pairs and play the roles of the customer and the vendor by taking turns.

Vegetable vendor: (*Calling out for customers*) Come one! Come all! Buy farm fresh vegetables! Be healthy! Be happy!

Customer: How nice and fresh your vegetables look! What is the price of your tomatoes, cucumbers and potatoes?

Vegetable vendor: The tomatoes cost Rs 60/-, the cucumbers, Rs 55/- and the potatoes, Rs 35/- per kg.

Customer: Why are your prices so high? The other vendors are selling these vegetables for much less!

Vegetable vendor: Their prices may be lower, Madam, but the health cost that you will have to bear after consuming those vegetables will be quite high. Mine are organic and free of chemicals.

Customer: You are right. We should eat healthy, chemical-free food only. How much will you charge for a handful of green chillies and half a kilogram of capsicum?

Vegetable vendor: Rs 10/- for the chillies and Rs 100/- for the capsicums, madam.

Customer: Oh I see! How much do I need to pay you?

Vegetable vendor: Here are your vegetables, Madam. The total cost comes to Rs 260/-. You can pay me Rs 250/-. I'll give you the green chillies free of cost.

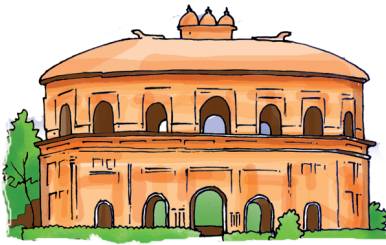
Customer: Thank you so much! Here is a Rs 2000/- note. Do you have change?

Vegetable vendor: Yes, I do Madam. Here you are. Do come again.



5. Look at the pictures below carefully. Then listen to your teacher read a travel guide for Assam. As you listen, fill in the boxes under the pictures with the correct words. After you finish, exchange your textbook with a partner. Then read the passage yourself and check if your friend has written the answer correctly.

Assam is famous for:



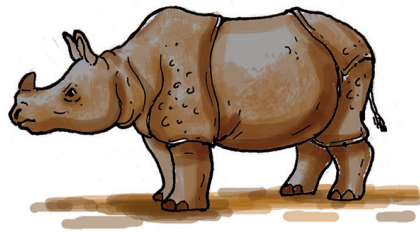
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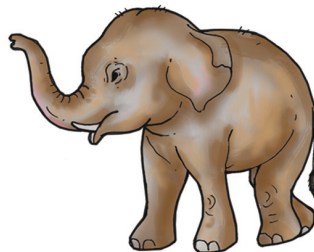
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6. Let's practise some grammar:

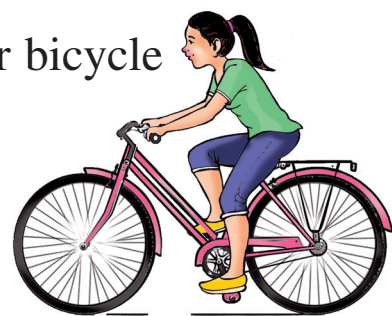
Work in pairs. Here are some sentences. Each sentence has a blank space after it, with a blank. Fill in the blanks with the correct words. One is done for you.

- (a) The wares belong to the Kashmiri vendors. They are their wares.
- (b) The wares were carried on the back of the younger vendor. He carried the wares on _____ back.
- (c) The author's brother-in-law called out to the vendors. He called them in to _____ house.
- (d) The author was unhappy when the brother-in-law called in the Kashmiri vendors. He thought, "I do not want to buy anything and waste _____ money".

Look carefully at the words that you have used in the blank spaces. They say something about the word before which they are placed. They indicate the person or thing with which they are related, or to whom they belong. Such words are called **possessive determiners**. (To *possess* means to own.) Such words answer the question "Whose?". Example: Whose wares? ***Their*** wares. Possessive determiners are thus words which are placed before nouns and indicate possession or ownership of the thing denoted by the noun. Some examples of possessive determiners are ***my, your, our, her, his***.



His bicycle



Her bicycle

7. Read the text once again. Find out the nouns that have been qualified by possessive determiners and complete the table given below. One example has been done for you.

Possessive determiner	Nouns qualified
their	shawls

Now, practise using some more determiners. Fill in the blanks with the appropriate possessive determiners. One is done for you.

- (i) The wares belong to us. They are our wares.
- (ii) The wares were carried by you. You carried the wares on _____ back.
- (iii) I am writing a book. It is _____ book.
- (iv) The Coorgis are a proud people. They are known for _____ pride.
- (v) We are from Assam. Assam is _____ state.

Besides possessives, there are other kinds of determiners, such as articles (a, an, the), demonstratives (this, that, those, these), quantifiers (few, a few, some, any, etc.), numerals (one, two, three, four and so on), ordinals (first, second, third, fourth and so on), and distributives (each, every).

8. (a) In the passage below, Radha is telling her friend Rohit about her neighbourhood. In Radha's description, all the words underlined and written in bold are determiners.

Radha: "We live in Adarshnagar. **Our** locality is clean and green. There are **many** tall trees lining **the** roads. There are **twenty-five** houses in **our** neighbourhood. **My** house is located in the **second** lane of **our** locality. We have a beautiful garden in front of **our** house. **My** mother looks after it. **My** neighbours also have beautiful gardens in front of **their** houses. **Every** neighbour has **one** or more pet dogs. One of **our** neighbours is Mr. Rahman. He has **four** dogs. I love to play with **his** dogs. **His** wife loves to bake cakes and biscuits. I love **her** cakes and biscuits. Here are **a few** pictures of her cakes. Don't they look very tasty? She has decorated **these** cakes very beautifully, hasn't she? She sent **some** cakes for me yesterday."

