UNIT 6

Pre-task

1. Recall the story of Helen Keller from standard 10 and introduce her in 5 to 7 sentences.

2. Discuss these things with your friends.

- What are the wages of workers and the road makers around you?
- For how many hours do they work a day?
- Have you ever met any salesperson who goes door to door? How much does he/she earn a day?

Read 1 STRIKE AGAINST WAR

(Speech By Helen Keller at Carnegie Hall, New York City – January 5, 1916)



To begin with, I have a word to say to my good friends, the editors, and others who are moved to pity me. Some people are grieved because they imagine I am in the hands of unprincipled persons who persuade me to adopt unpopular causes and make me the mouthpiece of their propaganda. Now let it be understood once and for all that I do not want their pity; I would not change places with one of them. I know what I am talking about. My sources of information are as good and reliable as anybody else's. I have papers and magazines from England, France, Germany and Austria that I can read myself. Not all the editors I have met can do that. Quite a number of them have to take their French and German second hand. No, I will not depreciate the editors. They are an overworked, misunderstood class. Let them remember, though, that if I cannot see the fire at the end of their cigarettes, neither can they thread a needle in the dark. All I ask, gentlemen, is a fair field and no favour. I have entered the fight against preparedness and against the economic system under which we live. It is to be a fight to the finish, and I ask no quarter.

All the machinery of the system has been set in motion. Above the complaint and din of the protest from the workers is heard the voice of authority. "Friends," it says, "fellow workmen, patriots; your country is in danger!

There are foes on all sides of us. There is nothing between us and our enemies except the Pacific Ocean and Atlantic Ocean. Look at what has happened to Belgium. Consider the fate of Serbia. Will you murmur about low wages when your country, your very liberties, are in danger? What are the miseries you endure compared to the humiliation of having a victorious German army sail up the East River? Quit your grumbling, get busy and prepare to defend your firesides and your flag. Get an army, get a navy; be ready to meet the invaders like the loyal-hearted freemen you are."

Will the workers walk into this trap? Will they be fooled again? I am afraid so. The people have always been amenable to oratory of this sort. The workers know they have no enemies except their masters. They know that their citizenship papers are no warrant for the safety of their wives and children. They know that honest sweat, persistent toil and years of struggle bring them nothing worth fighting for. Yet, deep down in their foolish hearts they believe they a country. Oh blind vanity of slaves!

The clever ones, up in the high places know how childish and silly the workers are. They know that if the government dresses them up in khaki and gives them a rifle and starts them off with a band and waving banners, they will go forth to fight valiantly for their own enemies. They are taught that brave men die for their country's honour. What a price to pay for a vague idea-the lives of millions of young men; other millions crippled and blinded for life; existence made horrible for still more millions of human being; the achievement and legacy of generations swept away in a moment-and nobody better off for all the misery! This terrible sacrifice would be comprehensible if the thing you die for and call country fed, clothed, housed and warmed you, educated and cherished your children. I think the workers are the most unselfish of the children of man; they toil and live and die for other people's country, other people's continents, other people's liberties and other people's happiness! The workers have no liberties of their own; they are not free when they are compelled to work twelve or ten or eight hours a day. They are not free when they are ill paid for their exhausting toil. They are not free when their children must labour in mills and factories or starve, and when their women may be driven by poverty to lives of shame. They are not free when they are clubbed and imprisoned because they go on strike for a raise of wages and for the basic justice that is their right as human beings.

We are not free unless the men who frame and execute the laws represent the interests of the lives of the people and no other interest. The ballot does not make a free man out of a wage slave. There has never existed a truly free and democratic nation in the world. From time immemorial men have followed with blind loyalty the strong men who had the power of money and of armies. Even while battlefields were piled high with their own dead, they have tilled the lands of the rulers and have been robbed of the fruits of their labour. They have built palaces and pyramids, temples and cathedrals that held no real shrine of liberty.

As civilization has grown more complex the workers have become more and more enslaved, until today they are little more than parts of the machines they operate. Daily they face the dangers of railroad, bridge, skyscraper, freight train, stokehold, stockyard and training at the docks, on the railroads and underground and on the seas. They move the traffic and pass from land to land the precious commodities that make it possible for us to live. And what is their reward? A scanty wage, often poverty, rents taxes tributes and war compensations.

