

TEACHER'S NOTES BOOKLET

Steve Jobs:

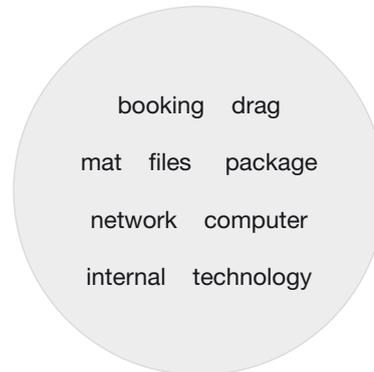
the man behind Apple

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WORKSHEET 1*Pre-reading***ACTIVITY 1 – Technical Collocations**

Look at the selection of technical vocabulary in the box below, which has been taken from the text. Match one of the words from the circle with a word from the box to form a common collocation.

digital
download
hardware
hub
icons
mouse
online
software
virus

**ACTIVITY 2 – The greatest invention of all time**

According to how important you think they are for the world, rank the following inventions in order (most to least significant). Discuss reasons for your choices.

the television / the printing press / the laser / the automobile / the internet /
the steam engine / the computer / the camera / the sewing machine / the light bulb

- What other inventions would you add to this list? Think of 5 more with your partner.

ACTIVITY 3 – describing inventions

Read the following description of a great world invention. Can you guess which one it is?

Contrary to popular belief, Thomas Alva Edison did not invent the _____, but rather he improved upon a 50-year-old idea. In 1809, Humphry Davy, an English chemist, invented the first electric _____. In 1878, Sir Joseph Wilson Swan, an English physicist, was the first person to invent a practical and longer-lasting electric _____ (13.5 hours) with a carbon fibre filament. Then, in 1879, Thomas Alva Edison invented a carbon filament that burned for forty hours.

- Choose one of the above inventions, or one you have added, and write a description of it in the box below. Focus on using the definite article to express a whole class of things.

WORKSHEET 2

ACTIVITY 4 – When did it happen?

After reading chapter 1, put the following events into the correct order according to when they occurred in Steve Jobs' early life (1 = the earliest event and 9 = the latest event).

- a) Steve joined The Explorer's Club.
- b) Steve met Woz and their long-term friendship began.
- c) After just 1 year, Steve left the electronics course he had joined.
- d) Steve was given a summer job at Hewlett Packard.
- e) Steve attended Monta Loma Elementary school.
- f) The Jobs family moved to a town called Mountain View.
- g) With his dad, Steve repaired the first car he had bought at the age of 15.
- h) Paul and Clara promised to give their adopted son a university education.
- i) Teddy Hill became Steve's favourite teacher.

1 = 2 = 3 = 4 = 5 = 6 = 7 = 8 = 9 =

ACTIVITY 5 – Model fathers

Do this activity after reading chapter 2.

The role of fathers is frequently discussed in the text. Make notes on the lessons or skills that you think Steve Jobs and Steve Wozniak learned from their fathers.

Steve Jobs	Steve Wozniak

ACTIVITY 6 – Group discussion

In groups, discuss your opinions on one or both of the following statements:

- 'Education begins at home.'
- 'Fathers play a greater role than mothers in teaching children.'

WORKSHEET 3

Activity 7 – Create the question

Do this activity after reading chapters 3 and 4. Pieces of information from the text have been given in the boxes below. Create the question that would lead to each of these answers.

1. Chrisann Brennan	2. Shakespeare and Plato	3. Oregon
4. 1000	5. 'the power of intuition and the beauty of simplicity'	6. Calligraphy
7. February, 1974	8. Neem Karoli Baba	9. Seven
10. Altair PCC Popular Mechanics	11. Sunday, 29th June 1975	12. BASIC
13. \$250, 000	14. Rob Janoff	15. West Coast Computer Fair

ACTIVITY 8 – Narrative tenses (The fall of Steve Jobs)

Do this activity after reading chapter 7. Complete the gaps in the text by changing each verb in brackets into its past tense form.

