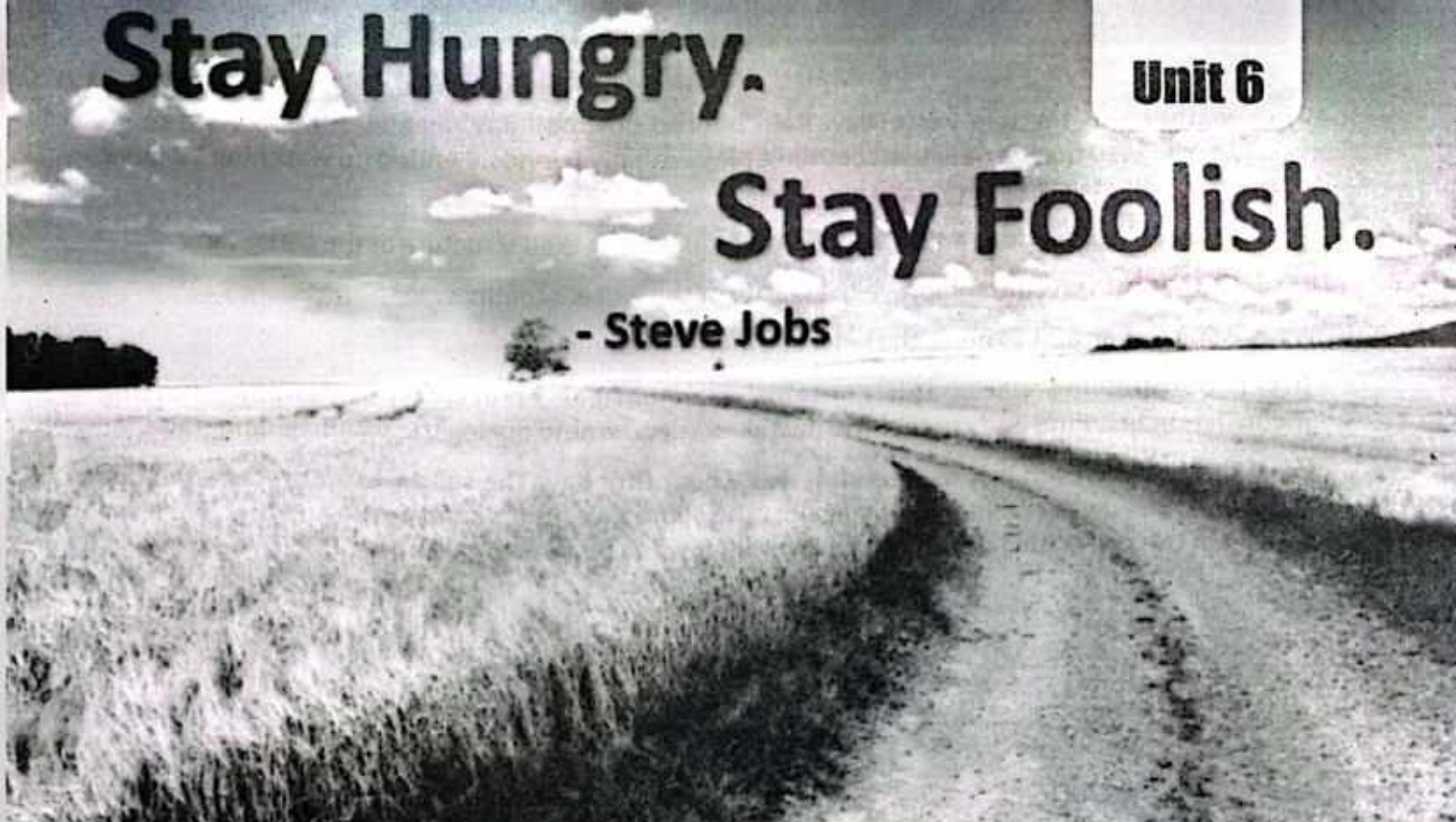




Stay Hungry.

Unit 6

Stay Foolish.

- Steve Jobs

STAY HUNGRY - STAY FOOLISH

(Excerpts from Steve Jobs address at Stanford University on June 12, 2005)
(1955-2011)

After completing this lesson, you will be able to:

- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues
- critique reading interpretations, taking account of others' views on reading
- use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions
- explain whether predictions about the content of a text are acceptable or should be modified and why
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity
- use all types of tenses correctly in speech and writing
- apply the techniques of writing the first draft with sufficient details to suit the purpose and audience; proofreading and editing

Pre-Reading

- What comes to your mind after reading the heading of the lesson?
- How does reading about the life experiences of Steve Jobs inspire?