The kind of preparedness the workers want is reorganization and reconstruction of their whole life, such as has never been

attempted by statesmen or governments. The Germans found out years ago that they could not raise good soldiers in the slums so they abolished the slums. They saw to it that all the people had at least a few of the essentials of civilization: decent lodging, clean streets, wholesome if scanty food, proper medical care and proper safeguards for the workers in their occupations. That is only a small part of what should be done. It is your business to force these reforms on the Administration. Let there be no more talk about what a government can or can not do. All these things have been done by all the belligerent nations in the turmoil of war. Every fundamental industry has been managed better by the governments than by private corporations.

It is your duty to insist upon still more radical measure. It is your business to see that no child is employed in an industrial establishment or mine or store, and that no work is needlessly exposed to accident or disease. It is your business to make them give you clean cities, free from smoke, dirt and congestion. It is your business to make them pay you a living wage. It is your business to see that this kind of preparedness is carried into every department on the nation, until everyone has a chance to be well born, well nourished, rightly educated, intelligent and serviceable to the country at all times.

Strike against all ordinances and laws and institutions that continue the slaughter of peace and the cruelty of war. Strike against war, for without you no battles can be fought. Strike against manufacturing scrap and gas bombs and all other tools of murder. Strike against preparedness that means death and misery to millions of human beings. Be not dumb, obedient slaves in an army of destruction. Be heroes in an army of construction.

Glossary

grieved feel sad **unprincipled** dishonest, deceitful **astray** off track **persuade** encourage, induce **espouse** promote **propaganda** publicity **depreciate** criticize **din** noise, commotion **endure** tolerate, bear **grumbling** complaining **amenable** easily persuaded **oratory** skill in public speaking **warrant** assurance, guarantee **persistent** constant **vanity** excessive pride **valiantly** courageously **crippled** disabled or impaired **horrible** extremely unpleasant **legacy** ownership by heredity **cherished** loved and cared **basic** fundamental **freight** goods for transportation **stokehold** the boiler room of a steamship **stockyard** temporary animal enclosure **lumber raft** flat boat carrying logs sawed for use **scanty** little, insufficient **compensation** reimbursement **abolished** eliminate, got rid of **decent** proper, appropriate **wrought** deeply stirred **invasion** attack **conquest** victory **unabated** persistent, constant **vigour** vitality, force, egacy **belligerent** aggressive

Comprehension

C.1 Underline three sentences and three phrases that have touched you most.

C.2 Mark True or False. Correct the false sentences.

1. Helen is appealing to the editors, statesmen and administrators for giving freedom to citizens. ☐
2. Helen exposes the ways the authority instigates workers for war. ☐
3. She asks workers to speak out. ☐
4. Workers are allowed to go on strike for their rights. ☐
5. As civilization develops, workers feel freer. ☐

C.3 Find the sentences with similar meaning.

1. I do not need translators.
2. As you have your strength, I have mine.
3. The law makers should have the sole interest – people's welfare.
4. Right to vote doesn't reduce one's slavery.
5. Workers' importance is not more than that of parts of machines.
6. Only you can stop wars.

C.4 Tick mark the nearest meaning of the sentences.

1. It is to be a fight to finish and I want no quarter.
   - ☐ I want total revolution.
   - ☐ I don't want partition.
   - ☐ It is what has never happened.
2. Workers have no enemies except their masters.
   - ☐ Workers think that masters are their enemies.
   - ☐ Masters have no enemies.
   - ☐ The ultimate welfare of the workers is damaged by the masters only.
3. Oh, blind vanity of slaves!
   - ☐ Workers are always blind.
   - ☐ It is very unfortunate that workers are just like slaves but they think that they are great.
   - ☐ Masters keep them blind.
4. The ballot does not make a free man out of a wage slave.
   - ☐ Right of voting is not enough.
   - ☐ Elections are compulsory in free country.
   - ☐ Marking on ballot paper is the right process.

C.5 Identify the sentences from the Read related to the following themes. Write the first two and last two words of that sentence.

cleverness of authority	foolishness of workers	slavery of workers	duty of the workers

C.6 Complete these sentences.