After the Macintosh computer was launched, some problems _____ (begin) to appear. For example, as Steve _____ (decided) not to put a fan inside the machines because of the loud noise they made, the computers sometimes _____ (break down). In the latter part of 1984, the sales figures _____ (start) to decline, for which Sculley and Jobs _____ (blame) one another. Steve felt that John Sculley _____ (set) the price too high due to greed, whereas Sculley thought Steve's obsessive attention to minor details _____ (cause) the failure. This situation greatly worried the board of directors. As sales of the computer continued to fall, Steve's behaviour towards others _____ (get) worse, which eventually led Sculley to remove him from the Macintosh project altogether. Steve _____ (respond) angrily and told those who still supported him that he would persuade the board to get rid of Sculley while he _____ (travel) on business. However, Sculley _____ (discover) what Steve _____ (plan) to do and cancelled his trip. At a meeting with the board, Sculley _____ (surprise) its members by asking them to vote on who they most trusted. With little time to consider things, most of the board _____ (support) John Sculley, thus signalling Steve's break from Apple – at least for the time being.

ACTIVITY 9 – Written task (The fall of Steve Jobs)

Brainstorm other examples from chapter 7 that led to a professional decline for Steve Jobs. Choose one event and write a brief summary of it; focus on using narrative tenses to help structure your writing.

WORKSHEET 4

ACTIVITY 10 – Prepositional phrases (Time)

Do this activity after reading chapter 9. The following phrases have been taken from the text and help to show time relationships within the story. Complete the expressions by filling in the gaps with the prepositions from the box below.

by at from up in by before at from

_____ until the late 1980s / _____ the time / _____ the time / _____ then on / _____ the end of / _____ this time / _____ its first two years / _____ the time / _____ this point

- Can you think of any more prepositional time phrases? Add them under the headings below.

By	From	At	In

ACTIVITY 11 – Think of someone who...

Do this activity after reading chapters 9 and 10. In what ways did the following people help to make Apple a successful company again? Read the statements below and decide which of the people in the circles they match to.

Who...

- motivated Apple’s staff with an inspiring speech?
- reached an agreement with Apple for the specific applications to be used?
- helped to change Apple’s public image?
- ensured that Apple’s production systems were efficient and simple?
- created popular and innovative new products for Apple?