"Thank you. I am honoured to be with you today at your commencement from one of the finest universities of the world. Truth be told I never graduated from college."

I was an adopted child of parents who had not graduated from college. However, they decided to send me to college. I was naïve to choose a college as expensive as Stanford and all my working parents savings were spent on college tuition. After six months, I could not see the value in it. I had no idea of what I wanted to do with my life and how college is going to help me figure it out. So I dropped out and thought it will work out. It was pretty scary at that time, but looking back it was the best decision, I've made. The minute I dropped out I could stop taking the required classes that didn't interest me and begin dropping at taking the one's that looked interesting.

I didn't have a dorm room, so I slept on the floor in a friend's room. I returned coke bottles for 5 cents deposits to buy food with.

I decided to take a calligraphy class, where I learnt about serif and san serif type faces about varying the type of space between different letter combinations about what makes topography great. It was beautiful, historical, and beautifully subtle, in a way that science couldn't capture and I found this fascinating.

While-reading

What did Steve Jobs learn in calligraphy class?

None of this had any hope of practical application in my life, but ten years later, when we were designing the first Macintosh Computer, it all came back to me. And we designed it all. It was the first computer with beautiful topography. If I had not dropped out from college, Mac would not have had multiple type spaces or proportionally spaced fonts. Of course it was impossible to connect the dots looking forward then, but it was very clear looking backwards ten years later. Again you can't connect the dots looking forward, but you can connect them looking backwards. You have to trust in something, your gut, your destiny, life and opportunities. This approach has never let me down and it has made all the difference in my life.

While-reading

Steve Jobs thought that being fired from Apple was the best thing that happened to him. Why?

I was lucky - I found what I loved to do early in life. Woz and I started Apple in my parent's garage, when I was twenty. We worked hard and in ten years Apple grew up into 2 billion \$ company with 4000 employees. We had just released our finest creation Macintosh a year earlier and I had just turned thirty. And then I got fired, how you can get fired from the company you started. Well as Apple grew I hired someone, who I thought was talented enough to run the company with me and for the first one year the things went well. But then our visions for the future diverged and we had a falling out. Our Board of directors sided with him and I was out at 30. What had been the focus of my entire life was gone and it was very devastating.

I didn't know what to do for few months. I had felt that I had led the previous generation of entrepreneur's down, that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and apologized for screwing up the things so badly. I was a very public

figure and I even thought of running away from the valley. But something slowly dawned upon me, I still loved what I did. The turn of events at Apple had not changed one bit. I had been rejected, but was still in love and so I decided to start over.

I couldn't see it then, but getting fired from Apple was the best thing that ever happened to me. The heaviness of being successful was replaced by the lightness of being beginners again, less sure about everything. It freed me to enter one of the most productive periods of my life.

During the next five years, I started a company named Text, and another company Pixar. Pixar went on to create the first computer animated film, *Toy Story* and is now the most successful video in the world. In the remarkable turn of events Apple bought Next. I returned to Apple and the technology we developed at Next is the heart of current Apple renaissance.

I am pretty sure none of this would have happened, if I had not been fired from Apple. It was an awful tasted medicine, but I think the patient needed it. Sometimes life hits you on the head with a brick. Do not lose faith. I am convinced that only thing that kept me going was that I loved what I did. Your work is going to fill a large part of your life and the only way to be truly satisfied is to do what you believe is great work. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you will know when you find it. And like any other great relationships, it keeps getting better and better as the years roll on. So keep looking until you find it. Don't settle.

While-reading

According to Steve Jobs what is going to fill a large part of one's life.

Your time is limited, so don't waste it living someone else's life, don't be trapped with dogma, which is living with someone else's thinking. Don't let the noise of other's thinking drown out your inner voice. And most importantly, have the courage to follow your own heart and intuition; they somehow already know what you want to become. Everything else is secondary.

When I was young there was an amazing whole earth catalogue, which was one of the religious books of my age, written by Stephen Band with his poetic touch. That was late 60's, before personal computers and desk top publishing, so it was all made with type writers, scissors and Polaroid camera. It was sort of like Google and great notions, in paperback form, 35 years before Google came along. It was idealistic and overflowing with neat tools.

Stewart and his team put out several issues of the Whole Earth Catalogue, and when it had run its course they put out a final issue, it was mid 90's and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you would find, if you were hitch hiking. Beneath it were the words, "Stay Hungry, Stay Foolish." And I have always wished that for myself, I wish that for you.