How would Rohit describe his neighbourhood?

Working in pairs, help Rohit write a few sentences describing the place where he lives. Fill in the blanks in Rohit's description with appropriate determiners from the brackets. Then take turns to play the roles of Radha and Rohit and enact their conversation.

Rohit: (Our/His/Her) locality is called Boragaon. It is beside the National Highway bypass. You can see (his/their/my) house right from the road. It is (a/an/the) one with (a/an/the) green roof. Next to (his/her/our) house is (an/the/my) uncle's bungalow. (My/Her/His) roof is also green, but it has a red border. Every house in (his/their/our) lane has a beautiful garden, with lots of flowers and big trees. (My/His/Her) mother loves spending time tending to (my/their/her) favourite plants. She and (his/their/our) neighbours sometimes have garden competitions. My friends and I love these competitions because everyone decorates (his/our/their) houses and we all come together to clean the neighbourhood.

(b) Here are some more sentences for practice. Fill in the blanks in the sentences with the appropriate determiner from the choices given:

- (i) There is _____ water in the jug. (some/any/many)
- (ii) The teachers gave him _____ advice. (many/much/a lot of)
- (iii) _____ of the boys was given a prize. (Each/Every/Much)
- (iv) He relies on the _____ friends he has. (little/few/any)
- (v) There are _____ books on the shelf, you may choose one. (few/a few/the few)
- (vi) Do you have _____ relatives in the city? (some/any/few)
- (vii) He is _____ electrical engineer. (a/an/the)
- (viii) He left _____ hour ago. (a/an/the)

9. Look at these sentences from the lesson:

- (a) She knew that her husband wouldn't buy anything from them.
- (b) His wife, who was in the kitchen, got busy making tea.
- (c) When my brother-in-law asked me to buy something, I politely declined.

In all these sentences, there is a part that can make complete sense on its own. This part is called the main clause. The other part is dependent on the main clause to complete its meaning. So it is called the dependent or subordinate clause.

For example, in sentence (a) **She knew** can make complete sense, whereas **that her husband wouldn't buy anything from them** does not make complete sense.

Now can you say which parts of the sentences in (b) and (c) are the main clauses?

Write the answers here:

Here are a few more sentences. Each of these sentences has a main clause and a subordinate clause. Underline the main clause and circle the subordinate clause in each sentence.

- (i) I was surprised when my brother-in-law called the vendor.
- (ii) I was sure he needed nothing from them.
- (iii) He knew that they were hungry and tired.
- (iv) When I saw them, I wanted to offer them food.
- (v) I pretended that I was interested in their wares.

10. Listen to the description of dresses worn by people of some places of India. As you listen, match each description to the pictures.



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For the Teacher

The lesson 'Kindness' seeks to inculcate positive human values in the learners through a story about Kashmiri vendors and their hardships. There is ample scope for language learning in the activities provided.

In order to assess learners' understanding of the lesson, encourage them to answer the comprehension questions orally. Activities 1, 2 and 3 require your time and close attention while you help them to respond to these before they put their answers in writing.

Activity 4 is an integrated activity. In this activity the learners will first read the conversation between a vendor and his customer. Then ask the learners to sit in pairs. They will act out the dialogues by taking turns. This will help learners to develop their listening as well as their speaking skills.

You will read aloud the Travel Guide for Assam for Activity 5 from the passage for listening at the end of Lesson 8. Your learners will fill in the boxes below the pictures with correct names of the pictures. Ask learners to exchange their textbooks with their partners and make corrections accordingly.

In Activity 6 and Activity 7 under 'Let's practise some grammar', help learners to read the text to locate possessive determiners which show who owns or possesses something. The purpose of the activities is to introduce learners to words like- *my, your, our, her, his* which are determiners and which are not to be confused with possessive pronoun. The learners are expected to understand that like other determiners, these possessive determiners identified by them come before a noun phrase, or before an adjective or adjectives. Write a few examples on the board to explain it further. e.g. (i) This is *my* umbrella. (ii) I like *their* beautiful house. etc.

Arrange your students in pairs and ask them to find out the sentences in the lesson before they fill up the blanks. Ask them to read the text once again and find out nouns that have been qualified by possessive determiners.

Activity 8 provides opportunity for more practice in this aspect. Devote four to five classes for Activity 6-8 so that learners form an enduring concept about possessive determiners.

In Activity 9, help learners to understand a clause: a main clause and a subordinate clause. Provide graded activities to engage the learners to understand the concepts better.

Activity 10 is designed to develop the skill of listening of the learners. Read aloud the passage that is provided in the 'Passages for Listening'. Ensure that your learners listen carefully and fill in the blank spaces provided just below the pictures in the textbook.

Learning Outcomes:

The learner:

- engages in conversations in English with family, friends, and people from different professions such as shopkeeper, sales person, etc. using appropriate vocabulary
- asks and responds to questions based on texts (from books or other resources) and out of curiosity
- reads textual/non-textual materials in English/Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
- takes notes while teacher teaches/from books/from online materials
- uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.)