



Sunshine After Rain

(Brenda Winders)

After completing this lesson, students will be able to:

- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts
- ask and answer higher-order questions to guide/assess reading
- evaluate how authors use language, including figurative language, considering the impact on the reader
- provide an objective summary of a range of texts including fiction, non-fiction and other types of text
- evaluate two or more central ideas of a text and analyze their development over the course of the text
- analyze multiple interpretations of a story, drama, or poem
- identify rhyme schemes and figurative language in poems read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources:
 - a. Poetry (free verse, narrative and rhythmic poems)
- write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- use summary skills to write an objective summary of the given text and poems
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity

Pre-Reading

- How does life skill education translate into interaction with strangers, making friends and handling emergency?
- Name some situations in which you should say 'No' to your friends or acquaintances.

Sunshine After Rain

One day when I was young, I heard a knock at my door.
It sounded familiar, like I had heard it before.

I opened the door, and to my surprise,
There stood a young lady with blond hair and brown eyes.

She said, "I have the answers; are you ready to play?"
So I grabbed my money and I said okay.

There were the answers that I had always sought.
Liquids, pills, and powders, and I bought and bought.

Then one day, my friend suddenly changed.
Her face became ugly, calloused, and deranged.

She grabbed my hand and we tore through the town.
My loved ones and friends could only watch and frown.

She kept whispering something I could only guess.
It sounded like she was repeating, "Yes, Yes, Yes."
I thought of my family, oh what a mess,
But all I heard was screaming, "Yes, Yes, Yes."

I had to find help; I was at my wits end.
I had lost my child, my family, and my friends.

I said, "God are you there? Can you help me, please?"
A sudden peace came over me and I fell to my knees.



While-reading

Why did her loved ones "could only watch and frown"?



I said, "God, I'm not worth it; I feel like a jerk."
He said, "Suit up and show up; it's time to go to work."

So I am here to tell you in this little rhyme.
Life keeps getting better one day at a time.

So when you think you are going insane.
There's always sunshine after the rain

Citation:

Brenda Winders. "Sunshine After Rain." Family Friend Poems, August 7, 2011.
<https://www.familyfriendpoems.com/poem/sunshine-after-rain>

Inspirational Poem About Addiction

From the poet: "This poem was written when I went to treatment in 2002. I loved drugs and being high. I was a good person doing bad things. I lost my family, and my heart breaks every day. But I pray that I will continue to find that sunshine. I finally learned the difference between needing recovery and wanting it."

Theme of the Poem:

The main theme of the poem is the journey of a person from despair to hope, emphasizing personal transformation and recovery. It explores the consequences of drug addiction, making destructive choices, the loss of relationships, and the ultimate realization of the need for change. The theme highlights the idea that no matter how terrible the situation may seem, there is always a possibility for recovery and a brighter future.

Post-reading

- What does the poet mean by "life keeps getting better one day at a time"?
- How does life get better?



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

Words	Meanings	Synonyms
calloused	insensitive	unkind, uncaring
deranged	mentally disturbed	
frown	showing disapproval or displeasure	
wits	mental faculties or intelligence	
jerk	an obnoxious person	
insane	being foolish or irrational	



Reading and Critical Thinking

- Read the poem carefully and answer the following questions:
 - Consider the poem's title, "Sunshine After the Rain." How does this title encapsulate the central message of the poem?
 - Skim the poem and identify the key themes.
 - What do you infer about the narrator's initial response to the young lady who came to their door?
 - What might the poet be referring to in "liquids, pills, and powders"?
 - What were the consequences of the narrator's choice to take drugs?
 - Explore the significance of the repeated word "Yes" in the poem. What could it symbolize?
 - Pick out some of the literary devices used in the poem. (Symbol, metaphor, repetition and alliteration)
 - Do you agree with the idea that "life keeps getting better one day at a time"? Why or why not?
 - How does the poem address the theme of redemption or second chances? Do you know someone who turned a new leaf and changed his/her life?

b. Answer the given short questions by choosing the correct answer:

- i. In the poem, the speaker initially opens the door because:
 - a) she recognized the visitor's face.
 - b) she was expecting someone.
 - c) she heard a familiar knock.
 - d) she wanted to play a game.
- ii. The young lady in the poem offers the speaker:
 - a) friendship and companionship.
 - b) answers and a chance to play.
 - c) money and possessions.
 - d) liquids, pills, and powders.
- iii. The turning point in the poem occurs when:
 - a) the speaker's family becomes deranged.
 - b) the young lady's appearance changes.
 - c) the speaker loses all her possessions.
 - d) the speaker reaches out to God for help.



