

TAKE US HOME

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To identify the theme of the story from the title
- To deduce the underlying message of the text
- To inculcate the habit of evaluating the intent behind actions
- To initiate a debate on the wisdom of training children to be less dependent on older people



Pre-reading

This section focuses on *assessment for learning*. It tells the reader that the text that follows is about the difficulty in finding one's way using a map.

A. Encourage students to do the exercise in the Pre-reading section of the Reader.

B. Ask students:

What do you think this story 'Take Us Home' is about?

Encourage varied answers and tell them that you will read on to find out.

READING

Students listen, comprehend the story, communicate and answer questions

Play the audio for the text and pause at relevant point to check the comprehension of students.

- *Usually Marie-Laure can solve...scraping of heavy iron chairs.*

Ask students:

Who is introduced in the opening paragraph of the story? How are they introduced? (Marie-Laure is introduced as trying to solve the puzzle. The writer introduces the father by bringing in traits of his character. He is an expert at making complicated puzzles.)

"Four minutes," says her father, laughing... What does this refer to?

Why does Marie-Laure's father say this?

(Ans: Because Marie-Laure can solve the puzzle easily and quickly. Her father has to work harder to create a more difficult puzzle so that she can work on it longer and actually have more fun that way.)

How is the miniature intersection different from the real neighbourhood? How does she recognise the surroundings of her neighbourhood? (Through a sense of sound and smell)

- *But her father's model... take us home."*

Why do you think her father is making her run her fingers through the intricacies of the model? Why does he take her to the edge of the Jardin des Plantes and spin her around?

Why does Marie-Laure's father spin her around?

(Ans: So that she cannot remember which way she was facing and thus try to find the way from her memory. He wants her to be able to figure out the way no matter where she is or which way she is facing.)

Do you think she will be able to take him home? Do children find their way easily home? What was the additional challenge she faced?

- Her mouth drops open... She cannot.

"I'm one step behind you. I won't let anything happen..." What does this tell you about her father? (A loving man who reassures his daughter that no harm could come to her) Why is she exasperated? Why can't she tell if she has to go ahead or behind? (She has been turned around thrice and has lost the sense of direction.) 'The world pivots and rumbles. Crows shout, brakes hiss, someone to her left bangs something metal with what might be a hammer.' Is there a change in the way she perceives things? (Yes, everything seems to be more harsh as she is now confused) Why does she break down in tears? What does her father do? What does his action show? (He loves his daughter very much and understands her frustration, yet pursues for her own good.)

- Tuesday after Tuesday ... Listen.

What do you think is the reason for her failure? How does the model help her improve? What had been a stumbling block for her so long? (Fear) When does she begin finding her way back home? (When she is calm and listens to the sounds in the surroundings)

Who says the words in italics to Marie-Laure?

(Ans: Marie-Laure says the words to herself.)

- Cars splash along streets... the branches above.

When does she walk towards achievement? (When she remains calm, and can listen to the sounds around her and smell the surroundings, she finally finds her way back home.)

Here, Marie-Laure sounds nervous / exasperated / confident

(Ans: confident)

'...as the birds rush overhead, she imagines she can feel the light settling over their wings, striking each individual feather.' What does this tell you about her? (She is highly sensitive and can even feel the movement of the wind on the birds' feathers.) Which line shows that she has picked up confidence? ("Safe to cross, Papa?") 'Old friend.' Who is her old friend? (The old chestnut tree) Why do father and daughter laugh in the end of this excerpt? (They have achieved a herculean task.)

Post-reading

Discuss

Marie-Laure seems helpless.

- How much power do individuals who are physically challenged have to make choices? Will they be heard?
- Could Marie-Laure have decided to refute the difficult demands of her father? Did she know his intent?
- What is the overall theme of this excerpt? (It is one of *Survival and Endurance* — Marie-Laure, a visually challenged child demonstrates strength, determination, and courage needed to achieve the goal set for her, namely to walk without assistance.)
- What is the message? (Strive towards your goal, however difficult it might be. You can achieve with hard-work and practice.)