Stay Hungry, Stay Foolish.

"Thank you all very much".

Post-reading

What did Steve Jobs wish for himself and for others?

Notes and Comments

Steve Jobs (1955-2011) was an American entrepreneur, inventor, and business magnate. He co-founded Apple Inc. with Steve Wozniak in 1976, and his vision and leadership played a pivotal role in transforming Apple into one of the most influential technology companies in the world. Jobs, along with Wozniak, is credited with popularizing the personal computer with the Apple II in the late 1970s. He then revolutionized the industry again with the Macintosh in the 1980s, introducing a user-friendly graphical interface that made computers more accessible to everyday users. He was instrumental in the development of the iPod, iPhone, and iPad, all of which redefined their respective categories and had a lasting impact on how we consume music, communicate, and interact with technology. Steve Jobs was known for his relentless pursuit of innovation, his focus on design and user experience, and his strong marketing skills. He is remembered as a visionary leader who forever changed the landscape of technology and continues to inspire entrepreneurs and technologists today. This is a part of Steve Job's speech at Stanford University in 2005.

Theme

Main theme is to guide youth to be successful in life by utilizing their time, rather than wasting it. The speech has all the necessary ingredients, useful for youth. It will enable youth to learn life skills to achieve their goals.

Glossary

Words	Meanings	Synonyms
calligraphy	handwriting, penmanship	longhand script
diverged	to move or extend in different directions from a common point	
dogma	specific principles or doctrine authoritatively laid down	
dorm	dormitory	
entrepreneur	person who organises and manages a business	
font	a receptacle or holy water. The reservoir for oil in a lamp	
gut	courage and fortitude, nerve, determination, stamina	
hitch-hiking	soliciting rides from passing vehicles	
naïve	having or showing lack of experience, judgment or information	
renaissance	activity, spirit or time of the great revival of art, literature and learning	
subtle	delicate, faint and mysterious	
topography	detailed mapping or charting of the features of a small area	

Comprehension

a) Answer the following questions.

1. Describe the impression of the speaker you get after reading the first two paragraphs.
2. Identify the reason Steve Jobs used to sleep in a friend's room.
3. Identify the wisdom in joining calligraphy classes.
4. Explain the significance of Macintosh Computer.
5. Getting fired from Apple turned out to be the best for Steve Jobs. Discuss.
6. Describe the meaning of "sometimes life hits you hard on the head with a brick".
7. Identify the paragraph containing Steve Jobs' message.
8. Explain the importance of the Whole Earth Dialogue.
9. Write the main point of the speech.
10. Describe whether or not it is appropriate to make predictions about the idea to be successful in life by utilizing one's time rather than wasting it. If you agree then why?
11. What do you understand by these statements of the speaker?
 - a) "The heaviness of being successful was replaced by the lightness of being beginners again".
 - b) "Your work is going to fill a large part of your life".
12. Write down the names of other renowned universities like Stanford.
13. With the help of internet write a detailed note of Stanford University.

b) Critique reading interpretations, taking account of others' views on reading.

Critiquing reading interpretations requires actively considering others' viewpoints. Listen attentively and acknowledge their ideas. When presenting your critique, focus on the text itself and use evidence to support your reasoning. Frame the discussion respectfully, seeking understanding rather than simply pointing out flaws. Look for common ground and use the exchange to explore the text's complexity. By valuing diverse interpretations and engaging in open dialogue, you can create a richer understanding of the literature you're analyzing.

Activity: Briefly summarize the text of this unit as a resource for this activity. What is your initial interpretation of the text's meaning? Why do you think this?

Oral Communication

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues.

- Form different groups in the class and discuss who is Steve Jobs and where is Stanford.
- Give your views about the failures Steve Jobs had to face in life.
- Hope' and 'despair' are part of life. How would you relate this with Steve Job's life?

- Apple' computers are the result of a man's determination. Discuss.
- In groups of three or four, choose one statement and prepare a short conversation based on it. Memorise your dialogues and practise saying them with the appropriate tone, according to the emotion being conveyed. Present the conversation in the class.

Inference

1. Is it possible to achieve one's goal without hard work?
2. Is today's highly competitive world a big challenge for youth?

Grammar and Vocabulary

Pronoun

A pronoun is a word that takes the place of a noun. They are used to avoid repetition and make sentences flow more smoothly. Pronouns stand in for nouns or noun phrases. They prevent repetitive use of the same noun and make sentences more concise.

Examples: "I went to the store. I bought milk there." In the second sentence, "I" replaces "the store" to avoid saying it twice.

