

LESSON 23



Helen Keller

Helen Keller

"The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old," so wrote Helen Keller.

The morning after the arrival of her teacher, Helen was led into a room and given a doll. After she had played with it for a while, Miss Sullivan slowly spelt the word *d-o-l-l* onto her hand. At once Helen was interested in this finger play and tried to imitate her teacher. When she finally succeeded in forming the letters correctly, she was flushed with pleasure and pride. Excitedly she found her way to her mother, held up her hand and wrote the letters for "doll". At the time she did not know that she was spelling out the name of thing. What she did was simple ape-like imitation. And in the days that followed, she learned to spell a great many words in this way.

Helen soon learned, however, that things and actions have names. One day, while she was playing with her new doll, Miss Sullivan placed the doll on her lap, made her touch it again and wrote the letters *d-o-l-l* on the palm of her hand. This was repeated several until Helen associated the word with the object. But it was not always that plain sailing. They had great difficulty with the words "mug" and "water". Helen could not tell the difference in meanings; that is, what they each represent. She was so confused that Miss Sullivan dropped the subject until a more opportune time when she could take it up again.

"Once, as we were walking down the path to the well, I was attracted by some peculiar smell. I asked, 'What is that strange smell in the air?' Miss Sullivan led me to the well. She took my hand and placed it under the spout from which water gushed out." As the cool stream washed Helen's hand, Miss Sullivan spelt the word "water" on her other hand. Helen stood still, wonder and amazement written all over her face. She fixed her attention on the sensation experienced by both her hands. Suddenly everything came back. She knew then that *w-a-t-e-r* means a cool liquid with which she was playing now with both her hands. That living word gave her joy, light and hope. On reaching the house, every familiar

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object she touched seemed to have a new meaning for her. She was eager to know more. As her education progressed, though not without difficulty and frustration for both teacher and pupil, Helen was living a new life full of excitement. She now had the key to a language and was keen to use it.

We who have eyes to see and ears to hear can learn easily. But Helen could not, as she was both blind and deaf. Even in her affliction, she did not allow herself to be handicapped. She made full use of all the other faculties she had, to such an advantage that she became the world's renowned teacher of the blind and deaf.

A Meaning in context

1. Explain each expression as used in the passage.

- (a) immeasurable contrasts (l. 3)
- (b) finger play (l. 10)
- (c) ape-like imitation (l. 15)
- (d) plain sailing (l. 23)
- (e) dropped the subject (l. 26)
- (f) a more opportune time (ll. 26, 27)
- (g) written all over her face (l. 34)
- (h) everything came back (ll. 35, 36)
- (i) the key to (l. 42)
- (j) to be handicapped (l. 46)

2. Give a synonym for each word and make sentences with both words.

EXAMPLE: consider — reflect

I consider the methods he proposes impracticable.

I must reflect on what answer to give.

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|------------------------|-------------------------|
| (a) connects (l. 4) | (g) progressed (l. 40) |
| (b) imitate (l. 10) | (h) frustration (l. 41) |
| (c) flushed (l. 12) | (i) keen (l. 43) |
| (d) associated (l. 22) | (j) affliction (l. 46) |
| (e) confused (l. 26) | (k) advantage (l. 47) |
| (f) peculiar (l. 29) | (l) renowned (l. 48) |

B Choose the best answer.

1. Why was the third of March, 1887, the most important day in

Helen Keller's life?

- A It was only three months from her seventh birthday.
- B It was the day she first heard of Anne Sullivan.
- C It was the day Anne Sullivan became her teacher.
- D It was the day Anne Sullivan taught her to spell "doll".

2. How did Helen Keller learn to spell?

- A By reproducing what her teacher wrote on her hand.
- B By recognizing words shown to her by her teacher.
- C By listening to her teacher spell words and repeating after her.
- D By playing with toys.