GRAMMAR**Sentence conversion–Simple to Compound**

Write this sentence on the board:

The cat chased the mouse.

Ask students to underline the verb (*chased*) and elicit that since this sentence contains one verb, it is made up of only one clause, and is a simple sentence.

Add a second sentence, e.g. *The mouse escaped*, that can be joined to the first by a *conjunction* to form a compound sentence. Ask students to suggest how the two sentences could be joined using a conjunction (*The cat chased the mouse but it escaped*). Elicit that the new sentence contains two verbs (*chased, escaped*) so it is made up of two clauses.

Explain that when two simple sentences are joined by a conjunction such as *and* or *but*, they form a **compound sentence**. Ask students to identify the two clauses (1. The cat chased the mouse; 2. it escaped) and elicit that they can both stand alone; there is no main clause in a compound sentence.

Activity

Ask students to work in groups and make as many simple and compound sentences as they can with these words. (More words can be added to this list)

and	tired	very	Rinah	class	Friend	Ashok	I'm	allergic
to	speak	so	played	went	Spanish	their	fur	my
favourite	animals	football	are	will	I	cat	hurt	Feet
her	get	English	reward	played	dog	really	love	shopping

A compound sentence has two or more independent sentences and is linked with a **coordinating conjunction**.

VOCABULARY**Prefix and suffix**

Write the word *Prefix* on the board, and ask students what it means. Elicit answers from students, then reveal that:

A **prefix** is a group of letters placed before a word. It changes the meaning of the word.

Dis – Could mean *Apart, Not, Opposite, Away*.g.: *Dis + connect = disconnect*

Un – Could mean *Not, Opposite, Contrary* to e.g.: *Un + able = unable*

Pair work

List words with the prefix *dis* and *un*. Now write the meaning of these words and frame sentences using these words.

Suffix

Write these words on the board

Careless Faultless Hatless Harmless Fearless Powerless Flawless Priceless Restless

Ask the students what they notice about these words. Students will most like say that words all end with "less."

Explain to students that they noticed a suffix on all of the words.

Explain

- that a suffix is a group of letters that comes after a root or base word.
- that a suffix is a special group of letters because it can change the meaning of the root word and make an entirely new word.

Emphasise that the root word is a word that is a word on its own.

Point out how the meaning of these words changes when a suffix is added to each of them.

LISTENING

While listening–autobiography

Tell students they are going to listen to an excerpt from an autobiography of Helen Keller. Ask them to briefly look through the question before listening to the recording. Tell students to fill in the gaps as they listen to the recording. Play the recording.

Play the recording a second time and ask them to note down any details they had missed out the first time. Check their answers.

SPEAKING

Research and presentation

Research:

Tell students to research about the topic, brainstorm for ideas and make the presentation original by adding their own flavour, ideas and concepts to the researched data.

Practice:

The group then divides the various parts of the presentation between group members and practice the presentation multiple times to master confidence. Encourage peer learning.

Let students in on the assessment process by setting them a peer observation task. The simplest way to do this is to give them this checklist.

Checklist while presenting

- Does the presenter greet the audience? YES/NO
- Does the introduction grab participant's attention and explain the objectives?
- Are the main points clearly stated?
- Does the closing summarise the presentation clearly and concisely?
- Is the conclusion strong?

Presentation

Group Work

Presentations normally have the following aims:

- To inform/ raise awareness of an important issue
- To convince people about something

WRITING

Dialogue with Picture Prompt

Dialogue

What is a dialogue?

A dialogue is a conversational exchange between two or more people. It is used to receive or give information and to express one's ideas and thoughts.

How do I write dialogues?

Tell students to carefully observe what the picture shows and conveys. Develop on your ideas. Arrange in sequential order.

