

7 UNIT

If

Rudyard Kipling (1865 – 1936)

Learning Outcomes:

By the end of this unit, the students will be able to:

- discuss how authors use language, including figurative language, considering the impact on the reader. Discuss their own understanding of the above critically.
- make recommendations and develop an interest in fiction and poetry.
- provide an objective summary of fiction and poetry texts.
- examine and interpret the use of conjunctions and transitional devices in speech and writing for effective communication.
- recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/, e.g., He could not attend the meeting because he was sick.
- recognize and use correlative conjunctions including pairs such as both/and, either/or, neither/nor, not/but and not only/but also, etc.

Pre-reading:

- Discuss with your peers the qualities you think are important for maintaining integrity and resilience in difficult situations.
- Predict the themes of the poem based on your discussion.

About the Poet:

Rudyard Kipling (1865 – 1936) was an English author, poet, and journalist, best known for his works of fiction, including *The Jungle Book*, *Kim*, and *The Man Who Would Be King*. He was born in British colonial subcontinent, which greatly influenced much of his writing. Kipling's works often explore themes of British imperialism, adventure, and the experiences of British and subcontinent cultures interacting during the colonial rule.



If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with **Triumph** and Disaster
And treat those two **impostors** just the same;
If you can bear to hear the truth you've spoken
Twisted by **knaves** to make a trap for fools,
Or watch the things you gave your life to, broken,
And **stoop** and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and **sinew**
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your **virtue**,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

How will you handle the situation
if you face failure in your life?

How will you celebrate success in
your life?

Glossary:

Words	Meanings
imposter	a person who pretends to be somebody else in order to trick people
knave	a dishonest man or a boy
sinew	a strong band of tissue in the body that joins a muscle to a bone
stoop	to bend your body forwards and downwards
triumph	a great success, achievement or victory
virtue	behaviour or attitudes that show high moral standards

Reading and Critical Thinking

A. Answer the following questions:

1. According to the poet, how should one respond to criticism and blame?
2. What quality does the poem emphasize in handling doubt and self-trust?
3. What message does the poem give about dreams and aspirations?
4. How should a person handle twisted truths and personal losses?
5. What does the poem suggest about resilience and rebuilding after setbacks?
6. According to the poem, how should one persist in difficult times?
7. What is the message of the poem regarding integrity and humility in life?

Vocabulary

Contextual Clue

A **contextual clue** is a piece of information or detail within a text that helps the reader understand the meaning of a word, a phrase, or a passage. Contextual clues can be found in the sentences surrounding the unfamiliar word or concept and can include definitions, examples, statements, or descriptions that clarify its meaning.

*If you can dream—**and not make dreams your master***

If you can think—and not make thoughts your aim;

If you can meet with Triumph and Disaster

And treat those two impostors just the same;



For the Teacher:

- Encourage your students to incorporate the glossary terms into their own sentences. Assist them in locating the responses to the given questions based on the poetry.

The words "not make dreams your master" in the first line of the stanza, may not make sense at first. The significance of the stanza is revealed by its context, which stresses the need of keeping control over one's goals and refusing to let them rule one's life. The poem makes the point that, although having aspirations and desires is vital, it's also critical to be grounded and realistic while working towards those goals.

A. Identify the figure of speech and write its type against each sentence.

- The water was as cold as ice. _____
- The car was moving as slowly as a snail. _____
- The leaves waved goodbye as they fell from the tree. _____
- The alarm clock screamed at me. _____
- His temper was a volcano, ready to erupt. _____
- Her laughter was a sweet symphony. _____

Grammar

A. Fill in the blanks with appropriate conjunctions or transitional devices.

- We go to the garden _____ plant trees.
- He studied hard _____ he failed in the exams.
- It was hot outside _____ we went back to our homes.
- She was tired _____ she did not give up the work.
- She is _____ intelligent _____ hardworking.
- _____ the manager _____ the employees knew about the change.
- You can _____ read the book _____ watch the movie.
- The dish was _____ delicious _____ it looked.

B. Rewrite the given sentences by adding conjunctions to them.

- You can have ice cream for dessert. You can have cake for dessert.
- He was tired. He continued to work.
- They didn't have enough money. They couldn't buy the tickets.
- You should wear a coat. It is cold outside.
- The restaurant serves delicious food. The restaurant has great service.

