

## Unit # 5

## The Rain

بارش

## Learning Outcomes

After completing this unit students will:

- Understand and appreciate nature
- Locate synonyms and antonyms
- Illustrate use of transitive and intransitive verbs e illustrate use of prepositions
- Paraphrase and summarize the poem
- Write a paragraph on the given topic using clear topic sentence and supporting details

## Pre-Reading

- **Do you enjoy rain? Why?**

**Ans.** Rain brings message of hope, pleasure and refreshment. Therefore, I enjoy it much.

- **Can you share three good things about rain?**

**Ans.** The good three things about rain are hope pleasure and refreshment

- **What may be the result of excessive rains?**

**Ans.** Excessive rains may cause flood, which brings destruction everywhere.

## For the Teacher

Use pre-reading activity to help students predict the theme of the poem from the title, picture and by using their prior knowledge.

- (1) I hear leaves drinking rain.  
 I hear rich leaves on top.  
 Giving the poor beneath.  
 Drop after drop.  
 Tis a sweet noise to hear.  
 These green leaves drinking bear.

میں ہتوں کی آواز سنتا ہوں جو بارش سے سیراب ہو رہے ہیں:

میں اوپر سے زرخیز ہتوں کی آواز سنتا ہوں

نیچے کمزور ہتوں کو دیتے ہوئے

قطرہ قطرہ کر کے؛

یہ شور خوشگوار لگتا ہے۔

یہ سبز پتے قریب ہی (بارش کے پانی سے) سیراب ہو رہے ہیں۔

### Questions and Answers:

(i) What is meant by rich leaves?

**Ans:** The word "rich" here means the thick leaves. The leaves grown on upper side one mostly thick and more in number.

(ii) **What is meant by poor leaves?**

**Ans:** The lower leaves are little thin. The poet calls little too thin.

(iii) **How does rain fall on the poor leaves?**

**Ans:** The rainwater falls on the lower leaves drop after drop First water falls on the upper leaves then falls on the lower leaves

### **What do the rich and the poor leaves stand for?**

**Ans:** The rich leaves stand for the rich people and the poor leaves stand for the poor people

(2) And when the sun comes out,

After this rain shall stop,

A wondrous light will fill,

Each dark, round drop,

I hope the Sun shines bright,

It will be a lovely sight.

اور جب سورج طلوع ہوگا،

اس بارش کے رکنے کے بعد،

ایک حیرت انگیز روشنی بھر دے گی

ہر تاریک، گول قطرے کی:

میں امید کرتا ہوں کہ سورج خوب چمکے گا؛

یہ حسین نظارہ ہوگا۔

### Questions and Answers:

(i) How does the sun come out after the rain?

**Ans:** The sun shines brightly after rain. The sunlight fills each drop of the rain.

(ii) How does the scene look?

**Ans:** When sun come out after the rain, the whole scene looks lovely, neat and clean.

(iii) How the light does fill the drops?

**Ans:** When the sun light is thrown on rain drops, each drop shines and creates an impact that it is filled with light.

### Do you also like the sun coming out after rain? Why?

**Ans:** Yes, I also like the sun coming out after rain because its light helps us to lead a healthy and energy life.

### Theme

W. H. Davies' favourite themes are nature and the hardships of the poor. This poem also has a symbolic meaning. The upper leaves get the rain drops and quench their thirst. Afterwards they pass on the drops to the lower leaves. This metaphor means that the rich get a golden chance first and whatever remains trickle down to the poor people.

But the poet hopes that there would be equality in the society just like the sunshine which spreads all over the world equally. This sunshine is both for the dark round drop of rain and rich green leaves

### For the Teacher

More while-reading questions maybe generated to involve students actively in the analysis of the poem. Ask them to orally give theme of the poem, their personal response about it and paraphrase/summarize it.

### Vocabulary

**A. Give an antonym for each given word and make sentences with both words.**

rich, top, near, light, bright, noise, lovely

**Ans.**

Words	Antonym	Sentences
<b>Rich</b>	Poor	Rich people should help the poor. The poor bear many hardships.
<b>Top</b>	Bottom	I live on the top floor of this building. The crow lives at the bottom of this tree.
<b>Near</b>	Far	My school is far away from my house.

		I live near the school.
<b>Light</b>	Dark	It is very dark in the classroom. Sun is the biggest mean of light.
<b>Noise</b>	Silence	Noise pollution is big problem in the cities. Silence is a virtue.
<b>Lovely</b>	Ugly	Rose is a lovely flower. India has an ugly face.

