



Let's read and enjoy:

When William Shakespeare's well-known history play *Julius Caesar*, opens, Caesar is one of the triumvirs who ruled Rome. He is assassinated in the Capitol by a band of conspirators, led by his bosom friend Brutus. After this, Brutus explains the reasons for the act in a short, but effective speech that appears to convince the Roman citizens. Mark Antony, Caesar's friend, seeks Brutus' permission to render a funeral eulogy (speech) to Caesar. Brutus agrees. Antony's masterful oration expertly manipulates the emotions of the crowd. He persuades them to believe that Brutus and the conspirators had selfish motives, and the crowd wants to avenge Caesar's murder.

Here's an extract from Antony's oration, the first part of the speech, during which the mob have begun to change their minds.

"Friends, Romans, Countrymen..."

- William Shakespeare

Friends, Romans, countrymen, lend me your ears;

I come to bury Caesar, not to praise him.

The evil that men do lives after them;

The good is oft interred with their bones;

So let it be with Caesar. The noble Brutus

Hath told you Caesar was ambitious:

If it were so, it was a grievous fault;

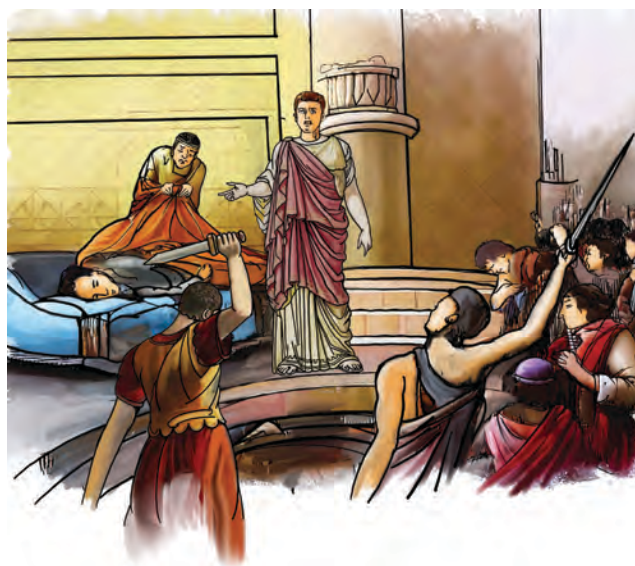
And grievously hath Caesar answered it.

Here, under leave of Brutus and the rest, -

For Brutus is an honourable man;

So are they all, all honourable men, -

Come I to speak in Caesar's funeral.



Most of the lines in Shakespeare's plays are in **blank verse**. Blank verse is unrhymed but metrical.



He was my friend, faithful and just to me:
But Brutus says he was ambitious;
And Brutus is an honourable man.
He hath brought many captives home to Rome,
Whose ransoms did the general **coffers** fill:
Did this in Caesar seem ambitious?
When that the poor have cried, Caesar hath wept:
Ambition should be made of sterner stuff:
Yet Brutus says he was ambitious;
And Brutus is an honourable man.
You all did see that on the **Lupercal**
I thrice presented him a kingly crown,
Which he did thrice refuse: was this ambition?
Yet Brutus says he was ambitious;
And, sure, he is an honourable man.
I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
You all did love him once, not without cause:
What cause withholds you, then, to mourn for him?
O judgement, thou art fled to brutish beasts,
And men have lost their reason! - Bear with me;
My heart is in the coffin there with Caesar,
And I must pause till it come back to me.

The Globe Theatre, built in 1599, was the best known London theatre in Shakespeare's time. Many of his plays such as *Romeo and Juliet*, *Hamlet*, and *Macbeth* were staged there. Destroyed in a fire in 1613, the Globe was rebuilt in 1614. In 1997, a replica of the Globe was constructed near the original site and Shakespearean plays continue to be staged there.

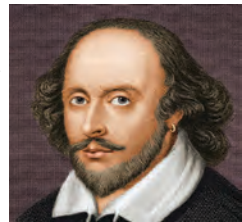


After Mark Antony's speech, the crowd turns against the conspirators and seeks to avenge Caesar's murder. The conspirators led by Brutus and Cassius realise the danger and flee.

Mark Antony, having successfully manipulated the crowd, emerges as a leader gathering support from the people of Rome. He along with Octavius, Julius Caesar's nephew, and others, leads the battle which results in the defeat and death of the conspirators.

About the Author

William Shakespeare (1564-1616) was born in Stratford-upon-Avon, England. He was a poet, playwright and actor and is known as the Bard of Avon, England's national poet. His extant works consist of 38 plays, 154 sonnets and three long narrative poems. He is best known for his four great tragedies *Hamlet*, *Othello*, *King Lear* and *Macbeth*.