3. When Helen Keller had difficulty differentiating the meanings of the words "mug" and "water",

- A her teacher was very angry.
- B her teacher continued explaining until she learned.
- C her teacher did not insist that she should carry on trying.
- D her teacher splashed water onto her hand.

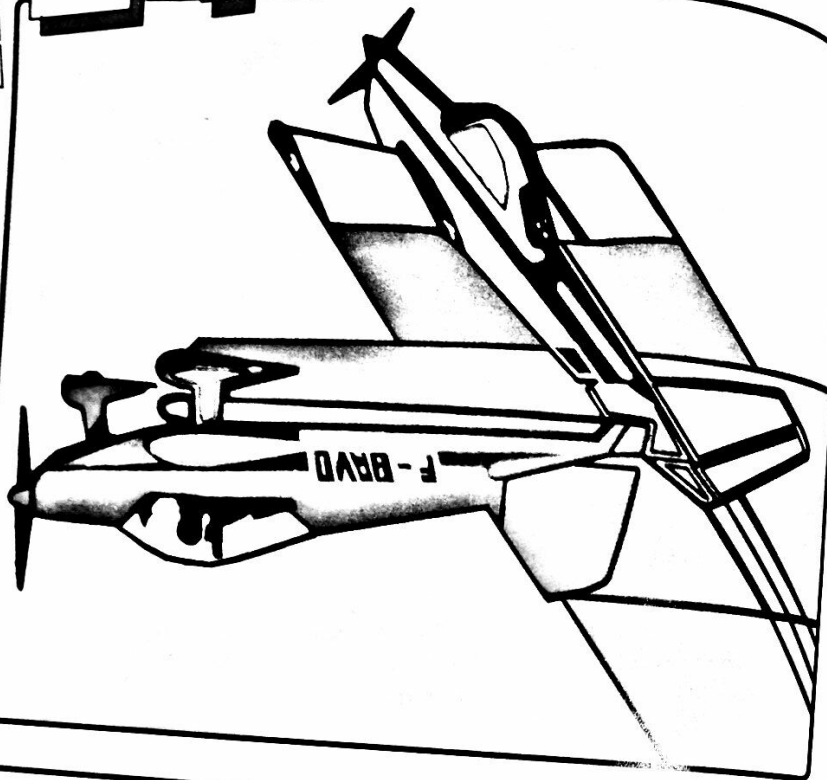
4. Which statement is true?

- A Helen Keller's education progressed smoothly.
- B Helen Keller's education was unexciting.
- C Helen Keller's education was sometimes frustrating for her as well as her teacher.
- D Helen Keller's education was carried out in normal classroom conditions.

C Answer these questions.

1. Pick out the first sentence in the passage which you think suggests that Helen Keller was not a normal child. Give reasons for your choice.
2. How did Helen Keller react when her teacher spelt the word "doll" onto her hand? Did she understand why her teacher did that?
3. Why do you think Helen Keller had difficulty differentiating the meanings of the words "mug" and "water"? When did she learn the difference?
4. What faculties do you think Helen Keller depended on in her education? Do not limit your answer to only those of the senses.
5. What qualities do you think Anne Sullivan had that made her the right teacher for Helen Keller?
6. Describe Helen Keller's character, based on what you gather from the passage.

LESSON 24



Aerobatics

Aerobatics

(From Odhams *Child's First Encyclopaedia* Volume 1)

Aerobatics, also called stunt-flying, are unusual flying movements deliberately carried out by an aircraft pilot. They may involve flying upside down, falling through the air, and many other movements not included in normal flight. Aerobatics are thrilling to watch, but they have a more serious purpose, and all pilots are taught to practise them, for the pilot of an aircraft may find himself faced with an emergency that he can deal with only by carrying out unusual manoeuvres.

In both World Wars, Air Force pilots often used aerobatics in battle. They enabled them to get into a favourable position when attacking, or to make a hurried escape if caught at a disadvantage. Single-seat fighter aircraft and other comparatively small machines are specially suitable for aerobatics.