Jony Ive

Bill Gates

Steve Jobs

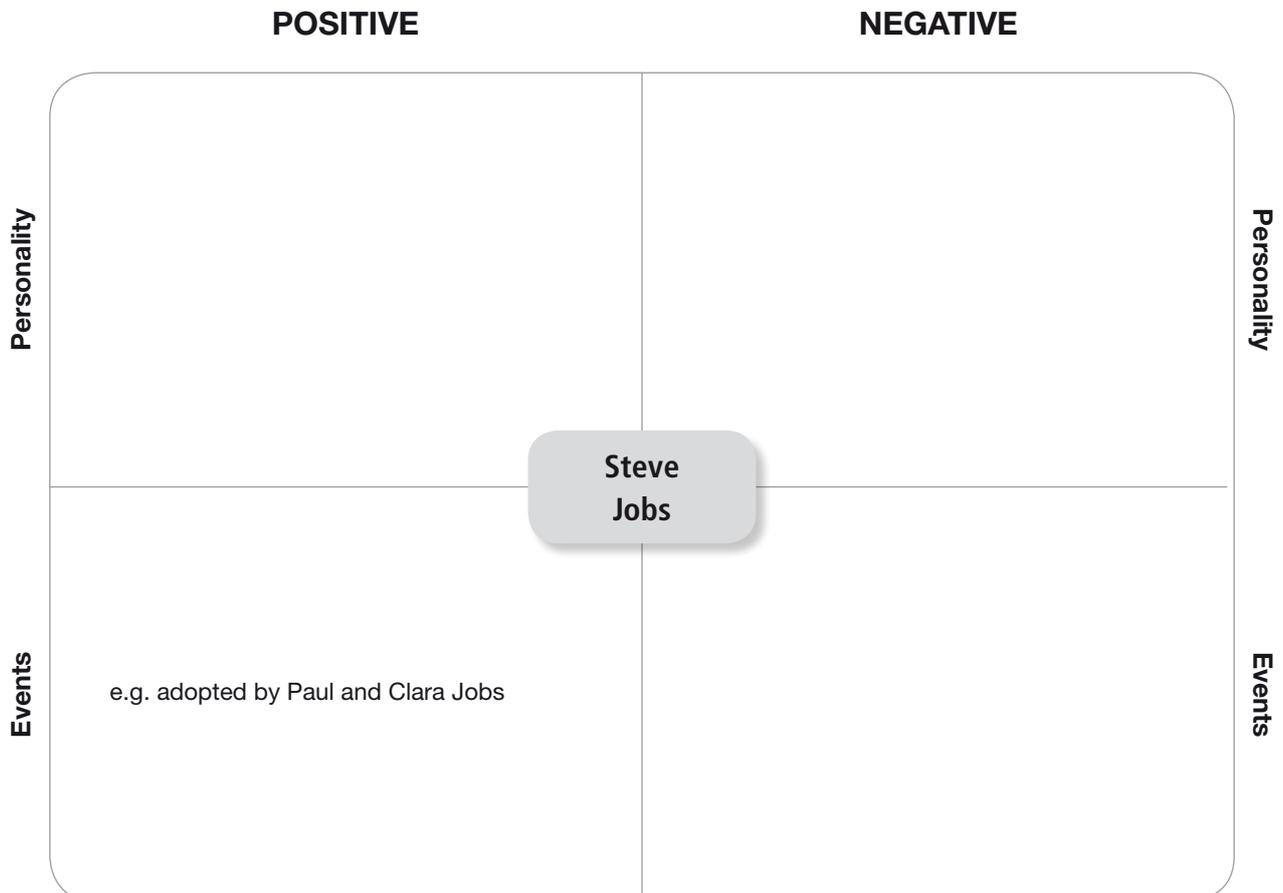
Tim Cook

Lee Clow

WORKSHEET 5

ACTIVITY 12 – All about Steve

Do the following activity after reading the whole text. Fill in the relevant boxes with words/phrases about Steve Jobs, according to whether you feel they show mostly positive, negative or both aspects about him.



ACTIVITY 13 – Quote corrections

Reorder the words below to form quotes describing how other people regarded Steve Jobs.

1. "seen the thing most in l've business incredible." Al Gore
2. "ideas for wasn't have my gone if would it Steve nowhere." Jony Ive
3. "the save Steve's can only one Apple who." Larry Ellison
4. "crazy Steve kind was of. why to I that's attracted was him." Chrisann Brennan
5. "...to in the the world luckiest with have worked him person." Debi Coleman
6. "was people tough on too Steve." Steve Wozniak

- Find additional quotes in the text that you feel highlight Steve Jobs' achievements or character.

TEACHER'S NOTES

Students should do activities 1-3 before reading the text.

Activity 1 – Technical collocations

WS 1: Whole class and pairs

- Concept check the word collocation with the whole class by eliciting definitions and examples.
- Put students into pairs and hand out worksheet 1.
- Explain that they should match a word from the box and one from the circle to form a technical collocation. Words from the circle can go either before or after the words in the box.
- Set a time limit (3-5 mins) to complete the task.

Extension: Ask pairs to come up with their own technical collocations; these can be added to the board in a random order for other groups to match.

Answers: digital technology / download files / internal hardware / network hub / drag icons / mouse mat / online booking / software package / computer virus.

Activity 2 - The greatest invention of all time

WS 1: whole class, small groups and pairs

- Ask students what they believe is the most important part of life: Art, Technology or Sport. Allow them to discuss their views in groups of 3-4.
- Explain that they are going to focus on inventions (technology), and hand out worksheet 1.
- In pairs, students decide the ranking order (most to least significant) of the suggested inventions. Ask them to explain and justify their choices.
- In pairs, students add a further 5 inventions that they believe are important for society/the world.
- Feedback as a whole class.

Extra activity – The definite article

No WS: whole class and pairs

- Introduce the term 'definite article' to the class and ask them to brainstorm, in pairs, the uses of the grammar item.
- Elicit/focus on the function using definite articles to introduce a class of things, as opposed to plural nouns.
- Put an example on the board to compare, e.g. 'The bicycle' v. 'Bicycles'. Ask students to explain the difference and produce example sentences for each one.
- This should lead students into the next activity.

Activity 3 – Describing inventions

WS 1: individual

Ask the students to re-read the list of great inventions on worksheet 1 as a reminder.