Pronouns Types	Use	Example
Personal	Refer to specific persons or things	I, you, he, she, it, we, they, me, him, her, us, them
Possessive	Show ownership or possession	Mine, your, his, hers, its, ours, theirs
Reflexive	Reflect back to the subject of the sentence	Myself, yourself, himself, herself, itself, ourselves
Demonstrative	Point to specific persons or things	This, that, these, those
Interrogative	Used to ask questions	Who, whom, whose, what, which
Relative	Used to introduce a relative clause	Who, whom, whose, which, that
Indefinite	Refers to nonspecific person, things or amount	Anyone, anything, someone, something, everything

Activity: Choose the correct pronoun and use it in the sentence.

1. (Me/I) feel like taking a short trip to the Maldives
2. (I/me) think you should participate in the debate.
3. Wuthering Heights is (her/hers) favourite book.
4. Those papers are (mine/my).
5. The box was lying around. Is (it/its) yours?

6. The dog almost choked (himself/itself).
7. Natasha was all by (yourselves/herself)
8. I got (me/myself) all wet.
9. (That/this) book lying here is mine.
10. (Each/neither) of us were given a gift hamper.
11. Do you want (that/it) pen?
12. I lost the toy you gave (me/myself)
13. This house is (ours/our).
14. It was (their/theirs) car.
15. Do you know (his/him)?

b) Tenses

Present Tense and its kinds

	Simple	Continuous	Perfect	Perfect Continuous
Present	Sub + V1 + obj.	Sub + is/am/are + V1 + ing + obj.	Sub + has/have + V3 + obj.	Sub + has/have + been + V1 + ing + obj + since/for.
	She drives a car. She goes to school.	She is driving a car. She going to school.	She has driven a car. She has gone to school.	She has been driving a car. She has been going to school.

Activity: Make two sentences with each type of present tense.

Simple Present Tense

Present Continuous Tense

Present Perfect Tense

Present Perfect Continuous Tense

Correction of Errors in English Writing

Correction of errors is the process of identifying and rectifying mistakes or inaccuracies in any given context. It involves:

1. **Detection:** Recognizing the presence of an error.
2. **Identification:** Pinpointing the specific nature of the error.
3. **Correction:** Implementing the necessary changes to rectify the mistake.

Common contexts where error correction is applied

- **Language learning:** Identifying and correcting grammatical, spelling, and vocabulary errors in written or spoken language.
- **Data entry:** Ensuring accuracy in data input by identifying and correcting inconsistencies or typos.
- **Proofreading:** Reviewing written material to identify and correct errors in grammar, spelling, punctuation, and style.
- **Scientific research:** Identifying and correcting errors in data collection, analysis, and reporting.
- **Software development:** Identifying and correcting bugs or glitches in software programs.

Benefits of effective error correction

- **Improved accuracy:** Minimizes the occurrence of mistakes.
- **Enhanced quality:** Ensures that the final product or output is free from errors.
- **Increased efficiency:** Reduces the time and resources required to fix errors later on.
- **Enhanced credibility:** Builds trust and confidence in the accuracy and reliability of the work.

Examples

1. Grammatical Errors:

- **Incorrect:** He go to school everyday.
- **Correct:** He goes to school everyday.
 - **Explanation:** The subject "He" is singular, so the verb should be "goes" (singular third person present tense).
- **Incorrect:** The books is on the table.
- **Correct:** The books are on the table.
 - **Explanation:** "Books" is plural, so the verb should be "are."
- **Incorrect:** Me and my friend went to the park.
- **Correct:** My friend and I went to the park.
 - **Explanation:** In a subject-verb construction, the pronoun "I" should be used after the other person.

2. Syntactical Errors:

- **Incorrect:** Running in the park, the dog chased its tail.
- **Correct:** While running in the park, the dog chased its tail.
 - **Explanation:** The phrase "Running in the park" needs to be modified to a subordinate clause using a subordinating conjunction like "While."

- **Incorrect:** He likes to read, to write, and to play sports.
- **Correct:** He likes to read, to write, and to play sports.
 - **Explanation:** The sentence is already parallel. All three verbs are in the infinitive form.

3. Lexical Errors:

- **Incorrect:** Their going to the store.
- **Correct:** They're going to the store.
 - **Explanation:** "They're" is a contraction of "they are."
- **Incorrect:** Its raining outside.
- **Correct:** It's raining outside.
 - **Explanation:** "It's" is a contraction of "it is."
- **Incorrect:** I feel bad for him.
- **Correct:** I feel sorry for him.
 - **Explanation:** "Bad" and "sorry" have slightly different meanings in this context. "Bad" implies that something is wrong with him, while "sorry" expresses sympathy.