<table border="1"> <tr> <td style="text-align: center;"><b>Denotation</b></td> <td style="text-align: center;"><b>Connotation</b></td> </tr> <tr> <td>It is the dictionary and literal meaning of a word.</td> <td>It is the emotional/contextual/cultural meaning attached to a word. Shades and degrees of meaning.</td> </tr> </table>		<b>Denotation</b>	<b>Connotation</b>	It is the dictionary and literal meaning of a word.	It is the emotional/contextual/cultural meaning attached to a word. Shades and degrees of meaning.
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<b>Example:</b>					
<b>Home</b>	<b>House</b>	<b>Residence</b>	<b>Dwelling</b>		

cozy, loving, comfortable, feeling of security	the actual building	Cold, without feeling	Primitive or basic
Home, house, residence, dwelling			
<b>Denotation:</b>			
All those words mean a place in which someone lives.			
<b>Connotation:</b>			

**B. Read the following sentences. Answer the questions given below.**

- a. Adeel was **surprised**.
- b. Adeel was **amazed**.
- c. Adeel was **astonished**.

**1. What is the general meaning of each of the three sentences about Adeel? Do the words "surprised," "amazed," and "astonished" have approximately the same denotation?**

**Ans.** Yes, these words have approximately the same denotation.

**2. Use dictionary to find, what additional meanings. are suggested by "astonish".**

**Ans.** "Astonish" means to fill with sudden wonder or amazement. It has no other additional meanings in a dictionary.

**3. Would a person be surprised or astonished at seeing a ghost?**

**Ans.** A person would be surprised or astonished at seeing a ghost.

**For the Teacher**

Vocabulary B: Help students understand the use of connotation and denotation. Guide them to recognize words that vary in meaning according to their connotations. Ask them to look up the meaning of 'surprised, amazed and astonished' in the dictionary.

**C. Which connotation is more positive?**

1. Our trip to the Khewra Mines was wonderful.

(a) fine                      (b) wonderful

2. Bravo people rode on the roller coaster.

(a) Brave                      (b) Foolhardy

3. We saw fascinating animals in the zoo.

(a) fascinating              (b) weird

4. Some of the monkeys made amusing faces.

(a) hilarious                (b) amusing

5. Everyone had a smile on his or her face on the way home.

(a) smile                      (b) Smoke

**Answers:**

1.b	2.b	3.a	4.a	5.a
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**D. Which connotation is more negative?**

1. We bought inexpensive souvenirs at the Khewra Mines.

(a) cheap      (b) inexpensive

2. I ate a soggy sandwich.

(a) soggy      (b) moist

3. I didn't like the smirk on the jester's face.

(a) smirk      (b) grin

4. It made me feel frightened.

(a) uneasy      (b) frightened

**Answers:**

1.b	2.a	3.a	4.b
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<b>For the Teacher</b>
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**Vocabulary C & D:** Encourage students to explore the use of synonyms for varying shades of meaning for various purposes such as irony, parody, propaganda etc. Motivate them to use appropriate connotations in their own writing.

**E. Give synonyms for the following words.**

shine, bright, noise. Lovely

Words	معانی	Synonyms	معانی
Shine	چمکنا	Illuminate	چمکنا
Bright	روشن	Well lit	اچھی طرح روشن
Noise	شور	Clamor	شور
Lovely	پیاری	Beautiful	خوبصورت

**Reading Comprehensions****A. Answer the following questions.****1. What does the poet hear?****Ans.** The poet hears leaves drinking rain**2. What according to the poet is a sweet noise?****Ans.** According to the poet of rain drops on the leaves, drop is a sweet noise.**3. What will happen after the rain stops?****Ans.** After the ran stop a wonderful light will each dark place

**4. How does the sun come out after the rain?**

**Ans.** After the rain stops the sun comes out of the clouds and fill every dark place with its light.

**5. How does the lights fill the drops?**

**Ans.** After the rain stops sun shines its light on every round drop.

**6. What makes the scene lovely?**

**Ans.** When the sun shines brightly after rain it makes the scene lovely.

**Metaphor**

A figure of speech in which an implied comparison is made between two Unlike things.

**Examples:**

He was a lion in the battle.

The sticker was a goal machine.

The moon was a misty shadow.

