

Unit 5

Daffodils

William Wordsworth (1770-1850)

Learning Outcomes:

By the end of this unit students will:

- understand the poet's purpose and point of view
- construct the meaning of the poem through understanding the key theme
- identify the speaker in the poem
- interpret the imagery in the poem
- paraphrase the poem
- summarize the poem following the summary skills
- respond to the poem by giving a personal point of view
- relate the context of the speaker in the poem to real life situation
- illustrate the use of present and past participles

Pre-reading:

- What is the picture about?
- Have you ever seen daffodils?
- Do you know where daffodils grow?



For the Teacher:

- Conduct pre-reading activity to arouse the students' interest in the topic.
- Make them predict from the title and the illustration about the contents of the text.

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

How do you compare the daffodils with the stars?

The waves beside them danced, but they
Out-did the sparkling waves in glee;
A poet could not but be gay,
In such a jocund company!
I gazed—and gazed—but little thought
What wealth the show to me had brought:

How does the poet feel in the company of the daffodils?

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.



For the Teacher:

- While-reading activity may be conducted to interact with the text. More while-reading questions may be asked.
- Recite the poem with proper stress and intonation and note how reading poetry is different from reading prose.
- Explain the use of figurative language and literary techniques such as simile and personification.
- Tell the students about the use of semicolon (;) and exclamation mark (!).

Notes and Comments:

William Wordsworth was born at Cockermouth in Cumberland-UK, on April 7th, 1770. His passion for Nature is well known. That is why he is referred to as the poet of nature. Wordsworth is a true worshipper and ardent lover of nature. It was a creed for him. According to him, nature is a teacher and preacher. In this poem the poet has presented before us the healthy, ennobling, purifying and enduring impact of nature on human beings.

Some of the famous poems by Wordsworth to be read and enjoyed are;

To the Cuckoo, Lucy Grey, The World is too Much with Us, The Two April Mornings, It is a Beauteous Evening, Solitary Reaper, We are Seven

Theme:

We probably have some moments in our life that we replay in our memory – images to which photographs or videos cannot do justice because they cannot capture our feelings. In this poem, William Wordsworth captures both the images and feelings concerned with a special moment in his life. The poem is a tribute to nature and its manifestations in all its glory. It beautifully presents before us not only the attractive and exciting beauty of nature but also the purifying and enduring impact of it on human beings.

Glossary:

fluttering	-----	moving in the air, flying
glee	-----	joy, happiness
host	-----	in large number
jocund	-----	happy
twinkle	-----	shine with a light that keeps changing from bright to faint, and from faint to bright
pensive	-----	thoughtful
solitude	-----	loneliness

Oral Activity:**Form groups and discuss the following.**

- What have you understood is the key theme of the poem.
- Discuss various aspects of nature as described in the poem.
- Work in pairs to prepare a **presentation** on the topic of "Daffodils". In your presentation, read Wordsworth's poem aloud to the class and explain your feelings.

Guidelines to prepare presentation

<p>Content</p> <ul style="list-style-type: none"> • provide adequate background of the topic • explore topic in sufficient depth • appropriate conclusion 	<p>Presentation</p> <ul style="list-style-type: none"> • introduction of the topic briefly and clearly • supporting facts and examples
<p>Organization</p> <ul style="list-style-type: none"> • state objectives well • cover major areas of the topic • organize presentation in a proper sequence • manage time well 	<p>Style</p> <ul style="list-style-type: none"> • speak with confidence (and alertness) • proper use of audio/visual aids • use body language • conduct question/answer session

Comprehension**A. Answer the following questions.**

1. What is the central idea of the poem?
2. What do the daffodils represent in the poem?
3. What "wealth" do memories of the scene give to the poet?
4. List the words that heighten the sound effect in the poem.
5. How has the poet heightened the impact of the poem by using the figurative language?

**For the Teacher:**

- Help students create and deliver class presentation on the topic by following the guidelines given above.

Figures of Speech

Simile

A simile is a figure of speech in which **like** or **as** is used to make a comparison between two ideas that are basically dissimilar.

Examples: a. Her eyes twinkled like stars. b. She was as busy as a bee.

Metaphor

If we write a comparison between two things and omit the word 'like' then we are using a metaphor.

Examples: a. He proved a lion in the fight.
b. His heart is red, red rose.

