

Let's Begin!

UNIT 1

Acrostics

Write your first name in capital letters. Arrange the letters one below the other.

Write an English word or phrase beginning with each letter in your name. Try to find words that are related to you or the meaning of your name.

England

Name

Global

Language

International

School subject

Higher education

List five words from your mother tongue for which you don't know the English words, but want to find them. See if your friends can give you those words. Find the remaining words with the help of your teacher/the internet/a good bilingual dictionary.

Sentences

Form pairs. Each person in the pair writes the names of two objects on his own. Then, work in pairs and try to form sentences, each of which has all the four words.

Know your Teacher

Interview your teacher using the following points –

- His/Her name
- The qualities he/she likes best in his/her students
- His/Her favourite English author/book/film, etc.
- His/Her favourite teacher in school or college, and the reasons why he/she liked that teacher.
- What your teacher would like you to focus on in Std IX.

Priorities

Hold a discussion in the classroom to decide your priorities for this year's work. Together with your classmates and teacher, number the following in order of priority. You may add more features to this list.

- pronunciation
- speaking
- listening to English programmes on radio and TV.
- searching something in English every day.
- learning rules of grammar
- learning rules of punctuation
- learning to correct your own work
- writing independently
- memorizing spellings
- copying words and lines from the board/books. (You may add to this list.)

The teacher may allow students to use their mother tongue while discussing the priorities.

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 10th?



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'.