**B. Select the choice that explains the meaning of the metaphor as it is used in the sentence.**

<p><b>1.</b> Junaid is an ox. The metaphor <b>is an ox</b> means: <b>A.</b> Junaid is deaf.</p>	<p><b>2.</b> Waleed is a real couch potato. The metaphor <b>couch potato</b> means:</p>
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<p><b>B.</b> Junaid is weak.</p> <p><b>C.</b> Junaid is strong.</p>	<p><b>A.</b> Waleed is always busy with some activity.</p> <p><b>B.</b> Waleed is lazy.</p> <p><b>C.</b> Waleed likes to go outside and play</p>
<p><b>3.</b> Shahid is a volcano after hearing his brother borrowed his car without permission. The metaphor <b>Shahid is a volcano</b> means:</p> <p><b>A.</b> Shahid is angry.</p> <p><b>B.</b> Shahid lives in Japan.</p> <p><b>C.</b> Shahid has a triangle head</p>	<p><b>4.</b> Lubna is the apple of her father's eye. The metaphor <b>Lubna is the apple</b> means:</p> <p><b>A.</b> Lubna is loved by her father.</p> <p><b>B.</b> Lubna's father is mad at her.</p> <p><b>C.</b> Lubna has an apple tree in her yard.</p>
<p><b>5.</b> Maria was feeling blue after hitting by a car. The metaphor <b>feeling blue</b> means:</p> <p><b>A.</b> Maria didn't like cars.</p> <p><b>B.</b> Maria was sad.</p> <p><b>C.</b> Maria wore blue frock.</p>	<p><b>6.</b> Faraz is a giant in his class towering a foot over his classmate. The metaphor <b>Faraz is a giant</b> means:</p> <p><b>A.</b> Faraz is short.</p> <p><b>B.</b> Faraz is form a fairy tale.</p> <p><b>C.</b> Faraz is tall.</p>

**Answers:**

1. C	2. B	3. A	4. A	5. B	6. C
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**C. Identity use of metaphor in the poem and answer these questions,**

**1. What do the rich leaves symbolize?**

**Ans.** The rich leaves symbolize the rich people who get a golden chance first and whatever remains pass down to the poor people.

**2. What do the poor leaves stand for?**

**Ans.** The poor leaves stand for the poor people who live on whatever they get from the rich people.

**3. What does the sun symbolize?**

**Ans.** The sun symbolizes equality because its sunshine spreads all over the world equally

**Personification**

It is a figurative language technique where an object or idea is given human traits or characteristics.

**Example:**

Flowers were **fluttering** and **dancing** in the-breeze.

**D. Identify the use of personification in the poem and answer these questions.**

**1. Which object is being personified in the poem?**

**Ans.** 'Leaves' have been personified in the poem.

**2. Which human traits are given to that object?**

**Ans.** Human traits like 'drinking' and 'giving' to leaves.

## Grammar

### Transitive and Intransitive Verbs

**A. Pick out the verb in each sentence and state whether it is transitive or intransitive.**

1.	The sun shines bright.	Intransitive Verb
2.	I hear a noise.	Transitive Verb
3.	All drives the car carefully.	Transitive Verb
4.	You got angry with your sister.	Transitive Verb
5.	Sarmad ate a lot of sweets.	Transitive Verb
6.	Everyone tried very hard to win the race.	Transitive Verb
7.	She knows the secret.	Intransitive Verb

## For the Teacher

Grammar A: Recall students' previous knowledge of transitive and intransitive verbs. A quick tip to identify transitive and intransitive verbs is that 'transitive verbs can be changed into passive voice whereas intransitive verbs cannot be converted into passive.

**Some verbs can be used both transitively and intransitively. Examples:**

- a. She hangs the painting on the wall.
- b. The painting hangs on the wall.

In example a, **hangs** is a transitive verb which passes the action to the noun "painting".

In example b, **hangs** is an intransitive verb.

**B. Make two sentences with each of the given words. Use these first as a transitive verb and then as an intransitive verb.**

Verb	Transitive	Intransitive
<b>Write</b>	Write a letter	He is writing
<b>Play</b>	He plays cricket	Do not play here
<b>Sing</b>	She sings a sad song	Girls are singing
<b>Read</b>	He reads a story book	Do not read here
<b>Plan</b>	The plan flopped	I am planning
<b>Move</b>	Please move your car	The train is moving now

### Prepositions of Movement and Direction

**C. Fill in the blanks with appropriate Prepositions.**

➤ Sarah is getting out of the taxi	1. Sheraz is going _____ the ladder	2. The furniture is _____ the van.
3. My friend lives in a flat _____ a shop.	4. The boss is coming _____ the corridor.	5. There is a garage _____ the house.
6. We walked _____ the lake.	7. There's statue _____ the museum.	8. Hassan and Ali are walking _____ the stadium.

**Answers:**

1. Up	2. In	3. Above	4. From
5. Behind	6. Along	7. Outside	8. Towards

**D. Where did the fly go? Put in these prepositions appropriately:**  
**around, into, on, out of, though, under, up**

**Example:** The fly came in through the door.

1. It flew around the chair.
2. It crawled up the chair leg.
3. It stopped on the desk for a moment.
4. It went up the telephone.
5. It flew into the drawer.
6. It went out the window.