Use

- descriptive words and expressions to make your dialogues interesting.
- funny expressions / interesting anecdotes if you want it to have a comical effect.
- an informal style if the conversation is a casual one. (Hi / Hey! / ...).
- a formal style if the conversation is a formal one. (Good morning / Hello / Excuse me / Would you please...).
- short forms, if required (Can't, don't, weren't...).
- appropriate punctuations to convey the right tone (What? / Nooo...! Don't do that!).

STUDENTS' BOOK ANSWER KEY

Take Us Home

Pre-Reading

Free response

Comprehension

- A.**
1. Marie-Laure received wooden puzzle boxes from her father. They were usually shaped like houses and contained some little ornament or chocolate or so on hidden inside them that Marie-Laure had to find by figuring out the puzzle.
 2. Marie-Laure's father had made a model of their neighbourhood so that by feeling the puzzle with her hands, Marie-Laure could get familiar with the different streets, buildings and other landmarks. This in turn would help her to find her way when she would be in the real streets.
 3. At first, when her father asked her to find the way home, Marie-Laure was extremely surprised, taken aback and sure that she could never find the way. She felt that she had no idea where she was, and she had no confidence; in fact, she felt nervous and upset. However, as the days went by and she kept studying the model with her fingers, she began to notice new details in the model, and that helped her to reduce her mistakes in the real place.
 4. Marie-Laure's Father did not tell her which way to go, because he wanted her to be able to find the way herself—that was the whole point of the exercise. However, he helped her in many other ways. He built the model of the neighbourhood for her, which she could study with her fingers and then remember and apply it in the real place.

He always stayed close beside her in the streets so that she never came to any harm. Importantly, he kept pushing her to try harder and did not let her give up, so that finally, in spite of not being able to see, Marie-Laure was one day able to take them home.

5. As the days went by, Marie-Laure made fewer mistakes while trying to find the way home. Then, one snowy Tuesday in March, when her father took her to yet another new spot, she found that, for the first time, she did not feel frightened. Instead, she remained calm and listened to all the different sounds (cars, the Metro) and even paid attention to the smells (the trees in a particular garden). This way, she figured out where they were standing. From the model, she had an idea of how to reach their home from different places once she knew the starting spot, so she began walking. Her father stayed with her. They took different turns under Marie-Laure's directions till they were outside their building.

Suggested answer: When she was able to find her way home, Marie-Laure must have felt extremely happy, proud, relieved and confident, because she had begun by thinking it impossible, and it had taken a considerable amount of time, hard work and patience for her and her father to be able to do this.

- B.**
1.
 - a. The model of their neighbourhood made by Marie-Laure's father.
 - b. It was unlike the real world in the sense that an intersection of two streets, for example, presented a mixture of noise and fragrance in the real world, and those sounds and smells changed with the seasons. But the model of the same intersection always remained the same—it always smelled only of dried glue and sawdust. Its streets were empty and its pavements were static.
 - c. No, it was not completely unlike the real world, because it was after all a model of the real neighbourhood. So the streets, buildings and even other details like benches, trees and lampposts were copied and reproduced in the model.
 2.
 - a. Marie-Laure felt this way the first time when her father told her to take them home by finding the way herself. That was because she was very surprised by her father's request, was completely unprepared for it, and had no confidence in herself. She felt confused and nervous.
 - b. Different noises and movements confused Marie-Laure. The call of crows, the hissing of brakes, a hammer banging a metal, a loud noise like the pump of an exterminator—all these distracted her. Two women came out of a shop, pushing her slightly as they passed, and that too, disturbed her.
 3.
 - a. The chestnut tree that grew past Marie-Laure's fourth-floor window has been referred to as the old friend.
 - b. The tree has been described as an old friend because Marie-Laure had known it for a long time, and that day, when for the first time she was able to find the way home by herself, when she reached the front of their building and touched the tree, it felt like coming home to someone familiar and loved, as if the tree was welcoming her back.
 - c. The tree became witness to a beautiful scene when Marie-Laure took her father home. Her father swung her up. Marie-Laure smiled, and he laughed happily. Then father and daughter turned in circles on the sidewalk in front of their apartment house, laughing together while snow sifted through the branches of the tree above them.