1. The editors and others have come for _____ but she does not _____.
2. Helen has entered _____ in which she does not want _____.
3. It's unfair to talk about _____ when our own country _____.
4. The workers have built _____ but _____.
5. Germans _____ because _____.

C.7 Complete the table.

Sentences from the text	Interpretation
I would not change places with one of them.	I don't want to interchange my place with anybody.
Not all the editors I have met can do that.	
There is nothing between us and our enemies except the Pacific Ocean and Atlantic Ocean.	
Quit your whining, get busy and prepare to defend your firesides and your flag.	
They will go forth to fight valiantly for their own enemies.	
	Your sacrifice is fruitful if it affects the lives of common people.

C.8 Answer these questions.

1. What does Helen believe about the editors?
2. Why does Helen call it (the voice of authority) a trap?
3. Why does she call their masters their enemies?
4. What is 'blind vanity'?
5. What are the consequences of a war?
6. What, according to Helen is the real freedom of workers?
7. Why does she say that there has never existed a truly free and democratic nation in the world?
8. How does slavery exist in the civilized world?
9. Which view of Helen matches with the following quote:
   "Workers of the world unite; you have nothing to lose but your chains." -Karl Marx

C.9 Elaborate the sentences in about 50 words with reference to the text.

- All I ask, gentlemen, is a fair field and no favour.
- The clever ones, up in the high places know how childish and silly the workers are.
- Be not dumb, obedient slaves in an army of destruction. Be heroes in an army of construction.

C.10 Summarise this passage in about 100 words.

- It is your duty to ..... to the country at all times.

Vocabulary

V.1 Choose the most appropriate option.

(1) Which word is related to corruption?
(a) scanty (b) unprincipled
(c) invasion (d) jeopardy

(2) You will create the following for yourself and for others if you drive carelessly.
(a) din (b) danger
(c) vanity (d) inheritance

(3) What is considered to be an essential character trait of a leader?
(a) warrant (b) oratory
(c) vanity (d) inheritance

(4) " _____ can easily overtake a wisdom. It usually _____ common sense"
(a) overtakes (b) oratory (c) vigour
(d) vanity (e) freight (f) overcomes

(5) If you become _____, you don't stay _____.
(a) freight, disparage (b) wrought, abolished
(c) belligerent, decent (d) grieved, unscrupulous

V. 2 Choose the most appropriate word from the brackets to fit in the quotes.

[horrible, abolished, butchery, depreciate, conquer, invade, amenable]

1) "Every nation has the right to demand proper treatment and no country should _____ the territory of any other country." - Mustafa Ataturk
2) We have _____ the death penalty for humans, so why should it continue for animals? - Brigitte Bardot
3) Whenever you are confronted with an opponent, _____ him with love. - Mahatma Gandhi.
4) I will stay in jail to the end of my days before I make a _____ of my conscience. - John Bunyan
5) Friendship is the source of the greatest pleasure and without friends even the most _____ pursuits become tedious. - St. Thomas Aquinas
6) When men are full of envy they _____ everything whether it be good or bad. - Tacitus
7) I am, as I am; whether _____ or handsome, depends upon who is made judge. - Herman Melville

V.3 Choose a suitable word from the bracket to make a question for the answer.

Q.1 When did you find yourself in _____? (vigour, danger, conquest)
A.1 When my speeding car's tyre burst on highway, I found myself at risk.
Q.2 How could she _____ the ride? (espouse, depreciate, endure)
A.2 No, she just couldn't tolerate. She was feeling nauseated when the ride ended.
Q.3 Why is his presence not _____ in the class? (belligerent, persistent, astray)
A.3 Maybe, because he keeps on falling ill now and then because of his weak health.

Q.4 What is the reason for his _____? (grieving, indemnities, propaganda)

A.4 Oh! He lost beloved girlfriend.

Q.5 What is the punishment for the breach of this _____? (grumbling, ordinance, stockyard)

A.5 You will be suspended for a month.

Q.6 Why could he not face the situation _____? (hurly-burly, valiantly, elementally)

A.6 He was worried for his own safety as there was no one after him to take care of his little boy.