### Active Passive Voice

**E. Put in the correct form of the verb to complete the following sentences in passive vice.**

- (1) We a letter the day before yesterday. **(to send – Past Indefinite)**
- (2) This car it's too old. **(not / to steal - Past Indefinite)**
- (3) A new restaurant last week. **(to open — past continuous)**
- (4) He to the party yesterday. **(to invite -Past definite)**
- (5) I the book by my friend. **(to give – past continuous)**

**Answers:**

1. We were sent a letter the day before yesterday.
2. This car not stolen. It's too old.

3. A new restaurant was being opened last week.
4. He was invited to the party yesterday.
5. I was being given the book by my friend.

### For the Teacher

Grammar Help students illustrate use of prepositions of movement and direction through examples from immediate surroundings

### Oral Communication Skills:

#### A. Useful expressions for asking for and giving directions.

<b>Asking for Directions</b>	<b>Giving Directions</b>
How do I get to...?	Go straight on (until you come to...)
What's the best way to...?	Turn back/Go back
Where is...?	Turn left/right (into street)
	Go along. Cross
	Take the first/second road on the left/right. Its on the left/right.
	Straight on.
	Opposite near, near to, between, at the end of, on/at the corner, behind, in front of, (just) around the corner, traffic lights, crossroads, junctions, signpost

**Situation:** Work in pairs. Choose some places at your school, e.g. principal office, main office, cafeteria and library. Ask for and give directions to reach these places.

- B.** Monsoon Rains prove devastating every year. Collect Information from newspapers and magazines on recent Monsoon Rains, prepare a group presentation on "Suggestions to deal with Monsoon Rains".

## For the Teacher

### Presentation Skills

- **Introduction**

Give your listeners general information on the topic and explain how your presentation is structured. You may use the following expressions to introduce your presentation.

**I'll first explain...**

**Then I will...**

**After that...**

**Finally,...**

- **Actual Presentation**

Subdivide your presentation into several sub-topics. You may use the following expression when you come to another sub-topic.

**I will now talk about...**

This way your audience can follow your presentation more easily. You may also ask questions from time to time. Your listeners will listen more attentively then.

- **Conclusion**

Try to find a good conclusion: for example:

an invitation to act, an acknowledgement or a motivation.

**Writing Skills:**

**A. Write the main idea of the poem.**

**Ans.** Everything has two aspects positive and negative aspects. The wind also has these two aspects. When it is rage, it brings destruction. When it is calm and cool, it gives message of hope and life to everything. Appearances are always deceptive. Truth always lies far away the appearances of things.

**B. Paraphrase the stanzas of the poem.**

**Ans.** I hear noise of raindrops falling on leaves. It looks as if leaves are drinking rain. The rich leaves on top are giving rain drops to the poor beneath. It is sweet noise to hear

**C. Write summary of the poem "The Rain".**

**Ans.** The poem "The Rain" is very simple but beautiful in diction. At once where it highlights the glory of the natural phenomenon that is rain; it also offers a symbolic meaning in the same place, which makes it unusual and worth reading.

The poet says that he hears the rich leaves on the upper level drinking the rain water. They are full of rainwater and quench their thirst first. The remaining water trickles to the leaves beneath drop after drop, thus making a sweet harmony to hear.

**D. Write a paragraph on "The Rainy Day". (125-150 words)**

**Ans. The Rainy Day**

After hot days of June, a rainy day is welcomed. In summers ponds become dry. Birds and animals feel thirsty. All men, women and children feel uneasy during hot days. With the falling of rains everyone gets happy. Peacocks present a dance during rainy days. Frogs in ponds cry very loudly.

The Buffaloes enjoy a bath in water ponds. Some people enjoy rain bath including the children who play in rainwater. The farmers became happy. They had been praying for the rainfall. Farmers started ploughing their fields. People come out in raincoats and use umbrellas during rains. If it is raining in the morning children become happy because now it would be a holiday for them. Level of rivers begins to rise.

A cold wind blows. The weather becomes pleasant due to rains. There is also thunder and lightning.

### Further Reading Activity

Monsoon Rains always prove devastating in Pakistan. Get cuttings of newspapers headlines, articles and letters to the editor on recent monsoon rains. Share your findings.

## For the Teacher

Writing B: Help students' use paraphrasing tips to paraphrase stanzas of the poem. Encourage them to do the activity orally first.

Writing D: Recap students' knowledge of process of paragraph writing that every paragraph has a topic sentence followed by supporting details and it ends with a concluding sentence.

