

**CBSE TEST PAPER-02**  
**Class - 10 English Communicative**  
**(The Story Of My Life)**

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**General Instruction:**

- Question No. A carry Ten marks.
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A. Answer the following questions in 200-250 words each

1. How did Helen acquire proficiency in French and Latin languages?

**OR**

2. In what way did the Wright-Humason School for the Deaf contribute to the education of Helen?

**OR**

3. What idea of Helen was surprising? Why was she sent to the Cambridge school?

**OR**

4. How did Mr. Gilman help Helen? (or) Explain Principal's Gilman's role in Helen's education. (or) Give a brief character sketch of Arthur Gilman.

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**[Answers]**

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**A. Answers**

1. Helen had a deep desire to learn language since her childhood days. After acquiring proficiency in English, she learnt French and Latin.  
Helen had already knew some French, she got a French grammar book in raised print. She began to compose in her head short exercises, using the new words learnt. She would ignore the rules and other techniques. She even tried to master the French pronunciation, without aid. She acquired enough knowledge of French and enjoyed La Fontaine's "Fables", "Le Medecin Malgre. Lui" and passages from 'Athalie'. She gave more time to the improvement of her speech by reading aloud to Miss Sullivan and reciting passages from her favourite poets. Miss Sullivan corrected her pronunciation and helped her to change the form of words and form of sentences.  
Helen started to give time to special subjects after 1893 and it was decided that Helen would start learning Latin from Mr. Irons at the home of Mr. William Wade in Hulton, Pennsylvania. Mr. Iron taught Helen Latin grammar principally. At first, Helen was unwilling to study Latin grammar. She considered it to be a waste of time to analyze every word when its meaning was clear. As she studied more and more, the beauty of Latin began to delight her. She often amused herself by reading Latin passages, picking up words she understood and trying to make sense. She continued to enjoy this pastime, even in the later years of her life. She began to read Caesar's "Gallic war", which she could not complete as she had to go back home in Alabama.

**OR**

2. Helen joined the Wright-Humason School for the Deaf for vocal culture training in Lip-reading. The school was known for its teaching of speech to the deaf. Helen joined the school to improve her speech further. Helen's progress in lip reading and speech were far below her own expectations and that of her teachers. Helen aimed to speak like other people and her teachers also believed that she could accomplish the task, but she did not

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quite reach her goal. Besides learning speech, she studied there arithmetic, physical geography, French and German. Helen worked hard and sincerely but she guessed that probably she had aimed too high and therefore, disappointment was unavoidable. She still considered arithmetic as a system of difficulties and indulged in guesswork. When she was not guessing answers, she would jump to conclusions and this process increased her difficulties more than their fair share.

She made much progress in German. In a few months she could understand almost everything her teacher said. She found French much more difficult as Madame Olivier, a French lady did not know the manual alphabet. So, she could not read her lips easily. Physical geography enabled her to learn the secrets of nature. All the teachers at the Wright- Humason School tried hard to provide every advantage to the pupils who joined there.

**OR**

3. The thought of going to college took root in Helen's heart and became a serious desire. Helen's idea to compete with seeing and hearing girls in her new school was surprising. Helen's announcement that someday she would go to college, and that too Harvard surprised her friends. The thought of going to a college and studying with seeing and hearing girls took hold of her. It was thought that she should go to Cambridge and join the school there- the nearest approach for her to go to Harvard. So, she joined the Cambridge school in October, 1896. She would join the Cambridge school so that she could prepare for the entry into Radcliffe College. Miss Sullivan was to attend classes with her and interpret to her the instruction given. It was so because the teachers there had no experience of teaching any but normal pupils, and her only means of conversing with them was reading their lips. She had, therefore, to face many difficulties and unheard of challenges. Her principal, Mr. Gilman, and her German teacher, Frau Grote, were both experienced in the manual alphabet and took special classes to teach Helen. Then Mr. Gilman allowed Helen's sister Mildred to stay with her for about six months and this was the time when they both made studies fun and easy for each other.

**OR**

4. Mr. Arthur Gilman, the Principal of the Cambridge School for Young Ladies, was a loving and sympathetic person. He was a kind and able teacher. He went out of his way to teach

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Helen as not only a teacher, but also as a guide and mentor. Mr. Gilman kindly offered to let her sister, Mildred, study in his school. Both the sisters spent helping each other in study. To help Helen better, he himself learnt the manual alphabet, so that he could teach her in the method she liked best. He was knowledgeable in English literature and took time out to read 'As You Like It' and other literary works to her. He made studies interesting for Helen.

Helen took her preliminary examinations for Radcliffe from 29th of June to the 3rd July in 1897. The subjects she offered were Elementary and Advanced German, French, Latin, English and Greek and Roman history. The candidate was required to pass in sixteen hours-twelve hours being called elementary and four advanced. Helen was allotted No.233 and she was allowed to use a type writer alone in a room. Mr. Gilman read all the papers to her by means of the manual alphabet. She wrote out her answers on the type writer. The papers were difficult. Mr. Gilman spelled to her what she had written so that she could make necessary changes. Later, at Radcliffe, no one read the paper to her for any correction.