

# UNIT 14

## If

*Rudyard Kipling* (1865 – 1936)

### Students Learning Outcomes:

**On the completion of this unit, the students will be able to:**

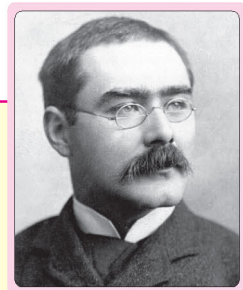
- identify the speaker in a selection.
- read a poem and give orally and in personal response with justification, recognize literary techniques.
- write a narrative incident.
- summarize a text.
- recognize and use comma to mark a dependent word or word group that breaks the continuity of the sentence.

### Pre-reading:

- What does your father advise you about?
- What are the benefits of your father's advices?

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)*

He was an English journalist, short-story writer, poet, and novelist. His works of fiction include “The Jungle Book” (1894), “Kim” (1901), and many short stories, including “The Man Who Would Be King” (1888). His poems include “Mandalay” (1890), “Gunga Din” (1890), “The Gods of the Copybook Headings” (1919), “The White Man's Burden” (1899), and “—If” (1910). He is regarded as a major innovator in the art of the short story. His children's books are classics of children's literature, and one critic described his work as exhibiting “A versatile and luminous narrative gift.”

### Reading and Thinking Skills

#### 1. Answer the following questions.

- i) Who is the speaker in the poem "If"?
- ii) Who is addressed in the poem "If"?

- iii) What does the poet say about lies and hate in the poem "If"?
- iv) Why should people keep calm in difficult situations?
- v) Why is Kipling's poem titled "If"?
- vi) How has the poet used comparisons and contrasts to explain his thoughts? Analyze.
- vii) Why does the poet want the triumph and disaster to be treated the same?

## 2. Mark the sentences as true or false.

- i) The poet is advising his son in the poem "If". ☐
- ii) The poet instructs his son not to be patient in difficult situations. ☐
- iii) The poet suggests his son to dream but not to make the dreams his master. ☐
- iv) We should have the faith in ourselves even when others doubt us. ☐
- v) The poet says not to work hard and wait for the result. ☐
- vi) The poet says not to lie even if the people lie about us. ☐
- vii) People may hate us, but we should not hate them. ☐
- viii) The poet says that everyone has his/her strengths and weaknesses. ☐
- ix) The poet says that life is not combination of success and failure. ☐
- x) The poet says that time does not forgive the person who wastes it. ☐

## Writing Skills

### Narrative Incident

A narrative tells about things that happen. Following are the main features of a narrative.

## Personal Narrative

Experiences	The author's life, thoughts and feelings.
Details	Words that describe true information, things, and actions.
Pronouns	Use of I, we, us or me.
Structure	Paragraphs

### Activity

Write a narrative incident that you cannot forget.

## Summarizing a Text

Summarizing is the gist of the original text. It provides the main points of the text and avoids unnecessary description and details.

### Activity

Write down the summary of the poem "If".

## Grammar

### Comma

## Rules for usage of Comma

The comma is perhaps the most puzzling mark of punctuation. The rules for using commas are so numerous and can seem so arbitrary that one often wishes one could dispense with them once and for all. Really, are the commas so vital in the sentence below?

- i) *Historically the comma is derived from the diagonal slash which was used to indicate a pause.* [incorrect]
- ii) *Historically, the comma is derived from the diagonal slash, which was used to indicate a pause.* [correct]

It seems, indeed, that the commas can be removed in example (i). However, their presence becomes justified if we read the sentence aloud — we make a short pause after the words *historically* and *slash*,



precisely the places where the commas should be. A useful rule of thumb is to place commas where one makes a pause in speech.

**Rule of thumb: a comma indicates a pause in speech.**

When in doubts then, read the sentence aloud. If you pause at some place, insert a comma to mark the pause.

**Rule 1: Use commas in a series of three or more items.**

Normally, the last item in the series is preceded by *and*, *or*, or *nor*.

- i) *The new regulations concern students, research fellows, and post-doctoral researchers.*

**Rule 2: Use a comma to separate two or more coordinate adjectives.**

Coordinate adjectives describe the noun separately.

- i) *It was a dark, stormy night.*
- ii) *The new headmaster is a tall, good-looking man.*

**Rule 3: Use a comma to separate independent clauses introduced by *and*, *or*, *nor*, *but*, *yet*, *for*, *so* etc.**

- i) *The rain poured down, and Asif looked for a shelter.*
- ii) *Maria handed in the application, but she was not satisfied.*

Be careful to use a comma only when the part after *and*, *or*, *nor*, *but*, etc., is a full clause. If it is not, then no comma should be used.

- iii) *The rain poured down and ruined the parade.*
- iv) *Maria handed in the application but did not like it very much.*

**Rule 4: Use a comma after an introductory phrase/word.**

- i) *In the event of disagreement about the duties, the work plan may be presented to the Ph.D Committee.*
- ii) *Nevertheless, the students performed poorly.*
- iii) *On Tuesday, the Prime Minister met the demonstrators.*

**Rule 5: Use a comma after a dependent clause preceding an independent clause.**

- i) *If Sami accepts our conditions, we will agree to the proposal.*

**Rule 6: Use commas before and after parts of the sentence that are not essential to its meaning.**

Such non-essential parts can be words, phrases and entire clauses. An easy way to test whether a word, a phrase, or a clause is non-essential is to simply leave it out and see whether the message changes grammatically.

- i) *Our experimental data, however, show that the previous results are unreliable, at best.*
- ii) *The audience, indifferent at the beginning, became more and more interested.*
- iii) *In 1888, when my great grandmother was born, there was only one hospital in the entire country.*

Do not use commas to separate essential parts of the sentence.

**Activity**

Use comma in the following sentences where needed.

- i) After it rained he didn't go out.
- ii) Undoubtedly we have won the match.
- iii) It was a funny interesting movie.
- iv) He brought a pen a marker and an eraser.
- v) Ali who is teaching English is my brother.