- C.** 1. a. Marie-Laure’s father said this when he asked her to take them home for the first time but Marie-Laure, being unprepared and nervous, became confused and upset. He said this to give her courage. By ‘this’, he meant being able to find her way home without his guiding her. At that time, Marie-Laure did not agree with him.
- b. Yes, Marie-Laure’s father turned out to be correct. Marie-Laure was finally able to find the way home by herself. Yes, he played an important role in making it possible for her, as he made the detailed model of the neighbourhood, always stayed close to Marie to protect her and did not let her give up. He was determined to make her more independent and self-confident and he finally achieved that.
2. *Suggested answer (accept any logical answer):* Marie-Laure’s father made wooden puzzle boxes for her birthdays. This would not only require hard work on his part, but the puzzle boxes had a deeper meaning—they were meant to make Marie-Laure skilled in solving puzzles and figuring out her way around things; it would improve her problem-solving skills. He wanted her to become independent and self-confident. He made her go through the exercise of trying to find the way home. He stayed with her always, but did not make it easier for her by telling her which way to go, nor did he let her give up, because he knew that it was important for her to learn to do this. When she became upset, he hugged and comforted her, but he did not tell her to stop. Marie-Laure, on her part, was not angry with her father for making her do the exercise. She knew that he was doing it for her own good. When she finally managed to find the way home, she knew how he was looking or smiling without being able to see him. She even knew how his hair or clothes would look. And when he laughed, she thought that she would remember that happiness in his laughter all her life. All this showed that Marie-Laure and her father loved and understood each other so well that they did not always need words to express it.

Grammar

- A.** 1. Neither did I cook anything, nor could I order any food.
2. Akshay went to visit his friend Nitin, but he was not at home.
3. Deeksha plans to study further and she wants to focus on zoology.
4. Kaneez did not understand the sum, so she asked her father for help.
5. We want to see a film or we can take a walk in the park.
6. Ankita’s family has a car, yet Ankita goes to school by bus.

B. *Sample answers:*

I went for a walk around our neighbourhood yesterday. (simple sentence)

I saw some new shops and I met a few of my neighbours. (compound sentence)

I bought bread from one of the new shops. (simple sentence)

The pharmacy was open, but the library was closed. (compound sentence)

I also took a stroll in the park for a few minutes. (simple sentence)

Construction work was going on for a building beside the park. (simple sentence)

Either it is going to be an office or it will be a new school. (compound sentence)

Soon it began to rain, so I quickly returned home. (compound sentence)

Vocabulary

- | | | | |
|------------------|--------------|-------------------|--------------|
| 1. counterparts | 2. falsehood | 3. cautious | 4. overjoyed |
| 5. neighbourhood | 6. overhead | 7. counter-attack | |

Listening

Listening text:

The morning after my teacher came, she led me into her room and gave me a doll. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word 'd-o-l-l'. I was at once interested in this finger play and tried to imitate it.

When I finally succeeded in making the letters correctly, I was flushed with childish pleasure and pride. Running to my mother, I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation.

In the days that followed, I learned to spell a great many words in this uncomprehending way—'pin', 'hat', 'cup' and a few verbs like 'sit', 'stand', 'walk' and so on. But my teacher had been with me several weeks before I understood that everything has a name.

