

The Rain

Learning Outcomes

After completing this unit students will:

- understand and appreciate nature
- locate synonyms and antonyms
- illustrate the use of transitive and intransitive verbs
- illustrate the 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?
- ◆ Can you share three good things about rain?
- ◆ What may be the result of excessive rains?



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 near.

What do the rich and the poor leaves stand for?

- (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.

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

W.H. Davies

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 may be 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

Denotation

It is the dictionary and literal meaning of a word.

Connotation

It is the emotional / contextual /cultural meaning attached to a word; shades and degrees of meaning.

Example:

home, house, residence, dwelling

Denotation: All these words mean a place in which someone lives.

Connotation:

Home	House	Residence	Dwelling
cozy, loving, comfortable, feeling of security	the actual building	cold, without feeling	primitive or basic

- 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?

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.

- Use dictionary to find what additional meanings are suggested by "astonish".
- Would a person be surprised or astonished at seeing a ghost?

C. Which connotation is more positive?

- Our trip to the Khewra Mines was _____.
a) fine b) wonderful
- _____ people rode on the roller coaster.
a) Brave b) Foolhardy
- We saw _____ animals in the zoo.
a) fascinating b) weird
- Some of the monkeys made _____ faces.
a) hilarious b) amusing
- Everyone had a _____ on his or her face on the way home.
a) smile b) smirk

D. Which connotation is more negative?

- We bought _____ souvenirs at the Khewra Mines.
a) cheap b) inexpensive
- I ate a _____ sandwich.
a) soggy b) moist



For the Teacher:

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.

3. I didn't like the _____ on the jester's face.
a) smirk b) grin
4. It made me feel _____.
a) uneasy b) frightened

E. Give synonyms for the following words.

shine, bright, noise, lovely

READING COMPREHENSION**A. Answer the following questions.**

1. What does the poet hear?
2. What according to the poet is a sweet noise?
3. What will happen after the rain stops?
4. How does the sun come out after the rain?
5. How does the light fill the drops?
6. What 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 striker 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>1. Junaid is an ox. The metaphor is an ox means.:</p> <p>(A) Junaid is deaf. (B) Junaid is weak. (C) Junaid is strong.</p>	<p>2. Waleed is a real couch potato. The metaphor couch potato means:</p> <p>(A) Waleed is always busy with some activity. (B) Waleed is lazy. (C) Waleed likes to go outside and play.</p>
<p>3. Shahid is a volcano after hearing his brother borrowed his car without permission. The metaphor Shahid is a volcano means:</p> <p>(A) Shahid is angry. (B) Shahid lives in Japan. (C) Shahid has a triangle head.</p>	<p>4. Lubna is the apple of her father's eye. The metaphor Lubna is the apple means:</p> <p>(A) Lubna is loved by her father. (B) Lubna's father is mad at her. (C) Lubna has an apple tree in her yard.</p>
<p>5. Maria was feeling blue after her cat hit by a car. The metaphor feeling blue means:</p> <p>(A) Maria didn't like cars. (B) Maria was sad. (C) Maria wore blue frock.</p>	<p>6. Faraz is a giant in his class, towering a foot over his classmates. The metaphor Faraz is a giant means:</p> <p>(A) Faraz is short. (B) Faraz is from a fairy tale. (C) Faraz is tall.</p>

C. Identify the use of metaphor in the poem and answer these questions.

1. What do the rich leaves symbolize?
2. What do the poor leaves stand for?
3. What does the sun symbolize?

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

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.
2. I hear a noise.
3. Ali drives the car carefully.
4. You got angry with your sister.
5. Sarmad ate a lot of sweets.
6. Everyone tried very hard to win the race.
7. She knows the secret.

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.

write, play, sing, read, plan, move

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's a garage the house.



6. We walked the lake.

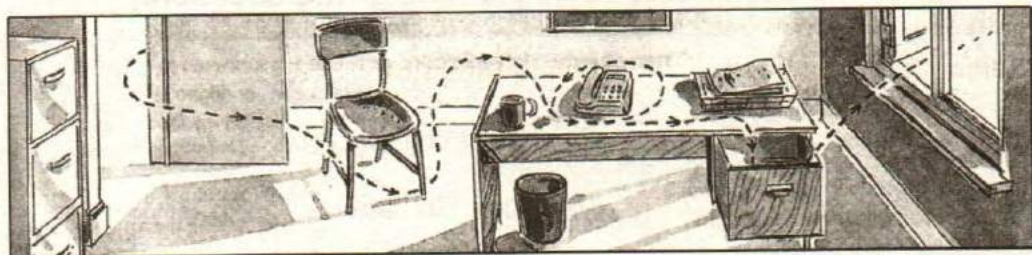


7. There's statue the museum.



8. Hassan and Ali are walking the stadium.

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



Example: The fly came in through the door.

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

Active and Passive Voice

- E. Put in the correct form of the verb to complete the following sentences in passive voice.

- 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*)

For the Teacher:

Grammar: Help students illustrate use of prepositions of movement and direction through examples from immediate surrounding.

ORAL COMMUNICATION SKILLS

A. Useful expressions for asking for and giving directions

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

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:

Oral: Students may also be asked to give directions for nearby places outside the school.

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 will 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

In 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.
- B. Paraphrase the stanzas of the poem.
- C. Write summary of the poem "The Rain".
- D. Write a paragraph on "The Rainy Day". (125-150 words)

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.