Oral Communication

Do you Know?

In Pakistan, the total number of drug addicts as per a UN report is 7.6 million (76 lakh), 78% of whom are male, while the remaining 22% are female. The number of these addicts is increasing at the rate of 40,000 per year, making Pakistan one of the most drug affected countries in the world. **Drug education** is of vital importance in Pakistan, addressing a critical need to raise awareness about the physical, psychological, and social risks associated with drug use. **Physically**, drugs can wreak havoc on an individual's health, leading to addiction, overdose, and debilitating diseases, even death. **Psychologically**, they can alter brain chemistry, impair judgment, and induce mental health disorders. **Socially**, drug abuse breaks relationships, disrupts communities, and lead to criminal activities. It's essential to emphasize that while drugs can have legitimate medicinal uses, they can also be a source of recreation. This dual nature highlights the importance of educating individuals especially young people on making informed choices. The **causes** included inability to say No to friends, peer pressure, stress and anxiety and loneliness. Equipping our youth with strategies to resist peer pressure and develop refusal skills is crucial. Drug education serves as a protective shield against the harmful impact of substance abuse. It enables individuals to make responsible decisions for their well-being and the betterment of society.



Activity

Divide the class in groups. Give each group a different topic from the above passage.

Number of drug addicts,
Reasons for drug addiction

Problems caused by Drug addiction
Refusal skills (Saying No)

Ways to get help.

Ask them to look up more information on the given topics and then present it to the class. They may make a small poster/ infographic and explain it to their class fellows.



Vocabulary and Grammar

1. a. Adverb:-

As we have studied in earlier grades, an adverb is a word or an expression that modifies a verb, adjective, another adverb, determiner, clause, preposition, or sentence.

Example:

- The bird sang **melodiously**. (How?)
- He is **very** careless. (How much?)
- They are still playing **outside**. (Where?)
- We are friends and we **often** meet. (How frequently?)
- We need to plant these trees **in the morning**. (When?)

Adverbs typically express manner, place, time, frequency, degree, level of certainty, etc., answering questions such as how?, in what way?, when?, where?, and to what extent?. This is called the adverbial function, and may be performed by single words (adverbs) or by multi-word adverbial phrases and adverbial clauses.

b. Types of Adverbs:

Types	Adverbs	Examples
Adverbs of Time	Sometimes, recently, during, always, soon, yet, usually, never, etc.	1. <u>Sometimes</u> , I used to go out for refreshments. 2. He <u>recently</u> purchased a costly Diamond necklace. 3. He caught eating his tiffin <u>during</u> the lectures.
Adverbs of Place	Everywhere, into nowhere, here, there, above, below, inside, etc.	1. He jumped <u>into</u> the river to save a little girl. 2. An airplane is flying <u>above</u> the clouds. 3. Your birthday present is placed <u>inside</u> the box.
Adverbs of Manner	Dangerously, softly, quickly, gently, neatly, calm, etc.	1. The barber trimmed his hair and beard <u>gently</u> . 2. He handled the situation so <u>cleverly</u> without any fight. 3. There is a fragile material, handle it <u>carefully</u> .
Adverbs of Degree	Entirely, slightly, highly, totally, almost, just, etc.	1. Today's climate is <u>extremely</u> hot. 2. My project work is <u>almost</u> completed. 3. This liquid is <u>highly</u> inflammable.
Adverbs of Frequency	Constantly, always occasionally, regularly periodically, etc.	1. He likes to do shopping <u>occasionally</u> . 2. She <u>regularly</u> waters the plants. 3. He <u>rarely</u> joins any parties to enjoy.
Conjunctive Adverbs	next, now, undoubtedly, rather, additionally, anyway, etc.	1. Goodbye Bill! See you <u>next</u> week. 2. He would <u>rather</u> play than work. 3. It was a pretty daft idea <u>anyway</u> .

c. Positioning Adverbs:

It is also important to know where these adverbs are to be placed in a sentence as changing their position might change the meaning.

Example:

(a) They *immediately* called off the plan to go on a strike.

(b) They called off the plan to *immediately* go on a strike.

