

If

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

- Read a given poem and give orally and in writing:
 - theme and its development.
 - personal response with justification.
- Analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes, metaphors and imagery.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
- Use a thesaurus to locate the synonyms closest to the meaning of the given words.
- Use the knowledge of roots, suffixes and affixes to determine the meaning of unfamiliar words.
- Recognize and use varying intonation patterns as aid in spoken and written discourse.
- Demonstrate use of noun phrases.

If

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!

About the Poet

Rudyard Kipling (1865-1936) was born in Bombay, India; his father was the curator of the Lahore Museum. He went to school in England and returned to India as a journalist in 1882. He achieved rapid fame as a poet and short-story writer in England. He was the first Englishman to receive the Nobel Prize for Literature in 1907. His two *Jungle Books* (1894, 1895) are set in Indian. *Jungle*; and *Kim* a novel, is set in pre-partition Lahore.



Glossary

Word	Meaning
aim(n)	intention; goal
bear(v)	to accept
common touch(n)	ability to get along with ordinary people
foes(n)	enemies
give way (v)	Allow
heap (n)	Pile
imposters (n)	people who pretend to be other people; showing a false identity,.
knaves (n)	lying men; rogues
make allowance	permit; allow
pitch-and-toss	a game of skill and chance breathe a word : tell a secret; talk about something
serve your turn	be useful; helpful
sinew(n)	strong tissue that connects muscles to bones
stoop(v)	bend
triumph (n)	victory; success
will(n)	Determination
winnings (n)	money that is won in a game
wise (adj.)	Smart
worn-out(adj.)	damaged; used

Reading Comprehension

1. What is the main theme of the poem "If"?
2. Make a list of all the qualities of a perfect man as mentioned by the poet in stanza two of the poem "If".
3. Explain the line, "Or walk with kings – nor lose thy common touch".
4. Cite an example of the use of personification in the poem "If"?
5. What is the significance of the title of the poem?
6. What does this point say about the value of time?
7. Explain the meaning of this line in your own words, "And – which is more – you'll be a man, my son."
8. What is the rhyme scheme of this poem?
9. State some qualities other than the ones mentioned in the poem "If" that make a successful man.

Writing Suggestions

Ask your students to write a short essay on a person known to them, who possesses all or some of the qualities of a perfect man as mentioned in the poem "If".

Oral Communication

Ask two or three students to play the role of a father and give advice to the student who are spouse to be playing the role of sons. The sons (class students) should interact with them (fathers) asking various questions. The questions should be on how to behave as a good citizen of a country.

Vocabulary and Grammar

- A. Consult a dictionary and write the phonetic transcription of the following words.

Stage
Infant
Nurse
Satchel
Snail
Lover

NOT FOR SALE

Quarrel _____
Bubble _____
Teeth _____
Pipe _____

B. Look for the given words in the Thesaurus and match the words given in column A and B with relevant synonyms.

Column A	Column B
select	correct, right
raise	aware
accurate	occupied, active
able	thoughtful, caring
considerate	real, genuine
divide	lift
apparent	courageous, bold
exceptional	help, assist
busy	normal, ordinary
brave	handy, useful
clarify	lesson, decrease
aid	choose
diminish	explain, simplify
convenient	accept, endorse
beneficial	short
approve	remarkable, outstanding
conscious	capable, qualified
brief	separate, split
authentic	helpful, useful
average	obvious

C. Make plural forms of the Latin nouns by changing the suffixes.

Latin nouns ending in:

-a change to -ae (antenna changes to antennae)

NOT FOR SALE

-is change to -es (thesis changes to theses)
-us change to -i (stimulus changes to stimuli)
-urn change to -a (medium changes to media)

Activity

alumna _____
analysis _____
synopsis _____
cactus _____
crisis _____
cranium _____
curriculum _____
datum _____
focus _____
formula _____
fungus _____
larva _____
nucleus _____
referendum _____
syllabus _____

Intonation is about how we say things, rather than what we say. There are two basic intonation patterns: **Rising and Falling**. With rising intonation you have to raise slightly the pitch at the end of the sentence, whereas with falling intonation you go down a bit.

We use **falling intonation** with:

Statements
Wh- questions
Commands or invitations
Exclamations
Alternative questions

We use **rising intonation** with:

Yes / No questions
Offers
Enumerations

Identify the correct intonation pattern in the following sentences:

1. You already!
2. You shouldn't have.
3. It's unbelievable!
4. That's not very nice!
5. I don't think I will.
6. How could you?
7. Why should I tell you?
8. You must be joking!
9. So what?
10. Well, I never!
11. You know best, don't you?
12. How do you do?
13. How long have you been building flutes?
14. Can I see one of your flutes?
15. Is this your flute?

D. Noun Phrases

A noun phrase is a group of words that serves the same purpose as a noun. A noun phrase can be the subject or object of a verb. It can also be the object of a preposition.

Examples :

- I hope to stand first in the class.
- He wished to talk to his teacher.
- The poor man wanted to pay back every penny he owed.
- Horses prefer living in dark stables.
- Have you ever tried to climb a tree?
- Don't touch those books.
- She came with her older sister.
- She gave him a big sweet piece of cake.
- They are both excellent teachers.

All the underlined group of words in the above sentences are noun phrases.

THE HEAD of a noun phrase is the noun being described or referred to in the phrase.

For example,

- Her older sister

- A big piece of cake
- Many pleasant days

Sometimes a pronoun can be the head of a noun phrase:

- That's a big one
- I would like those read ones
- They both know the truth
- Are all this forme?
- Have you anything new to tell me?

Activity

Identify the noun phrases in the following sentences:

1. The wicked man loves getting poor people into trouble.
2. He hates having to punish his servants.
3. He refused to answer my question.
4. The boy denied stealing the money.
5. The accused refused to answer the question.
6. I dislike having to punish my kids.
7. I will hate to do such a thing.
8. To write such a rubbish is disgraceful.
9. He promised to get me something.
10. Why do you want to meet him?
11. Your doing such a thing surprises me
12. He is such a kind man.
13. They are in the back garden.