Let's rewind and rejoice:

1. What is the occasion of Mark Antony's speech?
2. What is the purpose of the speech?
3. How does Antony use rhetoric to manipulate the crowd?
4. What does the repetition of the line 'Brutus is an honourable man' suggest?
5. How does Mark Antony's speech reveal his own character and motives?
6. What impact does Antony's speech have on the crowd?
7. What are the literary devices you notice in the speech? Mention any two.

There are audio and video clips of the speech available online. Do watch or listen to them.



Let's appreciate:

Activity 1



What a beautiful day!

Did you notice a mismatch between the image and the caption? Record your observation below.

What is the idea conveyed in the line given below?

'And Brutus is an honourable man.'

Verbal irony : The use of words to mean something different from what is said (usually the opposite).

Apart from verbal irony, there are many other poetic devices in the speech which enhance its appeal. Pick out instances of the following from the speech.

- How do they enhance the effect of the speech?
- You may also write examples of your own.



Poetic device	Definition	Lines from the text	Function	Your example / creation
Repetition	repeating words or phrases	•	to emphasise ideas	Smile, smile at the little things
Metaphor	comparison of two unrelated things	•		
Alliteration	repetition of the same sound at the beginning of consecutive words	•		
Irony	the use of words to express something other than their literal meaning (usually the opposite)	•		
Hyperbole	exaggeration	•		
Rhetorical question	a question that does not require an answer, as it is obvious	•	to emphasise a point	

Analyse Mark Antony's use of rhetorical devices (techniques an author or speaker uses to convey meaning, and to persuade others) in his speech, and observe how these help him manipulate the crowd's emotions. Now, prepare an **appreciation** of the speech.

Activity 2

"Friends, Romans, Countrymen..." is one of the most powerful and influential speeches in history and literature. The English club of your school plans to stage the oration. Let's attempt a speech choir.

Speech choirs make use of gestures and vocalisation.

- Can you list the other features of a choir?

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Let's watch the video of the well known speech "I Have a Dream," by Martin Luther King Jr.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory shall be revealed, and all shall see the glory together.

This is our hope. This is the faith that I go back to the South with. With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

Note your observations on the following features of the speech.

Gestures	
Facial expressions	
Voice modulation	

Now, read the excerpt aloud giving emphasis to these features.

Prepare the **speech choir script** of "Friends, Romans, Countrymen..." and enjoy performing it in class.



You may supplement your reading with appropriate gestures and movement. Adding background music and other sound effects can help the performance.



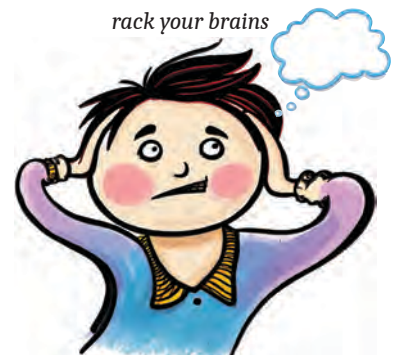
Let's play with words :

Activity 1

Read the given sentence carefully.

I had long been racking my brains for some way of showing him my gratitude.

What do you think is the meaning of the above image and caption?



I racked my brains, trying to remember his name.

The picture gives you an idea about the meaning of the idiomatic expression 'rack one's brains'. It means 'to make a great effort to think of, or remember something'.

Guess the idiom.



Can you now visualise the following idioms and make sentences with each of them?

- Hold your tongue
- Spill the beans
- A piece of cake
- The icing on the cake

Create an **Idiom Pictionary** and enjoy using the idioms you have collected.

You may use this template:

Illustration:	Idiom:
	Definition:
	Sentence:

Activity 2

Read the following sentence from 'In the Attic.'

'I played Chopin's **Nocturne in C sharp minor**.'

Let's listen to nocturnes by the renowned composers Frederic Chopin and John Field.



Music evokes in us a range of emotions. Did the nocturnes you just listened to evoke in you any memory or association? You may use the space below to write a few words about it.



Chopin composed 21 nocturnes between 1827 and 1846. These are often considered to be among the finest short solo piano compositions.

Wladyslaw Szpilman played this music in his last live broadcast for Polish Radio.

Activity 3

Pelayo also **set up** a rabbit warren.

Guess the meaning of the above sentence.

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The words given in italics are **phrasal verbs**.

Here is a list of phrasal verbs that are used with the preposition 'up'.

a. Match the phrasal verbs with their meaning.