Q.7 Which product of this company is _____ by this brand ambassador? (persuaded, crippled, espoused)

A.7 The beauty soaps

V.4 Frame meaningful sentences using all the words given in the set.

1. endure – persistent – vanity
2. oratory – skill – leader
3. personality – decent – cherished
4. vigour – win – race
5. grieve – unprincipled – corruption

V. 5 Each group of four words contains two words that are either adjectives or nouns or verbs. Circle these two words; then circle 'Adj' if they are adjectives, and 'N' if they are nouns, and 'V' if they are verbs.

1.	(din)	astray	persuade	(freight)	Adj	(N)	V
2.	unprincipled	propaganda	amenable	valiantly	Adj	N	V
3.	conquest	depreciate	endure	wrought	Adj	N	V
4.	persuade	abstraction	unabated	persistent	Adj	N	V
5.	espouse	scanty	congestion	basic	Adj	N	V
6.	warrant	endure	decent	conquest	Adj	N	V
7.	legacy	stockyard	abolished	grieve	Adj	N	V

Function (Synthesising expressions)

F.1 Compare the sentences in A and B.

	A	B
1.	I know what I am talking about.	I am talking about something. I know that.
2.	I have entered the fight against preparedness and against the economic system under which we live.	I have entered the fight against preparedness. I have entered the fight against economic system. We live under preparedness and economic system.
3.	We are not free unless the men who frame and execute the laws represent the interests of the lives of the people and no other interest.	The men frame the law. The men execute the laws. They should represent the interests of the lives of the people and no other interest. We are not free unless it's done.

F.2 Read the group of sentences given. From the Read, find out a single sentence covering the meaning of all these sentences.

(a) *The Germans abolished the slums. They could not raise good soldiers in the slums. They found it out years ago.*

(b) *It's time your country is in danger. It's time your liberties are in danger. Will you speak about low wages in this situation?*

(c) *Honest sweat, persistent toil and years of struggle bring them nothing. These are the things they fight for. They know this fact.*

F.3 Underline the verbs and box the connectors in F.1.A and F.2. a, b, c.

Example: I <u>know</u> what I am talking about. (F.1.A)

F.4 Read the group of sentences carefully and observe how they are expressed in different ways without changing the meaning.

(1) That cheque did not get cleared. The cheque was drawn to be in favour of her friend. Mitali had insufficient balance in her bank account.

A) Because of insufficient balance in Mitali's bank account, that cheque drawn to be in favour of her friend did not get cleared.

B) Mitali had insufficient balance in her bank account therefore that cheque drawn to be in favour of her friend did not get cleared.

C) That cheque which was drawn to be in favour of her friend did not get cleared because Mitali had insufficient balance in her bank account.

(2) It was morning. It was a summer day. I went to Ramnagar. I wanted to meet my friend. He lived there. We studied together.

A) In the morning on a summer day, I went to Ramnagar because I wanted to meet my friend and ex-classmate who lived in that area. **OR**

B) In the morning on a summer day, I went to meet my friend and ex-classmate living in Ramnagar.

Now underline the verbs in the sentences and circle the connectors in the above sentences.

F.5 Read the conversation. Underline the verbs and circle the connectors.

(a) Mr Complex : I know that Mrs Doctor is very accurate in her work.
Mr Compound : Yes, she is tired today still she is examining her patients.
Miss Simple : In spite of her illness, she has come to the hospital.

(b) Mr Complex : Do you know when Mr Baxi started his new business?
Mr Compound :I went to its inaugural function but I have forgotten that exact date, sir.
Miss Simple :His entrepreneurial attempt took place almost two months back.

(c) Mr Complex : Though modern technology provides us various benefits, it can't solve all problems related to human existence.
Mr Compound : Technology can be beneficial but we need to utilize it with its optimal level and sensibly.
Miss Simple : A technology in need is a technology indeed.

F.6 Read the following groups of sentences. Notice that these sentences can be combined in different ways. Fill in the blanks.

(1) (for, so that, therefore, in order to)
Rohan Mehta went to the government office. He wanted to collect his ration card.
(a) Rohan Mehta went to the government office _____ he could collect his ration card.
(b) Rohan Mehta wanted to collect his ration card _____ he went to the government office.
(c) Rohan Mehta went to the government office _____collecting his ration card.

