

UNIT 1.2: THE STORY OF MY LIFE

B. INTERPRET Read these descriptions of Helen Keller's emotions during periods of her childhood. Use your notes to number the described events in chronological order from 1 (the earliest) to 7 (the last). Check your answers with a partner.

- ___ Helen could make finger signs to spell many words but became impatient because she didn't understand how the actions connected with the words.
- ___ Helen used her hands, touched every object, and felt protected by her mother who understood her crude signs to communicate.
- ___ Helen's desire to communicate grew so strong that she was often angry and had passionate outbursts.
- ___ Helen began to grow confident as she explored with her hands and learned the names and uses for objects.
- ___ Helen was able to figure out what was going on around her and could imitate actions, but she felt different from others.
- ___ Helen touched people's lips and imitated their movements, but became frustrated when it did not produce any result.
- ___ Helen felt free and hopeful once the mystery of language was revealed to her, and she was eager to learn.

C. IDENTIFY Read the lists of examples and descriptions from the audiobook excerpt. Then listen again. Match the examples with the descriptions.

a. a doll	f. her mother
b. pushing someone to tell her to go	g. breaking the doll
c. her teacher	h. Helen's saying "She brought me my hat, and I knew I was going out"
d. the strength of the sun	
e. water	

___ 1. an example of Helen's simple "crude signs" to communicate
___ 2. the person to whom Helen owed "all that was bright and good in my long night"
___ 3. an example of Helen's ability to figure out what was going on around her
___ 4. the person "who had come to reveal all things to me, and, more than all things else, to love me"

- ___ 5. the way Helen knew that the “sweet southern spring” season had begun
- ___ 6. the gift that “the little blind children at the Perkins Institution had sent”
- ___ 7. the “living word” that “awakened [her] soul” and made Helen finally realize what language was
- ___ 8. the action that Helen said made her feel satisfied and showed she knew “neither sorrow nor regret”

D. INFER Circle the best answers to these questions.

1. How would you describe Anne Sullivan's teaching method?
 - a. She persisted in teaching Helen one word at a time until she learned it correctly.
 - b. She taught Helen in a traditional classroom/style, but used her fingers to spell words.
 - c. She used Helen's sense of smell to connect a word with an object.
 - d. She gave in to Helen's anger by allowing her to play outside when she got frustrated.
2. What is one point Helen Keller would probably NOT agree with?
 - a. Children who are deaf and blind can learn to communicate effectively.
 - b. Children who are deaf and blind are forever locked in a world of silence.
 - c. Children who are deaf and blind should be encouraged to face their challenges.
 - d. Children who are deaf and blind need special teachers to acquire language skills.
3. What can you infer from Keller's words, "... the more I handled things and learned their names and uses, the more joyous and confident grew my sense of kinship with the rest of the world"?

Abc

 - a. Learning how to use things made Keller happier.
 - b. Without words, Keller had felt separate from the world.
 - c. Confidence is not possible without language.
 - d. Her family was happy that Keller understood the names for things.

6. Those who are bilingual invariably get jobs more easily and are grateful to their parents for making them learn a second language.
 - a. only sometimes
 - b. almost always
7. These passionate outbursts helped the little boy get his way because no one could ignore the noise he made.
 - a. quick explosions of feeling
 - b. loud sad songs
8. Without tangible evidence to support their theory, the researchers didn't feel confident publishing their study.
 - a. popular; widely accepted
 - b. clearly visible or concrete
9. The answer to the mystery was not revealed until the last few pages of the book.
 - a. explained; shown
 - b. hidden; unknown
10. If that annoying sound persists, I will have to complain to the neighbors. I can't sleep!
 - a. fades away
 - b. keeps up
11. Because the stroke victim had lost some of her vision, she could only make out fragments of the picture and had to connect the pieces in her mind.
 - a. little pieces
 - b. soft colors
12. There was no strong sentiment visible in the man's face, no feeling of anger or sorrow.
 - a. line
 - b. emotion