Phrasal verbs	Meaning
1. bring up	a. to speak more loudly, or express one's opinion frankly
2. speak up	b. to arrive or appear
3. give up	c. to find or search
4. call up	d. to look after a child until it grows up
5. turn up	e. to introduce or mention a subject
6. look up	f. to summon someone or contact someone over the phone
	g. to stop making an effort

b. Let's play charades:

- Write down some phrasal verbs on slips of paper and fold them up. Place them in a bowl.
- You may each pick a slip of paper and act out the phrasal verb written on it.
- The one who first guesses the phrasal verb being enacted will be the next in line.



c. Fill in the blanks with appropriate phrasal verbs, choosing from those given in the box.

turn up

give up

get up

make up

set up

A large number of curious onlookersat Pelayo's house to catch a glimpse of the mysterious old man with enormous wings. They stories about him and annoyed him by throwing stones and pieces of food at him. They did everything they could to make the man As the old man showed no interest, theythe idea, and left.

Look up the dictionary and make a list of phrasal verbs beginning with 'get' and note their meanings.



Let's analyse:

You **should** hide in the loft.



You **must** hang on, do you hear?

a. Look at the use of 'should' and 'must' in the above statements.

What do you think the words convey?

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In the first statement, the soldier instructs the pianist to hide in the loft. The second is a strong recommendation to remain hopeful.

CLASS X UNIT - I

- b. Now, how would you advise the pianist, given his situation? Use **should**, **should not**, **must** and **must not**.

e.g. You **must** keep yourself warm.

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- c. Read this conversation between the German officer and the pianist.

Officer : You should be careful. Stay in the loft as long as you can.

Pianist : Yes sir. But I'd like to know why you are so kind to me.

Officer : I feel I ought to have helped more people. It could have made a great difference.

Pianist : You may not think so, but you are doing it now, sir.

Officer : Yes, I understand. But I still think you should leave Warsaw as soon as possible.

Pianist : I would, if I get a chance. But for the moment, I must hide.

Officer : I'll try to find you a way out. You must trust me, do you hear?

Pianist : Could you get me something to eat?

Officer : I will, certainly. You must stay in the loft until I come.

Pianist : Thank you, Officer.

Officer : You're welcome. Stay safe.

Now, pick out the statements from the conversation above that denote the following functions.

Advice/ recommendation	You should be careful.
Permission/ possibility	
Moral obligation	
Intention/future action	
Obligation/necessity	
Ability	

The verbs **can, could, shall, should, will, would, may, might, must** and **ought** are modal auxiliary verbs (modals). They express states of mind such as possibility, ability, obligation, prediction, permission, necessity, etc.

- d. Read and complete the following conversation between Pelayo and Elisenda from 'A Very Old Man with Enormous Wings.'

Pelayo : We(should/might) try to help the old man.

Elisenda : That's right.(will/ may) you help me clean his wings?

Pelayo : Of course, we(ought to/can) be careful. We(must/could) not hurt the old man.

Elisenda :(should/will) we keep him indoors? He might fly away.

Pelayo : He(can't/shouldn't) fly. He must wait till he heals.

Activity 2

- a. Read the sentence given below:

Elisenda bought some pumps with heels, and many dresses of silk.

Now, read the sentence again.

Elisenda bought some satin pumps with high heels, and many dresses of iridescent silk.

What changes do you notice in the second sentence?

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Given below are a few phrases from the story. Underline the words similar to the ones in the above example.

unfortunate invalids

captive angel

senile vulture

supernatural virtue

Can you identify the function of the underlined words? What do they tell us about the nouns?

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Make similar phrases, creating pairs from the words given in the box below, and complete the sentences. One has been done for you.

enormous	unusual	wings	happy	tremendous	child	enthusiastic
		effort	crowd	noise		

1. Did you hear any unusual noise?
2. Pelayo tookto pull the old man out of the mud.
3. Theplayed with the old man.
4. Theflocked to Pelayo's house.
5. People came to see the old man with.....

Adjectives of quality (descriptive adjectives) show the quality of a person, thing or experience.

You might have visited a picnic spot recently. Describe your experience. What made the trip memorable? Try to use as many adjectives of quality as possible in your description.

b. Read the sentences below. Look at the words highlighted.

How are they used in the sentences?

- Gabriel Garcia Marquez's *One Hundred Years of Solitude* is an **enormously** successful novel.
- The weather was **unusually** calm.
- The hike offered a **tremendously** breathtaking view of the hill and the valley.

To form most *adverbs of manner* in English, we add '-ly' to the adjective.

Adjective	Adverb
enormous	enormously
unusual	unusually
tremendous	tremendously

Fill in the blanks choosing from the options given.

He could (scarce/scarce) eat, and his eyes had also become so foggy that he went about bumping into posts. Pelayo (gentle/gently) threw a blanket over him and let him sleep in the shed. Only then did they notice that he had an (extreme/extremely) high temperature at night. They thought he was going to die. And yet he (miraculous/miraculously) survived.

The use of adverbs helps to add detail and precision to language.