4. Punctuation Errors:

- **Incorrect:** The boy said "I want to go home."
- **Correct:** The boy said, "I want to go home."
 - **Explanation:** A comma is needed to separate the introductory phrase "The boy said" from the direct quote.
- **Incorrect:** He is a kind and generous person.
- **Correct:** He is a kind and generous person.
 - **Explanation:** No punctuation is needed between adjectives when they are coordinate (i.e., they could be joined by "and").

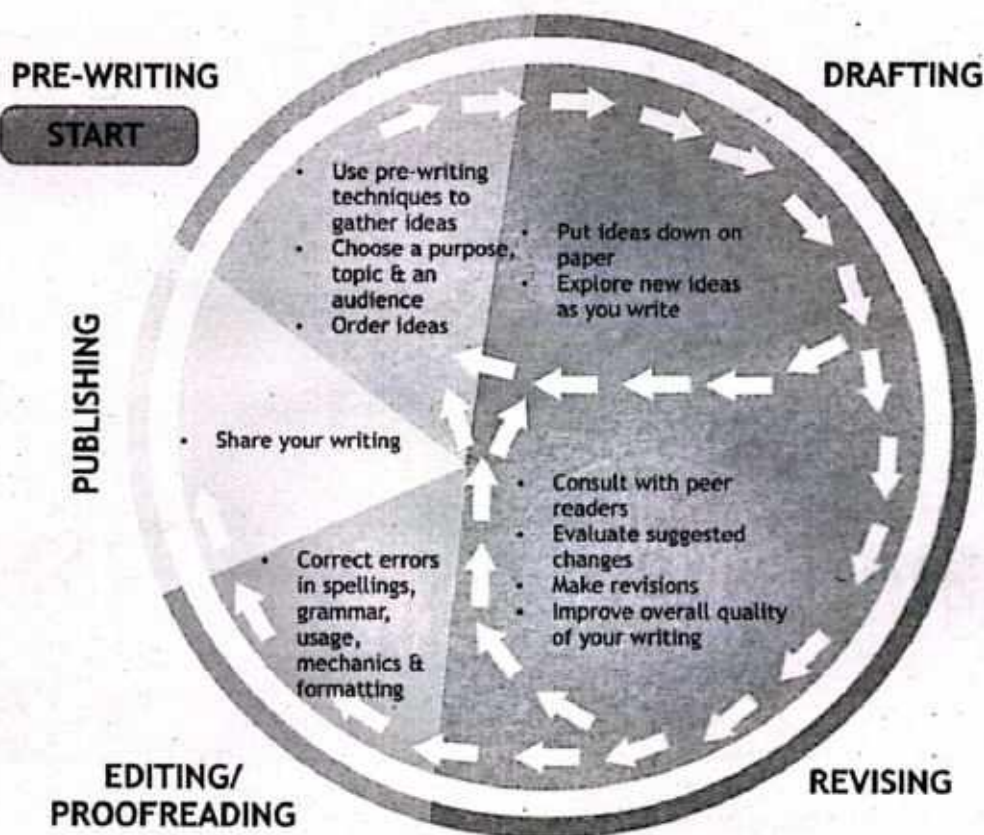
Activity : Each sentence contains one or more errors in grammar, punctuation, or usage. Identify and correct the errors by rewriting the sentences properly.

1. She don't know where is her book.
2. The dog chased it's tail around the yard.
3. Me and my friend is going to the park later.
4. Each of the children were given their own pencil.
5. He has gave the book to his teacher yesterday.
6. The car, along with the bicycles, are in the garage.
7. I saw a flock of birds flying over the field, it were beautiful.
8. My mother made me to clean my room before I went outside.
9. The teacher told to us that the exam was postponed.
10. Neither Ali nor his friends likes playing video games.
11. If I was you, I would never let that happen.
12. The student didn't knew the answer to the question.
13. She have lived in this city for five years.
14. A number of students was absent from the class today.
15. The news about the pandemic were very disturbing.

Writing

Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience

THE WRITING PROCESS



Please note that the writing process is not linear. Steps may be repeated, just like the arrows in the diagram above circle back through earlier steps.

Activity: Follow the above mentioned writing technique and write an essay to guide youth to be successful in life by utilizing their time, rather than wasting it.

Teacher's Note

- Ask students to demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.
- Let them use all types of tenses correctly in speech and writing.
- Ask them to apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.