In sentence (a), the plan was to go on strike but something happened and the plan was immediately called off. (There will be no strike)

In sentence (b), on the other hand, it means that the plan originally was to go on strike at once, but something happened and they delayed going to the strike at once. (They might go later)

	Adverb	Position	Examples
Adverb of manner	Sadly, well, carefully, fast, quickly	End (sometimes middle for -ly adverbs)	She sang the song beautifully . He politely declined the offer.
Adverb of place	Away, here, there, nowhere, somewhere	After the verb or the object	He does not work here . I knew I have seen him somewhere .
Adverb of time	Afterwards, soon, recently, today, lately, eventually	Initial or end	Recently , I met your father. They have moved to America recently .
		Middle	He will soon be out of this firm. She will now make the announcement.
Adverb of Frequency	Always, never, rarely, sometimes, usually, often, occasionally, normally	Middle	He has never uttered a rude word
		Initial or end (for -ly adverbs)	There isn't much crowd at the stop normally . Usually , he wakes up very early.

d. Sequence of Adverbs

if there are two or more adverbs after the verb, adverb of manner comes first, followed by adverbs of place and time. Verb

Ayesha **performed brilliantly at the Youth Conference last Saturday.**

Verb

How?

Where?

When?

I. Underline the adverbs in the following sentences and state their kind.

1. I went to the market in the morning. _____
2. The dog sat lazily in the shade of the tree. _____
3. I often visit my grandparent. _____
4. It is extremely hot today. _____
5. She is standing outside. _____

ii. Rearrange these sentences below to make meaningful sentences with correct sequence of adverbs.

i. always / the / Sunday / make / on / they / breakfast

ii. friends / plays / the / with / she / her / in / often / park

iii. bed / makes / he / his / never

iv. sometimes / on / play / we / Sunday / cricket

v. hardly / the / watch / they / TV / afternoon / ever / in

vi. o'clock / always / up / I / at / get / seven

vii. have / lunch / fish / seldom / for / we

2. Pronoun Antecedent

A 'pronoun antecedent' is a word that comes before a pronoun to which the pronoun refers.

Example:

The man was asking about his son.

The woman said that her husband was not feeling well.

The players were concerned about their performance.

The word "antecedent" means *something that precedes something else*. In language, it is the word that a pronoun refers back to. Since the pronoun replaces the noun, it has to agree in number. So, if the antecedent, or word that comes before, is singular, then the pronoun that takes its place must also be singular.

It can be confusing if there are several words between the pronoun and its antecedent. These words or clauses have no bearing on the words and they need to be ignored.

Following are some special situations with examples of the correct way to have pronoun antecedent agreement.

a) Singular Indefinite Pronouns

The singular indefinite pronouns take a singular antecedent. They refer to a single unspecified person or thing or to one collective group.

Examples:

Each of these gadgets has its own pros and cons.

Everybody came in his or her car.

b) Plural Indefinite Pronouns

The plural indefinite pronouns which include: several, few, both, many, and others are always plural in context, and would always require plural pronouns.

Examples:

Several applicants submitted their application for the vacancy.

Few of us have contacted our sponsors.

c) Two nouns or Pronouns Joined by 'and'

When faced with an antecedent that consists of *two nouns or pronouns joined* by the word and, the principle is to use a plural pronoun.

Examples:

Laraib and Beena said they will go to the mall together.

You and I must study harder before the commencement of our exams.

d) Nouns Joined by Or or Nor

- When faced with two nouns that are both plural, the principle is to use a plural pronoun.
- If you come across two nouns that are both singular, use a singular pronoun.
- When the antecedent consists of one noun that is singular and another one that is plural, make the pronoun agree with the nearest noun.

Examples:

Either the Lahore Qalanders or the Karachi Kings will be scheduled to play their matches come next Tuesday.

Neither Ali nor Saleem was ready to lend me his book.

Neither my purse nor my keys are where I left them.

e) Collective Nouns

Most collective nouns including *committee*, *family*, *group*, and *team* have singular form, but may take singular or plural pronouns. However, when the group acts as a unit, use a singular pronoun.

Examples:

The committee submitted its report on the missing fund today.

The jury reached its verdict earlier today.

1) Determine which pronoun best fits the pronoun-antecedent agreement rule:

- i. Somebody dropped (their/his or her) wallet.
- ii. Some of the girls sang (their/her) favorite song.
- iii. Omer or Ali left (their/his) sunglasses on the table in the dining area.
- iv. Neither Hina nor Huma studied (their/his or her) spelling words.
- v. Everybody must wash (their/his or her) hands before dinner.
- vi. One of the buildings lost (their/its) electricity yesterday afternoon.

2) Punctuate the given lines.

