



## *A Truly Beautiful Mind*

### Activity – I: Pre-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to  
 reflect on the contribution made by some famous scientists.  
 identify the qualities common to these scientists.

**Time Required:** One day and one period

#### Procedure:

1. The teacher distributes the worksheet to the students and explains the task.
2. The students complete it.
3. A day to be given to collect information if they are unable to complete it.
4. The students are asked to share their findings in the class.

#### Assessment Criteria:

The students may be assessed on the basis of their research skills and the information collected.

#### Feedback:

Teacher gives some additional information on the famous people discussed in this task.

The teacher to also guide the students about where to look for information-internet, library etc.

### WORKSHEET

Identify the people in the pictures. Work with your partner; try to answer as many questions as possible about them.



A



B



C



D



E



## BEEHIVE

## FORMATIVE ASSESSMENT

- 1) They are a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_ e) \_\_\_\_\_ (names in full)
- 2) They excelled in \_\_\_\_\_
- 3) Their significant achievements and contributions are: \_\_\_\_\_  
\_\_\_\_\_
- 4) They are the recipients of \_\_\_\_\_
- 5) All of them share \_\_\_\_\_  
(Passion for research, perseverance, hard work, originality, scientific bent of mind desire to improve life on earth, questioning mind, critical approach etc)
- 6) Find information about their school life, make a note of it and share the information with the class \_\_\_\_\_

### Answers:

- A) C.V Raman
- B) Hargobind Khurana
- C) Venkatraman Ramakrishnan
- D) Marie Curie
- E) Vikram Sarabhai

### Activity – II: Pre-Reading

**Learning Outcomes:** The students will be able to

- understand the main ideas of the text
- reflect on the values
- express themselves fluently and accurately

**Times Required:** One period

#### Procedure:

1. The teacher



distributes the worksheet to the students.

instructs them to work in pairs and fill up the column I.

- Only after reading of the text, the students attempt to complete the column II.

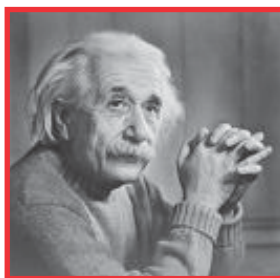
*This task need not be graded.*

### Feedback:

The teacher should encourage the students as the completed sheet could be used as a ready reckoner.

### WORKSHEET

Identify the person in the picture. Work in pairs; fill in the second column in the table given below after reading the lesson:



Details	What I know (I)	What I have learnt (II)
Name in full		
Birth place		
Year of birth		
Country		
Schooling		
Places lived		
Good at		
Did not like		
College education		
University attended		



Achievements		
Awards		
Contribution to world peace		
Two interesting quotes		

**Activity – III: While-Reading**

**Learning Outcomes:** The students will be able to

develop the fluency and accuracy of expression.

understand the use of collocations.

understand new vocabulary and use them appropriately.

**Task:** Make pairs of words by matching column A with column B, choosing the right combination.

**Time Required:** One period

**Procedure:**

1. The words in the table are written on the board.
2. The students make the right combinations.
3. Students share their responses.
4. Identify collocations.
5. The students make more pairs of words.

'A collocation' is two or more words that often go together. These combinations just sound 'right' to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound 'wrong'.

A	B
Difficult	Moustache
Antique	Exercise
Mechanical	Furniture
Regular	Violinist
Whispered	Problem



Amateur	Conversation
Walrus	Toy
Professional	Painter

### Answers:

Difficult exercise/ problem

Antique furniture

Mechanical toy

Regular exercise.

Whispered conversation

Amateur painter/ violinist

Walrus moustache

Professional painter/ violinist

### Assessment Criteria:

Correct answers

### Activity – IV: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

develop their writing skills.

develop critical thinking skills.

**Task:** Newspaper Report Writing

**Time Required:** One period

### Procedure:

1. The teacher instructs the students to read the text carefully and identify the portion where the Theory of Relativity is discussed.
2. The teacher then writes the following task on the board:  
Imagine you are a reporter/correspondent of a national daily and Einstein has found the Theory of Relativity Prepare a newspaper report for the same.
3. The students write the report.
4. The teacher asks some of the students to present it in the class.



## BEEHIVE

- The teacher evaluates all the reports written by the students.

*This activity can be taken as a part of portfolio.*

### Assessment Criteria:

Appropriate language

Content

Coherence

Presentation

### Feedback:

The teacher checks the language errors and sees if the report is presented in the right format.

### Activity – V: Post-Reading

#### SKILL AREA: THINKING/WRITING/SPEAKING

**Learning Outcomes:** The students will be able to

develop speaking skills.

develop critical and analytical thinking skills.

develop question framing skills.

### Task: Role Play

As a journalist, you have to interview scientists, prepare a questionnaire for the interview.

**Time Required:** Two periods

### Procedure:

- The teacher
  - divides the class into six groups.
  - assigns three groups the task of being journalists.
  - instructs them to prepare a questionnaire to interview Homi J. Bhabha, C.V. Raman and Meghnad Saha. (Some other scientists may be chosen)



assigns the other three groups the task of being Homi J. Bhabha, C.V. Raman and Meghnad Saha.

asks them to prepare themselves to face the interview by collecting information on the scientists.

instructs the two groups (one journalist group and one scientist group) to make a presentation.

2. The teacher must issue instructions that each member of the interviewing group must pose as a journalist and should ask a question.
3. Similarly in the scientist group, each member should pose as the scientist and answer the questions by turn.

### Assessment Criteria:

Clarity	Relevance of content
Diction	Research
Body language	Accuracy and fluency
Modulation and tone	

### Feedback:

The teacher gives observations on pronunciation and body language.

The teacher needs to guide students whenever required.

### Activity – VI: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

- write fluently and accurately.
- think critically.
- draft a report using appropriate format and style.

**Task:** Report on a science exhibition.

**Time Required:** One period



## BEEHIVE

### Procedure:

1. The teacher divides the class in groups of five and instructs them to write down the important points related to a science exhibition.
2. Each student writes the report on a science exhibition, keeping in mind all the 'wh-questions' like when, where, what time, etc.
3. The teacher asks the group representatives to present the report in the class. (2 minutes each)

*This activity can be taken as a part of portfolio.*

### Assessment Criteria:

Appropriate style, accuracy and fluency

Content

Coherence

Presentation

### Feedback:

Teacher identifies common language errors and checks whether the report is presented with all the 'wh-questions' answered.