

## 1.1 Walk a little slower ...

### Warming up!

#### Chit-Chat

Form pairs or groups of four. Use these questions to start a conversation with your friends.

- Are you a talkative person?
- Do you like to share your thoughts?
- What would you like to do after 10<sup>th</sup>?



### My Thoughts

Form groups of 4-6. Discuss the following with your friends in the group and then complete the sentences.

(a)

I would like to talk to

my mother about swimming lessons.

my father about .....

my teacher about .....

my best friend about .....

my grandparents about .....

my neighbours about .....

(b)

I would like to learn to

..... from my best friend

..... from my grandmother

..... from my teacher

..... from my neighbour

play chess from my cousin

(c)

I hesitate to talk to my

..... about my studies

..... about the way he/she talks to my friends

..... about what I would like to do in future

..... about how I want to spend my holidays

..... about my favourite movies

..... about the things I want to buy

Allow the students five minutes of open-ended chit-chat. The teacher should make sure that students use English for this 'chit-chat'.

We often need to communicate our thoughts and feelings to others. Sometimes we do that freely. Sometimes we are not able to do so because of various reasons. Let's review it in this activity.

Try to complete each sentence using a new idea. These are open ended questions. You and your friends need not write the same answers.

Allow the students enough time to talk about their thoughts and feelings. They may use their mother tongue in the course of the group discussion, but they should complete the sentences in English, using their own ideas and experiences.

## Walk a little slower ...

‘Walk a little slower, Daddy,’  
Said a little child so small.  
‘I’m following in your footsteps  
And I don’t want to fall.

‘Sometimes your steps are very fast,  
Sometimes they are hard to see;  
So, walk a little slower, Daddy,  
For you are leading me.’

‘Some day when I’m all grown up,  
You’re what I want to be;  
Then I will have a little child  
Who’ll want to follow me.

‘And I would want to lead just right,  
And know that I was true;  
So walk a little slower, Daddy,  
For I must follow you.’

– Author Unknown

♦ What would happen if the child tried to walk fast? Why?

♦ Does the word walk refer only to the act of walking? What does the poet actually mean to say?

♦ What do the ‘footsteps’ of the father refer to?

### ENGLISH WORKSHOP



1. Read the poem aloud.
2. Put the words given in brackets in the proper blanks.
  - (a) The ..... is talking to its ..... .  
(father/child)
  - (b) The ..... is leading and the ..... is following. (father/child)
  - (c) Someday the ..... will become a .....  
..... . (father/child)
  - (d) The ..... does not wish to fall while following its ..... . (father/child)

♦ What qualities of your parents/elders would you like to adopt?

2. **Find and write pairs of rhyming words** from the poem. (Words that appear at the end of the line.)

3. The meanings of the words in the following pairs show that they are related

- Daddy/father ⇌ child
- follow ⇌ lead

**Find five more pairs of related words –**

Examples : • teacher : ..... • doctor : ..... • give : .....  
• ..... • ..... • ..... • ..... • .....

4. The child in the poem requests his father to walk slower. Here, the poet implies that the child wants to understand his father's actions better. The child would like to act the same way, but wants the father to be more understanding towards the child's needs. **What is implied** in the following lines?

- (a) Sometimes, your steps are fast ...
- (b) Sometimes your steps are hard to see ...
- (c) I would want to lead just right ...
- (d) And know that I was true.



5. **Using your own ideas, frame three sentences** that show continuous action.

Example : You are leading me.

6. Using your own ideas, frame at least three sentences that show future action or state.

Examples : • Who'll (who will) want to follow me.

- When I'm all grown up ...

7. **Discuss** the following and **write the summary** of your discussion in the form of **bullet points**.

(a) How are certain ideas/customs/knowledge passed on from one generation to the next?

(b) Is it necessary for children to follow the footsteps of their forefathers? If yes, why?

Why is it sometimes necessary to change the old ways?

Allow students to write on their own in activity 7. Here, their confidence and expression are more important than grammatical accuracy.

8. Do you have a role model? What qualities do you appreciate in your role model?

9. Think of an occasion when you did not like the decision/actions of your family members but realised later on that they were right. Write about it in 5-8 lines.

10. Within two minutes, write as many phrases or sentences as you can using 'a little'.