Personification

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

Examples: a. The candle flame **danced** in the dark.
b. The sunflowers **nodded** in the wind.

Imagery

Imagery is the construction of details used to create mental images in the mind of the reader through the visual sense as well as the senses of touch, smell, taste and sound.

Examples of imagery:

visual	–	huge trees in the thick and dark forest
auditory	–	the rustling of leaves
smell	–	scent of apples
taste	–	sweet and juicy oranges
touch	–	rugged and rough path

A. In "Daffodils" similes are used in stanzas 1 and 2. Can you tell what two things are compared in each of these stanzas?

B. Pick out one example of personification from the poem.



For the Teacher:

- Help students analyze how a poet uses language to appeal to the senses through the use of figurative language including similes, metaphors and imagery.
- Help them recognize literary techniques such as personification.

C. Here is a list of a few Similes, Metaphors and Personifications. Can you identify them? Write 'S' for Simile, 'M' for Metaphor and 'P' for Personification.

Time is money.		the apple of my eye	
as busy as a bee		as cunning as a fox	
The wind whispered the rumors of the forest.		Brown grass was begging for water.	
as gentle as a lamb		as wise as an owl	
The sorry engine wheezed its death cough.		blanket of snow	
the heart of lion		as black as a crow	

D. Underline the words and phrases that depict imagery in the poem.

Vocabulary

A. Use a thesaurus to find three more synonyms of the following words.

saw glance gaze

shine twinkle sparkle



For the Teacher:

- Help students explore the use of synonyms with varying shades of meaning used for various purposes. Ask them to consult dictionary to know their literal meanings.

Connotation

Connotation means the attitude and feeling associated with a word as opposed to its literal meaning.

Example: **solitude:** a positive connotation
 lonely: a negative connotation

B. Specify positive and negative connotation of each of the following:

- i. gaze: _____
 stare: _____
- ii. shine: _____
 glare _____
- iii. hoard: _____
 collect _____

C. Use the words given in activity B in sentences of your own.

Grammar

Collective Noun

A singular noun, such as **committee** or **team**, that refers to a group of people, animals or things is called collective noun. **For example:**

Crowd in this poem refers to a collection or a large number of daffodils.

A. Write the collective nouns of the following.

- a. a collection of ships b. a collection of singers
 c. a collection of cattle d. a collection of soldiers



For the Teacher:

- Help students analyze how a poet uses language to affect meaning through the use of **synonyms** with different connotations.
- Demonstrate the use of **collective noun**.

B. Underline the prepositions of place in the poem.

C. Use the following prepositions in sentences of your own.

behind, beside, next to, under, over, along, across

Conjunctions

Conjunctions join words and sentences. There are two kinds of conjunctions.

Types	Functions	Examples
Coordinating conjunctions	These conjunctions join sentences of equal rank.	but, or, nor, either, also, however, only, so, hence
Subordinating conjunctions	These conjunctions join sentences, one of which is dependent on the other.	because, that, while, unless, as, when, since, if, though

D. Fill in the blanks with appropriate conjunctions.

1. He ran fast _____ he missed the train.
2. Wait _____ I return.
3. Work hard _____ you should fail.
4. I did not come _____ you did not invite me.
5. You will get a prize _____ you deserve it.

E. Use any five coordinating conjunctions and any five subordinating conjunctions in sentences of your own.



For the Teacher:

- Illustrate the use of **conjunctions**.

Use of Present and Past Participles

Participle

A participle is a verb form used as an adjective to modify nouns and pronouns.

Present Participle

All the present participles end in **-ing**:

Examples: the laughing lady
 the falling temperature
 the stinging remark

Past Participle

The past participles of all regular verbs end in **-ed**:

Examples: the tired dancer
 the injured player
 the cracked vase

However, irregular verbs have various past participle endings (such as thrown, ridden, built, and gone).

F. Underline the participles in the following sentences.

1. He was so shocked due to the accident that he could not speak.
2. The galloping horse scared the child.
3. I don't want that burnt toast.
4. Don't be frightened. That dog doesn't bite.
5. The lorry was carrying stolen goods.
6. Everybody was excited preparing the things for the trip.
7. If the children are bored, take them to the park.

G. Make five sentences using the present participles and five sentences using the past participles.



For the Teacher:

- Help students use the Present and Past Participles as adjectives.

