

6

Steve Jobs

Get Going!	<ul style="list-style-type: none"> ✧ This information can be accessed from the Internet. Ask students to do this on their own and also to understand what each of the organisations is about.
Read and Enjoy	<ul style="list-style-type: none"> ✧ Read aloud the lesson or ask the students to read it aloud. Explain it and discuss, asking small questions to assess the understanding of the class. [For example: What does 'connecting the dots' mean? Which college invited Steve Jobs as a special guest? Etc.]
Read and Understand	<ul style="list-style-type: none"> ✧ Exercises A, B, C, D and E: Explain the exercises and ask the students to write the answers on their own. It is advisable to check and assess their work individually.
Think and Answer	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise and discuss. The use of computers, laboratories, sound systems, and the mobile phone have greatly assisted education. Even artistic interests and career planning has been helped by technological developments. Ask the students to write the answers on their own. It is advisable to check and assess their work individually.
Grammar Spot	<ul style="list-style-type: none"> ✧ Explain Finite and Non-finite Verbs using the given instructions and examples. You can add your own examples too. ✧ Finite Verbs - have a subject and change according to the number and person of the subject; and the tense. ✧ Non-finite Verbs - Does not change its form; can be subject or object. Include: Infinitives, Gerunds and Participles. ✧ Exercise A: Do the exercise orally first. Then ask the students to write down the answers. Announce the answers and let them check their work. ✧ Explain Infinitives using the given instructions and examples. You can add your own examples too. Usually written with 'to' + basic verb [to go, to eat, etc.]; time of action not shown; act as nouns; also used to show purpose of an action; 'to' can follow words like 'would like', 'would prefer' etc. ✧ Exercises B and C: Do the exercises orally first. Then ask the students to write down the answers. Announce the answers and let them check their work. ✧ Explain Gerunds using the given instructions and examples. You can add your own examples too. Used as nouns by adding ~ing; subject or object.

<p>✧ Explain Participles using the given instructions and examples. You can add your own examples too. Usually act as adjectives; formed by adding -ing, -ed, -en, -n. Present participle is used in the Continuous form of a verb. Past Participle is used in the Perfect form of a verb.</p> <p>✧ Exercise D: Do the exercises orally first. Then ask the students to write down the answers. Announce the answers and let them check their work.</p>	
<p>✧ Exercise A: Ask the students to find the full forms of the acronyms and abbreviations. They can use the internet. Announce the answers and let them check their work.</p>	Word Wise
<p>✧ Exercise A: Read out the questions and ask the students to answer them by selecting the right options. Check them where required.</p>	Listen and Learn
<p>✧ Exercise A: Read out and explain the exercise. Ask partners to have the conversation given. Move around to guide and assess the conversation.</p>	Converse and Connect
<p>✧ Exercise A: Ask the students at random to explain what they think of the topic given. Encourage different views. Guide and assess the students.</p>	Speak and Express
<p>✧ Exercise A: Say each word aloud and ask the class to follow. Ask students to memorise the phonetic symbols; write them on the blackboard – emphasise by referring to the dictionary, and make students understand how each word is spelt and the phonetic symbols that are used to guide correct pronunciation.</p>	Pronunciation Practice
<p>✧ Exercise A: Ask the students to do the exercise on their own. Then write the correct answers on the blackboard and let them check their work in pairs.</p>	Punctuation
<p>✧ Explain the exercise, highlighting the significant points of a biography and the purpose of why people write biographies/ autobiographies – they would like to share their achievements; they would like to share the obstacles they overcame on their way; they want to be recognised; they would like to inspire or set an example to others; they want to prevent others from making the mistakes they made; offer life lessons.</p> <p>✧ Exercise A: This gives scope for the use of the students’ imagination as well as factual narrative. Facts about the development of the mobile can be obtained from the internet. Alternatively it can be the biography of one mobile belonging to someone.</p>	Write Well
<p>✧ Exercise A: Ask the students to do the exercise on their own. It is advisable to check and assess their work individually.</p>	Dictionary Skills
<p>✧ Explain what is a skit using the instructions given. It is usually brief and in one act/scene. It can be done by one or more characters. You can make groups of 6-10 students and ask each group to prepare a skit. Enact/Read it out in class. Assess.</p>	AIL Activity
<p>✧ Explain the exercise and discuss each option. Then ask students to select which is the right option and why.</p>	Values and Life Skills