Answers:

- | | | | | |
|---------------|--------------|------------|------------------|---------------------------|
| 1. my teacher | 2. spelled | 3. imitate | 4. pleasure | 5. pride |
| 6. spelling | 7. imitation | 8. spell | 9. several weeks | 10. everything has a name |

Writing

Free response

Spelling

- | | | |
|---|---|-------------------------------------|
| 1. <u>submitted</u> , <u>submitting</u> | 2. <u>developed</u> , <u>developing</u> | 3. <u>grabbed</u> , <u>grabbing</u> |
| 4. <u>creaked</u> , <u>creaking</u> | 5. <u>travelled</u> , <u>travelling</u> | 6. <u>beamed</u> , <u>beaming</u> |
| 7. <u>shouted</u> , <u>shouting</u> | 8. <u>proceeded</u> , <u>proceeding</u> | |

ANSWER KEY TO WORKSHEET 9

- A.**
1. I passed the fence and noticed a rabbit sitting behind it.
 2. Rizwan felt thirsty, so he drank a glass of coconut water.
 3. Neither did Neil come to class, nor did he attend tuition. / Neil did not come to class and he did not attend tuition.
 4. Ashok was invited to the party, but he did not turn up.
 5. There was no milk in the refrigerator, so Sara went to the shop.
 6. You must return the books to the library or you will be fined.
 7. They rescued the passengers, but they could not save the vehicle.
 8. Either the kitten ran away, or it is hiding somewhere. / The kitten ran away and is hiding somewhere.
- B.**
- | | | |
|---------------|------------------|---------------------|
| 1. victorious | 2. childhood | 3. counter-argument |
| 4. overcoat | 5. overconfident | 6. counterpart |
- C.** *Free response*

QUESTION BANK

Take Us Home

A. Answer in brief.

1. "I'm one step behind you. I won't let anything happen. You have your cane. You know where you are." What do these lines say about the father?

Ans: He re-assures his daughter that he will not allow any harm to come to her. He gives her his quiet confidence. He is also considerate, in that he allows her to use her cane to feel her way around.

B. Answer in detail.

What is the difference between the real intersection, and the miniature intersection of rue de Mirbel and rue Monge?

Ans: To Marie-Laure, the real intersection was an amphitheatre of noise and fragrance. In the fall it was filled with smells of traffic and castor oil, bread from the bakery, camphor from the pharmacy, delphiniums and sweet peas and roses from the flower stand. On winter days it swims with the odour of roasting chestnuts. On summer evenings it becomes slow and drowsy, full of sleepy conversations and the scraping of heavy iron chairs. The same intersection in the miniature smelled only of dried glue and sawdust. Its streets are empty, its pavements static.

C. Choose the correct answer.

The theme of this excerpt is about _____ (Take Us Home)

- a. a rude father trying to force his daughter to lead them home.
- b. a clever visually challenged girl who finds her way home with no difficulty.
- c. a loving relationship between father and daughter that encourages her to achieve.

Ans: c

D. Read the lines and answer the questions.

"Four minutes," says her father, laughing. "I'll have to work harder next year."

- a. Who is the father talking about? When was it?
- b. What happens in just four minutes?
- c. Why does he say that he should work harder the next year?

Ans: a. The father was talking about Marie-Laure on her seventh birthday.
b. Marie-Laure managed to easily open the wooden puzzle her father had made for her and found the Swiss chocolate which was hidden inside.
c. Her father says that he should make it more difficult the next time as she had solved the puzzle very quickly.

E. Answer in brief. (Think and answer)

1. *Calm yourself. Listen.* Why does Marie-Laure say this to herself?

Ans: She is trying to re-assure herself that she can do it. Marie-Laure realises that the only way she can find her way back home is by staying calm. She knows that the sounds she hears will help her as she cannot see.

F. Answer in detail. (Think and answer)

Do you think Marie-Laure's father helped her in any way? Support your answer.

Ans: Marie-Laure's father helped her in every possible way that he could. He made a miniature model of their neighbourhood, and encouraged his daughter to explore the

model with her hands. This, he hoped, would help his visually challenged daughter to find her way in the neighbourhood, on her own. He took her to different locations in the neighbourhood and spun her around, so that she could, in any circumstances, find her way. Though she found her way with the help of smells and sound, he gave her the confidence that she could still find her way with a sense of direction. He assured her that he was always just behind her and nothing could go wrong. His positivity, confidence and constant encouragement helped her succeed.