C. Write a story of your own choice by using transitional devices and conjunctions.

Oral Communication Skills

- A.** Divide the class into groups. Have a discussion with the classmates about "The Impact of Excessive Screen Time on Mental Health." Share your thoughts related to the topic with the class.

B. Read the following dialogue and practise it with your friends by taking turns.

- Kiran:** Assalam-o-Alaikum, Zaaraa. Are you going to join the gardening club?
- Zaaraa:** Wa-Alaikumussalam. No, it seems boring to me. Did you join?
- Kiran:** Yes, I'm so glad to join the gardening club this year! It has so many benefits.
- Zaaraa:** Really? But I think gardening is just about planting flowers and vegetables.
- Kiran:** It's more than that! Gardening helps the environment become pleasant by improving air quality and providing habitats for wildlife. It also reduces stress and promotes relaxation.
- Zaaraa:** I didn't know gardening could do all that. How does it improve air quality?
- Kiran:** Plants absorb carbon dioxide and release oxygen. So, the more plants we have, the cleaner our air becomes.
- Zaaraa:** That's amazing! What about reducing stress? How does gardening help with that?
- Kiran:** Gardening gives you a chance to connect with nature and take a break from screens and technology. It's calming to be outside, listening to bird's chirping and feeling the soil in your hands.
- Zaaraa:** I can see how that would be relaxing. And I guess growing your own fruits and vegetables is healthier too, right?
- Kiran:** Definitely! When you grow your own food, you know exactly where it comes from and how it's grown.
- Zaaraa:** I think, I might try gardening at home too. It sounds like a great way to relax and learn more about nature.
- Kiran:** You should! It's also a way to give back to our community by sharing our products with others.
- Zaaraa:** That's true. I never realized how much impact gardening could have. Thanks for sharing all this with me, Kiran. I will surely join the gardening club.
- Kiran:** No problem, Zaaraa. I'm glad you're interested.



For the Teacher:

- Tell students the concept of paraphrasing. Help them creatively paraphrase the stanzas.
- Encourage them to be creative.

- C. Compose and recite your own poem. Rest of the class will listen attentively and provide feedback on quality of recitation. Discuss themes of recited poems.**

Writing Skills

The process of **paraphrasing** involves using new words to repeat what has been written or said in a more simplified and uncomplicated form that facilitates understanding the original idea.

Steps for Paraphrasing

- To get an understanding of the content that you want to paraphrase, read it two or three times.
- When paraphrasing the text, use synonyms also.
- Change the word form from your original text.
- Rearrange the words.
- Apply a combination of the above strategies.

A. Paraphrase the second and the third stanzas of the poem 'If' by using paraphrasing rules.

Summary Writing

Summary

A **summary** is a concise paragraph that discusses a text or a poem. It explains the poem's central idea. Remember that, summary is a short paragraph covering the whole theme of the text.

Rules for Summary

- Read the text/ poem.
- Underline the keywords and find their synonyms also.
- Understand the theme of the poem/ text.
- Now write a concise paragraph by adding synonyms of the keywords and adding new words related to the text/ poem.

Read the poem, "Stopping by Woods on a Snowy Evening" by Robert Frost. Here is a summary of the poem.

In "Stopping by Woods on a Snowy Evening," the poet describes stopping by a peaceful forest during his journey on a snowy evening. The forest is serene and covered in snow, creating a tranquil and beautiful scene. The poet pauses to take

a rest in the quietness and the beauty of the woods, which belong to someone who lives in the village. His horse is puzzled by the stop, as it's unusual to pause in the middle of nowhere without any farmhouse nearby. The only sound breaking the silence is the soft jingling of the horse's harness bells. The poet is captivated by the allure of the snowy woods, finding solace and calmness in the peaceful atmosphere. However, as much as he is drawn to the tranquility of the woods, he remembers his obligations and promises that await him. He acknowledges that he cannot linger in the woods, as he still has a long journey ahead of him before he can rest.

B. Write the summary of the poem 'If'.

NOT FOR SALE
PCTB