Complete each sentence using appropriate forms of words given in the box. One has been done for you.

quick nervous perfect careful happy

1. John was a quick learner and he quickly grasped the complex concepts.
2. The chef prepared the delicate dish, usingmeasurements.
3. The summer day endedwith a stunning sunset.
4. Mary is a person who laughs when spending time with friends.
5. The host greeted her guests, hoping everything would go smoothly.



Let's converse:

Activity 1

Look at the picture.

- Have you seen such signs on the road?
- How do they help the traveller?
- What are they called?

Unscramble the jumble and find the word.



OGPITSSN -

How does it help us?



Now, read the passages given below and identify the differences in their flow of ideas.

- A. Mark Antony begins his eulogy, cleverly stating that he has no intention of praising Caesar. He highlights Caesar's generosity and kindness to the people of Rome. He slyly turns the tables on the conspirators, questioning their motives and loyalty. The crowd's emotions quickly shift from calm to anger and outrage. Antony plainly exposes the conspirators' treachery. The crowd becomes furious, demanding justice. Antony's masterful oration succeeds in expertly stirring the Romans to avenge the murder.
- B. Mark Antony begins his eulogy cleverly stating that he has no intention of praising Caesar. Then he highlights Caesar's generosity and kindness to the people of Rome. Next, he slyly turns the tables on the conspirators, questioning their motives and loyalty. Meanwhile, the crowd's emotions quickly shift from calm to anger and outrage. Following this, Antony plainly exposes the conspirators' treachery. Consequently, the crowd becomes furious, demanding justice. Finally, Antony's masterful oration succeeds in expertly stirring the Romans to avenge the murder.

Pick out the words from the passage that give it clarity, and help to connect ideas and events.

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These are known as **signposting expressions** or **linkers**.

Now, compare the flow of ideas in passage A and passage B. How does the use of linkers in Passage B improve the coherence and flow of information?

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Match the linkers to their functions in the following table.

Linkers	Functions
then	indicates the conclusion
next	simultaneous events
meanwhile	consequence/sequence/result
following	sequence/order
consequently	cause-effect
finally	sequence

Fill in the blanks with appropriate signposting expressions choosing from those given in brackets.

1. Pelayo dragged the old man away from the mud andlocked him up in the chicken coop. (also/then/soon)
2. Elisenda was burdened with work the arrival of the crowd to see the very old man. (afterwards/ following/additionally)
3. the old man was just an imaginary dot on the horizon of the sea. (however/ therefore/finally)



Let's team up (Group project):

The passages in this unit introduced a number of social issues relevant to our world today. This has sensitised us to the need to uphold certain essential values of life.

Shall we make a list of the values we would need to develop?

Acceptance		Tolerance
	Kindness	
		Friendship

Why are these values important? Let's form groups and discuss.

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World Values Day is celebrated on 17 October every year to raise awareness on the practice of values around the world. Let's organise a **Values Fair** to promote greater understanding, and to encourage people to reflect on the values that are most important in life.

- You may set up stalls representing different values such as kindness, appreciation, friendship, etc. Each stall can present a bouquet of activities, games and quizzes centring around the values it seeks to promote.



Now, prepare a script for a skit based on these values. Let the values such as kindness, gratitude etc., be the characters in the skit. Present the skit in your class.



artillery (n)	: large guns used in war
bailiff (n)	: an official who keeps order and is in charge of prisoners; he carries a club (a stick)
buzzard (n)	: a large bird of prey
castaway (n)	: a stranded person
coffer (n)	: a strong box for money or valuable objects
compress (n)	: a thick cloth pressed on to the body to relieve pain
detachment(n)	: a group of soldiers
drenched (adj.)	: soaked
eiderdown (n)	: a thick bed cover filled with soft feathers or other warm material
embarrass (v)	: to cause shame
ghetto (n)	: a part of a town or village marked out for the poor and the marginalised.
grandeur (n)	: impressive appearance or style
hang on (pv)	: to stay and remain hopeful
impede (v)	: to prevent/ hinder
incomprehensible dialect (adj+n)	: unknown language
inferno (n)	: a hellish place
invalid (n)	: a person disabled by illness or injury
iridescent (adj)	: bright and shining
larder (n)	: a small store room
lieutenant (n)	: an officer of middle rank in the armed forces, below a captain
loft (n)	: a room under the roof used for storage
Lupercal (n)	: a festival of ancient Rome
magnanimous (adj)	: generous
mothball (n)	: naphthalene balls to protect clothes from pests
naive (adj)	: revealing a lack of experience
pumps (n)	: plain shoes with heels, for women
rabbit warren (n)	: an enclosed place for breeding rabbits
ragpicker (n)	: one who collects and sells rags
resonant (adj)	: loud and clear
senile (adj)	: losing one's sense and memory in old age
slump (v)	: sit or fall heavily and limply