Writing Skills

Paraphrasing

Paraphrasing is re-writing a poet's utterances or ideas in one's own words without altering the meaning of the original. Thus a stanza takes the shape of the prose. It is of the same length as the original because the purpose is to rephrase without going into any unnecessary details.

A. Paraphrase the last stanza of the poem.

Summary Writing

A summary is a shorter (condensed) version of an oral, visual or written text. Following are the four basic steps in preparing a summary, providing a logical and organized approach to the process of summary writing.

1. Reading:

A good summary depends to a large extent on good reading, to understand the original text.

2. Outlining:

Outlining involves, making notes that may help you compose a summary such as noting author's purpose, topic sentence, supporting details and main idea.



For the Teacher:

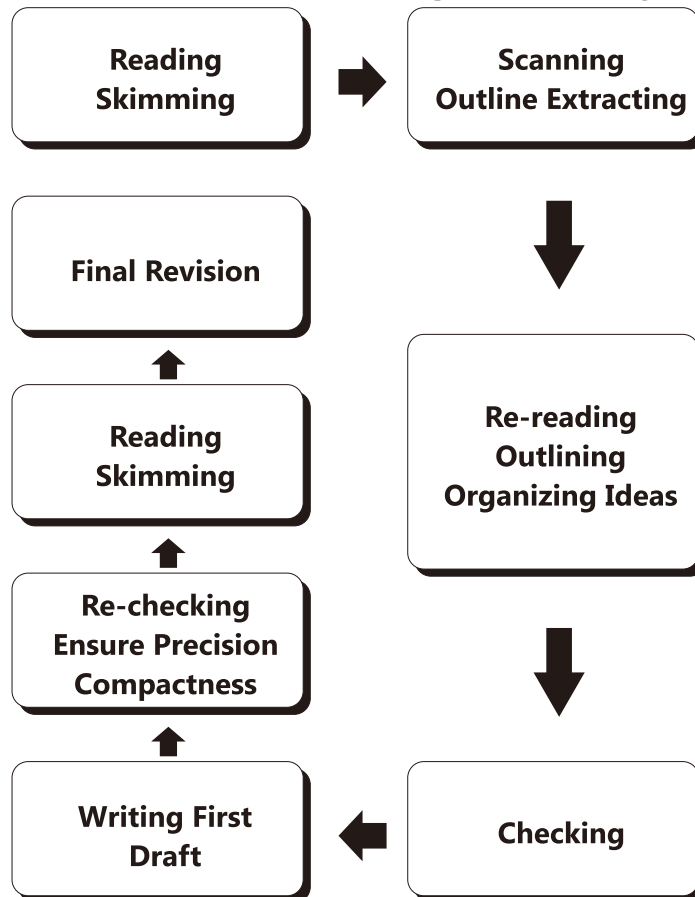
- Help students use paraphrasing skills to paraphrase the stanza by marking thought groups in the stanza then restating the message in simple prose, by replacing poetic words with simple ones.
- Help students understand and apply the summary writing skills to write summary of the poem.

3. Checking:

At this stage the accuracy of outline notes is judged by comparing them with the original passage. Necessary changes can be made in it at this stage.

4. Writing:

At this stage a few necessary changes if any are made. A review of the summarized version is important to make the summary accurate, fluent, and error free.

B. Write the summary of the poem "Daffodils".**Flow Chart for Writing a Summary**

Oral Communication Skills**Express Satisfaction/Dissatisfaction****Useful phrases to express satisfaction:**

- a. Yes please.
- b. Really! You did very well.
- c. I am happy to find this out.
- d. I trusted you a lot and you proved it.

Useful phrases to express dissatisfaction:

- a. No please.
- b. I am sorry but I am not happy with the result.
- c. You have disappointed me.
- d. I regret giving you the responsibility.

A. Use the language of satisfaction and dissatisfaction and act out role-plays on the following situations.

1. Father is dissatisfied with the performance of his son in the matriculation exam. However, the son shows satisfaction over his result.
2. You are satisfied with your performance in the debates. Your teacher however expresses dissatisfaction and asks you to improve your presentation skills.
3. Your friend is satisfied with getting cricket match tickets. On the contrary, you express dissatisfaction on the types of seats allotted to you in the stadium.

**For the Teacher:**

- Help students use appropriate expressions to show satisfaction and dissatisfaction politely.