(2) (but, arrival, before, departure)
The doctor came yesterday. He wanted to examine the patient. The patient had died.
(a) _____the doctor came to examine the patient, the patient had died.
(b) The doctor came to examine the patient _____he had died.
(c) At the _____ of the doctor for examination, the patient had died.

(3) (as, as per, under, to, so, such, that, in spite of, though, during)
The directions were given by the Science teacher. Anu and Abhi made a model of plane.
It was made very successfully. It won the first prize in the competition. They had a short span of time for its making.
(a) _____the directions given by the Science teacher, Anu and Abhi made a model plane _____successfully _____it won the first prize in the competition_____ having a short span of time for its making.
(b)_____the directions of the Science teacher, Anu and Abhi made a successful model plane _____win the first prize _____a short span of time.

F.7 Join these sets of sentences in two ways. First frame a sentence with two verbs and then another sentence with only one verb.

1) Mr Manan Patil is a senior clerk. He is not the manager. He behaves like the manager.
A) A senior clerk, Mr Manan Patil behaves like the manager.
B) A senior clerk, Mr Manan Patil behaves as if he were the manager.
2) (though, but, in spite of)
Hitarth performed his role on the stage very nicely. The audience did not enjoy it much.
3) Anurag is very slow at learning. He can't grasp a new topic easily.
4) The wind blew. The rain fell. The lightning flashed.

F.8 Read the passage. Rewrite the passage without changing the message. Do it in two ways. (a) covering all verbs (b) one sentence one verb.

Some people joined the Heritage Walk. It was organized by a local newspaper. It started from Swaminarayan Temple. It ended at Jama Masjid. Participants knew for the first time the harmony saga of the city. They got introduced to the history of the city too. During the walk, the guide informed them logic and beliefs for various activities and house structures on the heritage route.

F.9 Rewrite the paragraph combining the sentences whenever possible:

Centuries ago, there were no well-organized state educational institutions. There were no schools, high-schools and colleges. So, how did people get education? "*Gurus*" were the pivot of the educational system. There were no books or notebooks. *Gurus* taught the lessons orally and with practicals. Students used to go to the *Guru's* house. It was called "*Ashram*". Students stayed in the *Ashram*, until they finished their education. The teachers were addressed as "*Acharyas*" and pupils were called "*Shishyas*". Often they lived in holy places, big towns and capitals of Kingdoms. Four "*Vedas*", six "*Vedangs*", the "*Puranas*", Logic, Philosophy, *Prakrit* literature, Mathematics, Metaphysics, Sanskrit-Grammar, Medicine and Astronomy-cum-Astrology were the main subjects of study. Education was free, but students from well-to-do families used to pay "*Gurudakshina*".

Writing

W. 1 Krutarth has been elected as the General Secretary of his school. He has to deliver a speech on his future plans and how he is going to fulfil them. Draft a speech for him in 150 words.

W. 2 Helen Keller was deaf, dumb and blind but nowadays she is considered a very inspiring figure. Write a paragraph on her using these points.

Birthdate: June 27, 1880 - birthplace: West Tuscumbia, Alabama – early childhood and illness – formal education – first deaf-blind person to earn a bachelor of arts degree – writings – death: June 1, 1968 – posthumous honuors

W. 3 You are the leader of Students' Council of your school. Write a long dialogue involving these four characters & the situation mentioned below.

Characters: Principal, Student Leader, Canteen Manager, Administrative Head

Situation: There is a rising dissatisfaction among students in your school regarding the inadequate canteen & water facilities. Students have been protesting about the only canteen in your school. There are multiple problems that have slowly risen and have led to a large scale protest across the campus. A meeting is called by the Principal in which you are one of the members. How will you present your case on behalf of the students? Also frame dialogues pertaining to other members.

Activities

A.1 Search on the net about world's best orators. Read about any one extra-ordinary orator and present the details to your class.

A.2 Try to find out information on 'Braille script'.

Project

Go to a blind people's school/organization. Talk to the blind people there and note down their political views.

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