

The Beggar

Activity – I: Pre-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

learn the skill of organising their thoughts in a group and putting it in a sentence or two individually.

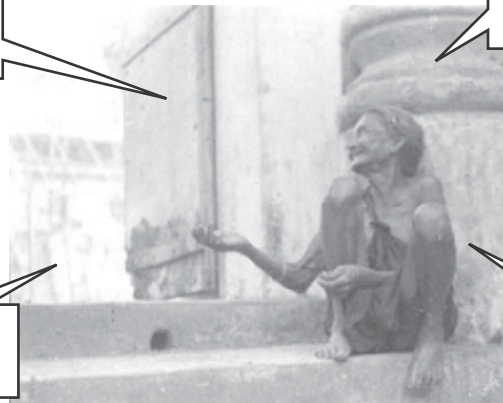
speak without any written text in hand.

Time Required: One period

Procedure:

1. The teacher divides the class into pairs.
2. Each pair gives at least two reasons why people beg.
3. The teacher writes the main reasons on the board.

Why do people beg



4. Students answer the following questions:
 - ❖ Do you think a beggar always gives you the true reason? Why/ why not?
 - ❖ What according to you is the reason behind begging?
 - a) Ill health
 - b) Poverty



MOMENTS

FORMATIVE ASSESSMENT

- c) Losing a job etc.
- d) Laziness
- e) Habit
- f) Easy way to earn money
- g) Any other reason

Assessment Criteria:

This task need not be assessed

Activity – II: While/Post-Reading

SKILL AREA: SPEAKING

The teacher may take up the following task when she has completed a reading of the lesson and wants to check whether the students have grasped the main ideas. This may be done orally also.

Learning Outcomes: The students will be able to

- understand the key theme of the story.
- enhance their thinking skills.
- write fluently and accurately.

Task: Find the partner.

Time Required: 25 minutes

Procedure:

1. The class is divided into two groups of equal number of students.
2. The teacher distributes the cards each with one complete and one incomplete sentence on it.
 - (i) One group with incomplete sentences (given at I).
 - (ii) The second group with expected answers (given at II).
3. The teacher frames more sentences for larger classes.
4. The students speak and find out the answer card to make pairs.
5. The students do not show their card to the other group. They only speak.



Assessment Criteria:

- Correct sentences
- Coherence and aptness of expression.

Feedback:

The teacher must ensure that the students speak and not just show the cards to each other. Wherever there is doubt, students may be asked to read the relevant portions again. Teacher may also offer simple explanations if necessary.

WORKSHEET

Complete the following sentences.

- a) The beggar pretended _____
- b) The beggar wanted _____
- c) The beggar avoided _____
- d) The beggar was not _____
- e) The beggar went with Sergei _____
- f) The beggar was _____
- g) The beggar did not _____
- h) The beggar changed _____
- i) The beggar told Sergei _____
- j) The beggar became _____

Expected answers can be varied. Some are

- a) The beggar pretended to be a teacher.
- b) The beggar wanted to beg.
- c) The beggar avoided work
- d) The beggar was not very strong
- e) The beggar went with Sergei because he was trapped by his own words.
- f) The beggar was a drunkard.
- g) The beggar did not chop any wood



MOMENTS

FORMATIVE ASSESSMENT

- h) The beggar changed into a better person.
- i) The beggar told Sergei that he hadn't changed him.
- j) The beggar became a respectable man.

Activity – IV: Post-Reading

SKILL AREA: LISTENING/WRITING

Learning Outcomes: The students will be able to
know about the problem of begging.
suggest ways to rehabilitate 'beggars'.

Time Required: One period

Procedure:

1. The teacher divides the class in groups of four or five.
2. The announcement is read aloud by a student twice-slowly and clearly.
“The Delhi government wants the streets clear of beggars for the Commonwealth Games in October. And it's come up with a plan: since most beggars are from outside the city, it wants them repatriated to their home or rehabilitated.”
3. The students discuss the above news item in their groups and think of ways to resettle the beggars based on the above announcement.
4. Then, they do the following task individually.
You run an NGO which helps beggars. Write an article/make an advertisement/draw a chart/make a model for rehabilitation. The students may be given the following hints.
 - a) Types of housing planned.
 - b) Financial help (private/public).
 - c) Employment opportunities
 - d) Integrating them into the society through education, employment etc.

Assessment Criteria:

Understanding
Clarity of thought



Fluency and accuracy

Creativity and originality

Feedback:

The teacher helps the students where required

Activity – V: Post-Reading

SKILL AREA: WRITING/SPEAKING

Learning Outcomes: The students will be able to

write and speak a dialogue.

enhance their creative skills.

enhance their speaking skills.

Time Required: One period

Procedure:

1. The class is divided into pairs.
2. The students are instructed to construct a dialogue and speak it in pairs on the following situation:
“If Olga and Lushkoff met after the ending of the play, what would they say to each other.”
3. Students are given pointers like.
 - a. Olga –What she is doing now. Her reaction at seeing Lushkoff. Her reaction to his thanks and her advice to him.
 - b. Lushkoff –greet Olga. Thanks her. His explanation of his present state.

Assessment Criteria:

Aptness with reference to the characters in the story

Use of incidents in the story

Fluency and accuracy of language

Feedback:

Teacher puts up some good dialogues on the board and encourages students to edit them.

This task is made part of the students' portfolio.