- i. if you can fill the unforgiving minute

- ii. with sixty seconds worth of distance run

- iii. yours is the Earth and everything that's in it _____
- iv. and which is more you'll be a Man my son _____

3) Use the given phrasal verbs in sentences.

go back _____

go out _____

go over _____

grow apart _____

grow back _____

grow into _____



Writing

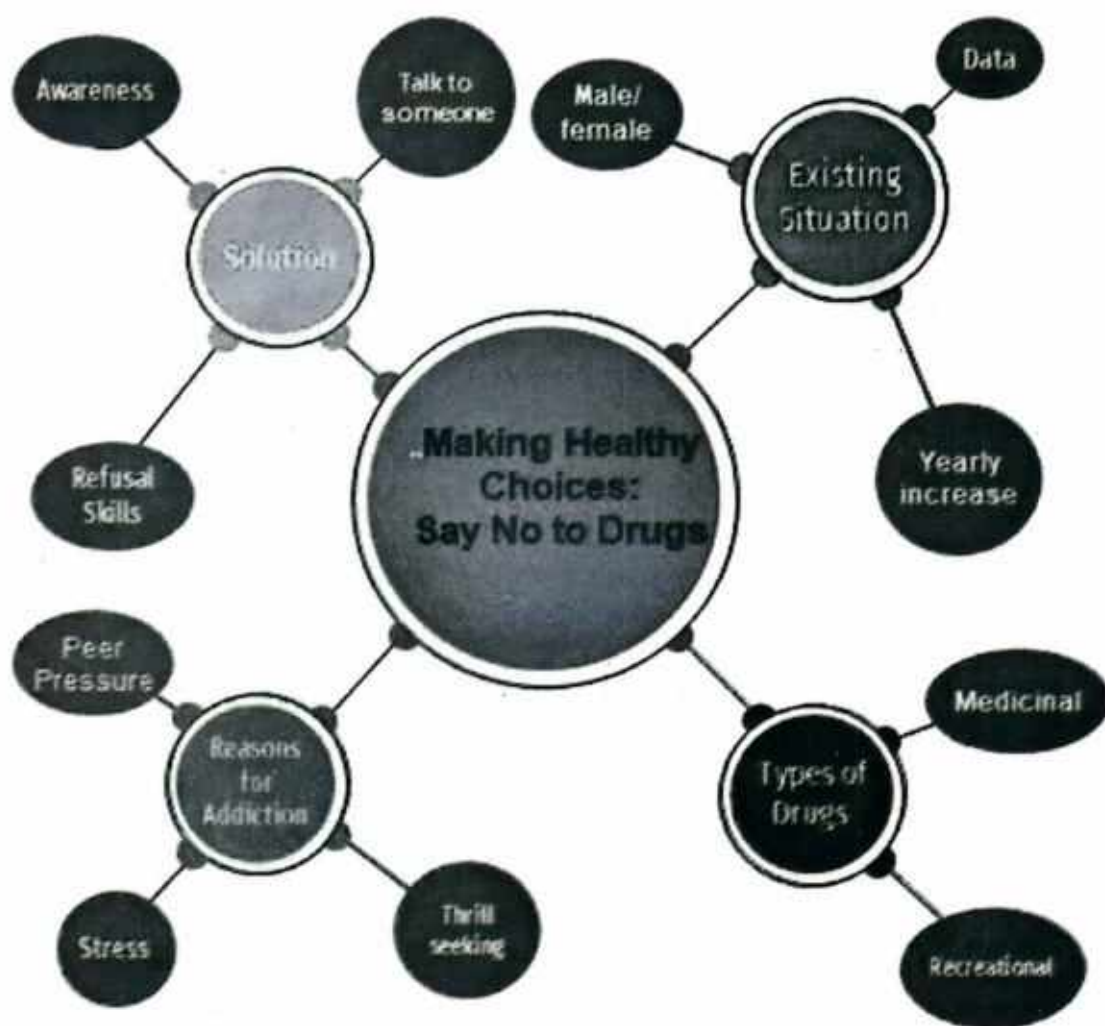
a) Summarizing a poem:

Summarizing involves the ability of readers to pull together, or synthesize information in a poem so as to explain in their own words what the poem is about. Summarizing is an important strategy because it can enable readers to recall the poem quickly. It also can make readers more aware of text organization, of what is important in a text and of how ideas are related. Use the following steps while summarizing a poem:

- o Read the poem carefully
- o Identify the poem's main ideas
- o Identify the poem's structure
- o Identify the poem's imagery
- o Write a summary of the poem
- o Proofread and edit the summary

Now using the above knowledge, write a summary of the poem "Sunshine after Rain".

b) Using the given mind map, write an expository essay covering all the main points. You can add more points from yourself (i.e. problems created due to drug addiction)



Teacher's Point



- Help students to develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.