- Students should now turn the worksheet over so it is hidden.
- Teachers read the text aloud; you could do this activity as a dictogloss or as a dictation.
- Ask students to turn WS 1 back over and compare the words they wrote while listening to the actual text. They should then predict which invention is being described (Answer: the light bulb).
- Use the text on WS 1 to highlight uses of the definite article, focusing on showing classes of things/inventions.
- Students pick an invention on WS 1 or of their own choice to research and produce a descriptive paragraph about. As suggested on WS 1, students should aim to focus on definite article use in order to practise this grammar item in context.

Activity 4 – When did it happen?

This activity should be done after reading chapter 1.

WS 2: whole class

- Write the following date on the board: 24th February 1955.
- Elicit reasons why this date is important for the story (Steve Jobs' date of birth).
- Hand out worksheet 2 and explain to the class that they need to put the events listed into the correct order (1 = earliest and 9 = latest) according to when they happened to Steve Jobs.

Extension: Ask students to develop the sentences into a full paragraph with a focus on using synonyms, paraphrasing and summarising skills.

Answers: 1 = h 2 = f 3 = e 4 = i 5 = a 6 = d 7 = g 8 = b 9 = c

Activity 5 – Model fathers

Do this activity after or while reading chapter 2.

WS 2: individuals/ pairs and small groups

- On the board, write the unfinished sentence 'A role model is...' and ask students to complete it with their own ideas (this is to concept check the term role models with the class). You can ask individual students to add their examples to the board, or exchange these in small groups.
- Outline to the class that fathers are mentioned as role models of both Steve Jobs and Steve Wozniak in the text.
- Using worksheet 2, students should compile a list of lessons/skills that the author believes these two men learned from their fathers.
- Ask students to think of a role model in their own life. In groups of 3 or 4 they should discuss what lessons they may have learned from this person.

Activity 6 – Group discussion

WS 2: Small groups (4-6)

- Divide the class into small groups and, depending on time/class ability, allocate them either one or both of the statements.
- Allow students 2-3 mins to individually brainstorm for and against arguments for each statement.
- Inform students that they have 10-15 minutes to discuss/debate their opinions.
- Assign a team captain per group to report back on the main discussion points.

Extension: Groups can create a new statement/question about education to pass to another team for discussion.

Activity 7– Create the question

Do this activity after reading chapters 3 and 4.

WS 3: Pairs and whole class

- Instruct students to read chapters 3 and 4, making notes on key points about Steve Jobs' life in this section of the book.
- Hand out worksheet 3 and ask students to read through the answers given in the boxes.
- In pairs, ask students to create a question that would lead to the answer in the relevant box.
- Feedback as a whole class, gathering suggested questions on the board and correcting them if necessary.

Suggested answers (N.B a variety of questions may sometimes be possible)

- | | |
|---|--|
| 1. Who was Steve's first girlfriend? | 9. How many months did Steve spend in India? |
| 2. Which writers did Jobs especially enjoy reading? | 10. Which 3 important changes occurred around the same time? |
| 3. Where is Reed College? / In which state is Reed College? | 11. When did Steve Wozniak (Woz) make history? |
| 4. How many students were at Reed College? | 12. Which computer language was designed by Gates and Allen? |
| 5. Which two Buddhist values became Steve's guiding principles? | 13. How much money did Mike Markkula invest in Apple? |
| 6. Which subject was Steve most interested in? | 14. Who designed Apple's logo? |
| 7. When did Steve return home from Reed College? | 15. Where was Apple II launched? |
| 8. Who had Steve hoped would be his spiritual teacher? | |

Activity 8 - Narrative tenses (The fall of Steve Jobs)

Do this activity after reading chapter 7.

WS 3: Pairs and whole class

- Explain that in stories, it is common in English to use a range of past tenses to structure the time frame of a story, known as narrative tenses.
- Hand out worksheet 3.
- In pairs/individually, students aim to complete the gaps in the text by changing the verb in brackets into its correct past tense form.
- Pairs feedback with another group, focusing on differences.
- Discuss any problematic answers as a whole class.

Suggested answers

- | | |
|----------------|-----------------------------|
| 1. began | 7. was causing / had caused |
| 2. had decided | 8. was travelling |
| 3. broke down | 9. had discovered |
| 4. started | 10. was planning |
| 5. blamed | 11. surprised |
| 6. had set | 12. supported |

Activity 9 – Written task (The fall of Steve Jobs)

Do this after reading chapter 7.