Even in the early days clever pilots tried aerobatics, though their machines were not as powerful and efficient as the modern ones. The first pilot to "loop the loop" was a Russian, Nestorov, in 1913. In the same year Adolphe Pégoud, a Frenchman, flew his machine upside-down.

In "looping the loop" the pilot pulls the nose of the aircraft upwards so that it climbs more and more steeply until at the top of the climb the aircraft is flying upside down and of course pointing in the opposite direction. Its nose then drops, and at the bottom of the circle it is once more flying right way up and in the original direction. In a light, i.e. low-powered, plane the pilot may get up enough speed for a loop by diving.

In the "bunt" the pilot pushes the nose of the aircraft down, so that it dives more and more steeply, until at the bottom of the dive it is flying upside down and in the opposite direction. The aircraft then starts to climb, until at the top of the circle it is once more flying right way up, and in the original direction. The bunt is a rare and dangerous trick to perform.

Another manoeuvre is the roll. In this the aircraft goes through the air like a corkscrew moving horizontally, slowly turning through 360 degrees. A German, Lieut. Max Immelmann, used in 1915 what became known as the "Immelmann Turn". It was half-loop and half roll.

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If an aircraft is flying too slowly it stalls. This means that it has not enough forward speed to keep it flying normally, and therefore starts to fall. Then if the pilot pulls his control column right back and pushes his rudder-bar to right or left, the plane will rotate and go into a spin. When in a spin or a stall, the aircraft is in fact out of control, but by working the control column and rudder-bar the pilot can quite easily return to normal flying.

Public displays of aerobatics have been popular since the early days of flying. At first they were given by a single pilot, as there were very few aircraft in existence. Single aircraft still perform stunts at displays, but the most spectacular items are those in which a number of aircraft carry out thrilling and complicated manoeuvres whilst keeping perilously close together.

A Meaning in context

1. Give a synonym for each word.

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|------------------------|-------------------------|
| (a) unusual (l. 1) | (f) hurried (l. 11) |
| (b) thrilling (l. 4) | (g) pulls (l. 19) |
| (c) emergency (l. 7) | (h) stalls (l. 37) |
| (d) manoeuvres (l. 8) | (i) spectacular (l. 47) |
| (e) favourable (l. 10) | (j) perilously (l. 49) |

2. Explain the meaning of each phrase and then use it in a sentence.

- deliberately carried out (l. 2)
- can deal with (l. 7)
- carrying out (l. 7)
- its nose then drops (l. 22)
- in the original direction (ll. 23, 24)
- forward speed (l. 38)
- starts to fall (l. 39)
- out of control (ll. 41, 42)
- public displays (l. 44)
- perform stunts (ll. 46, 47)

B Choose the best answer.

- Which of the following is the more serious purpose of aerobatics?
 - Entertaining spectators at displays.
 - Testing an aircraft's performance.
 - Testing a pilot's skill.
 - Training a pilot to cope with an emergency.

2. Which of these statements is false?

- Small aircraft are specially suitable for aerobatics.
- Pilots can overcome an emergency by performing aerobatics.
- Pilots perform aerobatics only at public displays.
- Pilots during the two world wars performed aerobatics in battle.

3. In "looping the loop" the pilot has first to

- dive very steeply.
- climb steeply.
- go into a roll.
- fall through the air.

4. When does a plane stall?

- When the pilot pulls his control column right back.
- When the pilot pushes his rudder bar to the right.
- When the nose of the plane drops suddenly.
- When the plane has not enough forward speed.

C Answer these questions.

- Explain what aerobatics are.
- Why are all pilots taught aerobatics?
- What sort of aircraft are suitable for aerobatics? Why?
- What details about the following people are given in the passage?
 - Nestorov
 - Adolphe Pégoud
 - Max Immelmann
- According to the passage, what are the most spectacular items of display?