

3 UNIT

DAFFODILS

آبی زرگس

Learning Outcomes:

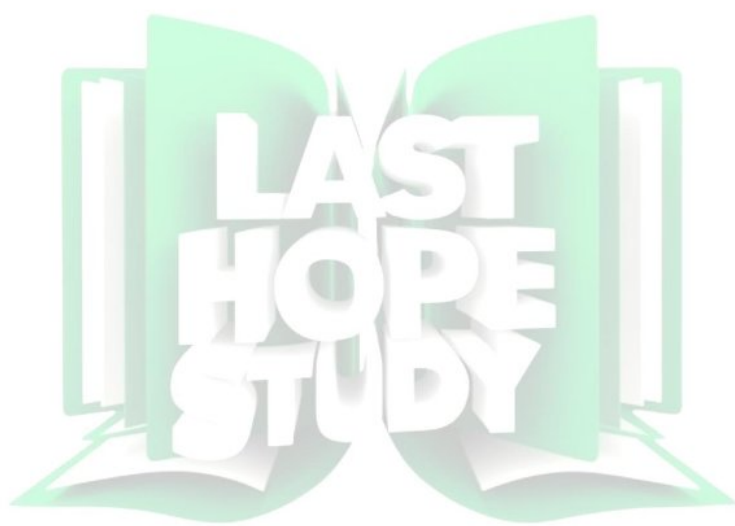
By the end of this unit students will:

- Demonstrate attentive listening' skills to respond orally with standard pronunciation and intonation.
- Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Identify and use compound prepositions and prepositional phrases in writing.
- Use paraphrasing skills to paraphrase a poem.
- Use summary skills to write an objective summary of the given text and poems.

Word	Urdu Meaning	Synonyms	Antonyms	Grammatical Status
Bliss	خوشی، مسرت	Delight, ecstasy	Misery, despair	Noun
Continuous	مسل	Constant, ceaseless	Interrupted, sporadic	Adjective
Couch	پانگ، صوفہ	Sofa, Bed	Floor, ground	Noun
Daffodils	زرگس کے پھول	Narcissus, flowers	-	Noun
Fluttering	پھڑپھڑانا	Flapping, flickering	Still, motionless	Verb
Glee	خوشی	Happiness, elation	Grief, sadness	Noun
Jocund	دلکش	Cheerful, merry	Gloomy, sorrowful	Adjective
Margin	کنارہ	Border, fringe	Center, interior	Noun
Milky Way	کھکشاں	Galaxy, cosmos	-	Noun
Pensive	غمگین، سوچ میں ڈوبا ہوا	Contemplative, meditative	Carefree, indifferent	Adjective
Solitude	تنہائی	Seclusion, isolation	Companionship, sociability	Noun
Sprightly	چاق و چوبند	Energetic, vivacious	Sluggish, lethargic	Adjective
Twinkle	چمکنا	Sparkle, shimmer	Dullness, darkness	Verb
Vacant	خالی	Empty, unfilled	Occupied, crowded	Adjective
Wealth	دولت	Riches, fortune	Poverty, scarcity	Noun

Pre-reading

- Look at the following image of daffodils and serene landscapes. Imagine yourself in these places. How might this setting make you feel?
- Have you ever witnessed daffodils? How did you feel then?
- How might the natural world be described in the poem?



Stanza 1

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.

میں ایک ایسے بادل کی مانند تنہا گھومتا ہوا گیا
وہ جو اونچی وادیوں اور پہاڑیوں پر تیرتا ہے،
جب اچانک ایک ہی لمحے میں میری نظر ایک جھوم پر جو پڑی،
سنہری رنگ کے آبِ نرگسوں کا ایک مجموعہ؛
جھیل کے کنارے، درختوں کے نیچے،
ٹھنڈی ہوا میں پھڑپھڑاتے اور رقص کرتے ہوئے۔

Paraphrasing:

I was walking alone like a cloud floating above the valleys and hills, when suddenly I saw a big group of golden daffodils. They were by the lake, under the trees, moving with the wind.

Explanation:

The poet is saying that he was walking alone in nature when he unexpectedly saw a beautiful group of daffodils. The daffodils were swaying in the wind, making them seem lively and happy.

Stanza 2

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.

مسلل ستاروں کی طرح چمکتے ہوئے
اور کہکشاں میں ٹمٹماتے ہوئے
ایک نہ ختم ہونے والی قطار میں پھیلے ہوئے۔
جھیل کے کنارے پر
میں نے ایک ہی نظر میں دس ہزار پھول دیکھے۔
ان کے سر ہلکتے ہوئے رقص کرتے ہوئے تھے۔

Paraphrasing:

The daffodils were as numerous as the stars in the sky, shining brightly. They stretched in a long line along the shore of a bay. I saw thousands of them at once, moving happily and shaking their heads in the breeze.

Explanation:

The poet compares the large number of daffodils to the stars in the sky to show how many there were. The daffodils appeared to be dancing joyfully in the wind, and the poet is amazed by how lively and beautiful they looked.