WS 3: Pairs/Individuals

- Set a time limit of 3-5 mins.
- Using chapter 7, students brainstorm examples that led to a fall for Steve Jobs.
- Compare answers in pairs/small groups, discussing reasons for choices.
- Choose one event to write a brief summary on, either in pairs or individually.
- Explain that students should aim to focus on using narrative tenses to help structure their writing.
- Stick completed summaries up around the classroom for others to read and edit.

Activity 10 – Prepositional phrases (Time)

Do this activity after reading chapter 9, pp61 – 65.

WS 4: Individually, pairs and whole class

- Check students understand the meaning of a prepositional phrase.
- After reading pp. 61-65, hand out worksheet 4.
- Students should complete the gaps with the prepositions in the box to form phrases.
- Feedback as a whole class and compare the functions of phrases that are similar except for the preposition e.g. from the time / by the time / at the time. Students could write example sentences to highlight differences.
- Set a 2-minute time limit and ask pairs to think of more prepositional phrases for each heading.

Extension: Ask students to construct some example sentences to show the function of these.

Answers:

Up until the late 1980s / From (at/by) the time / By (from/at) the time / From then on / Before the end of / By this time / in its first two years / At (by/from) the time / At this point

Suggestions

By	From	At	In
By the end of...	From this point on/ forwards...	At this stage...	In the Spring/ Summer/ Winter/Autumn...
By this time next (year/ month/week)...	From now until...	At the weekend...	In the long run...
		At the beginning of...	

Activity 11 – Think of someone who...

Do this activity after reading chapter 10.

WS 4: Individually, pairs and whole class

- On the board, write Who helped Apple succeed...?
- Ask students to read chapters 9 and 10 in a 10-minute time limit (depending on ability of class) and to make their own notes for the above heading/prompt.
- Hand out worksheet 4 and explain that the people in the circles have all contributed to the success of Apple.
- Using their notes, students, in pairs or individually, should match the statements given to one of the people in the circles.
- Feedback as a whole class.

Activity 12 – All about Steve

Do the following activity after reading the whole text.

WS 5: Individually, pairs and whole class

- Elicit why Jobs has been described as "...a man of extremes."
- (Individually/Pairs): Hand out worksheet 5 and ask students to find evidence in the text for both positive and negative events that happened to Steve Jobs, and his characteristics. Feedback as a whole class.
- (Small groups): Hand out worksheet 5 and allocate either a positive or negative focus to the groups; they should gather evidence about Jobs under events or aspects of personality for their specific allocation. Feedback to the other group.
- Ask students to discuss how these extremes may have contributed to Steve's professional success.

Activity 13 – Quote corrections

Do the following activity after reading the whole text.

WS 5: Individually, pairs and small groups

- Explain that the book contains many quotations about Steve Jobs from a variety of people who were a part of his life.
- Hand out worksheet 5.
- In pairs, students re-order the words to form the quotations. This should be done without looking at the text at first as grammar/sentence construction practice.
- After a set time (5-10 minutes), students can compare with each other and/or the text to check their answers.
- Students find further quotations (3-5) in the text which highlight Jobs' achievements/personality.
- In small groups, students discuss quotes they have found and choose one that they feel best represents Steve Jobs, presenting reasons for their choice to another group/the whole class.

Answers:

1. "the most incredible thing I've seen in business." **Al Gore**
2. "my ideas would have gone nowhere if it wasn't for Steve." **Jony Ive**
3. "Steve's the only one who can save Apple." **Larry Ellison**
4. "Steve kind of crazy. That's why I was attracted to him." **Chrisann Brennan**
5. "the luckiest person in the world to have worked with him." **Debi Coleman**
6. "Steve was too tough on people." **Steve Wozniak**

Extended Writing/Projects**Activity 14: Design an App**

- As a whole class, brainstorm as many Apps as possible in 2 minutes. Check beforehand that everyone understands the meaning of the word App.
- Put students into small groups (3-4).
- Set them the task of designing a new App for a mobile phone/computer.
- The aim for each group is to produce a product description (what, who, why, where, how), a marketing strategy, as well as any images of the App.
- Each group should give a final presentation (10-15 mins long) as though selling their new App to a company's board of directors.