Stanza 3

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:

ان کے ہمراہ لہریں مجور قص تھیں؛ لیکن وہ
خوشی میں چمکتی ہوئی لہروں سے سبقت لے گئے۔
ایسے منظر میں ایک شاعر خوش ہوئے بغیر رہ نہ سکتا تھا۔
ایک انتہائی پر مسرت ماحول میں
میں نے جاذب نظری سے دیکھا۔۔۔ اور دیکھا۔۔۔ لیکن ایک چھوٹا سا تصور
اس منظر سے میرے لیے ایک دولت کا خزانہ لایا۔

Paraphrasing:

The waves beside the daffodils were also moving, but the daffodils seemed even happier than the waves. A poet couldn't help but feel happy being surrounded by such lively flowers. I looked at them for a long time, but I didn't realize at that moment how much happiness they would bring me later.

Explanation:

The poet compares the movement of the daffodils to the waves in the water. The daffodils seem to be more joyful than the waves. At the time, the poet felt happy but didn't realize how much the memory of this moment would bring him happiness in the future.

Stanza 4

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.

اکثر جب میں اپنے بستر پر لیٹتا ہوں
تنہا ہوں یا غم زدہ ہوں
وہ اچانک میری نگاہ میں آتے ہیں۔
جو تنہائی کی بڑی نعمت ہے
اور تب میرا دل خوشی سے بھرپور ہو جاتا
اور آبی زرگسوں کے ساتھ مجور قص ہو جاتا ہے۔

Paraphrasing:

Whenever I lie on my couch, feeling empty or deep in thought, the image of the daffodils comes to my mind. This memory makes me feel happy when I'm alone. Then, my heart fills with joy, and it feels as if I'm dancing with the daffodils.

Explanation:

The poet says that when he feels lonely or sad, the memory of the daffodils comes to him, making

him feel happy and peaceful. The image of the daffodils lifts his spirits, as if he's still with them, dancing in the wind.

Summary of the Poem "Daffodils" by William Wordsworth:

In the poem "Daffodils," the poet, William Wordsworth, talks about a time when he was walking alone in nature. He compares himself to a cloud floating alone above the valleys and hills. Suddenly, he sees a large group of golden daffodils beside a lake, under some trees. The flowers are "**fluttering and dancing in the breeze**," making the scene full of life and joy. The poet is amazed by how beautiful and full of energy the daffodils are, and they seem to stretch endlessly,

**"Continuous as the stars that shine
And twinkle on the milky way."**

While the poet watches, he sees the waves in the lake moving too, but the daffodils seem even happier. He feels joy and thinks that

**"A poet could not but be gay,
In such a jocund company."**

He enjoys the lively movement of the flowers, but he doesn't realize how important this moment will be for him in the future. He later reflects on how this memory will stay with him for a long time.

In the last part of the poem, the poet says that whenever he feels lonely or sad, the image of the daffodils comes to his mind. This memory makes him happy and brings peace to his mind.

**"They flash upon that inward eye
Which is the bliss of solitude."**

The memory of the daffodils fills him with joy and makes him feel as if he is dancing with them again.

Through this poem, Wordsworth shows how nature can heal and bring lasting happiness to the human spirit.

About the Poet:

"Daffodils," is one of William Wordsworth's most famous poems. It was inspired by a walk Wordsworth took with his sister Dorothy near Ullswater in the Lake District on April 15, 1802, where they encountered a long belt of daffodils.

William Wordsworth (1770-1850) was a key figure in the English Romantic movement. Born in Cockermouth, England, he developed a deep love for nature, which became a central theme in his poetry. Wordsworth believed that nature had the power to inspire and heal the human spirit.

Theme

Theme of "Daffodils":

"Daffodils," by William Wordsworth explores several interconnected themes:

1. The Beauty of Nature:

The poem celebrates the stunning beauty of the natural world, focusing on the daffodils' vibrant and joyful presence.

2. The Power of Memory:

Wordsworth highlights how memories of beautiful experiences in nature can provide comfort and happiness long after the actual event. The sight of the daffodils continues to uplift his spirits when he recalls them.

3. Solitude and Connection:

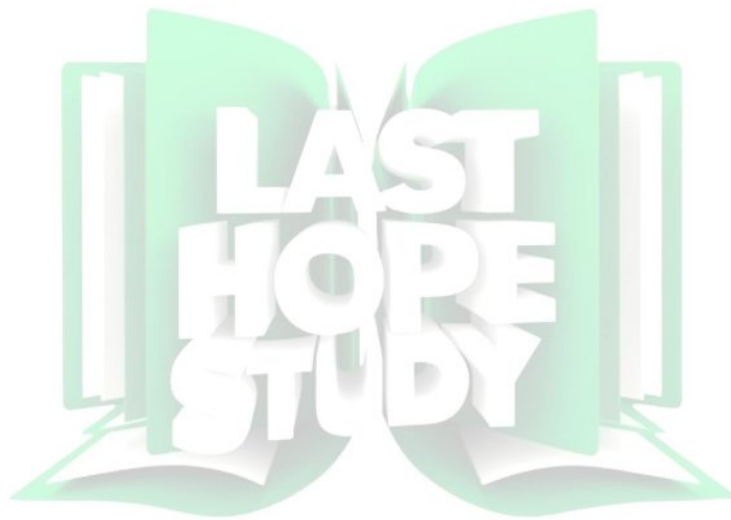
Initially, the poet feels lonely, but the encounter with the daffodils transforms his solitude into a joyful and connected experience with nature.

4. Emotional and Spiritual Uplift:

Nature has the ability to elevate the poet's mood and spirit, offering emotional and spiritual solace.

5. 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

For the Teacher:

Read the poem aloud to the class, paying attention to rhythm, pauses, and sounds.

Demonstrate how to read expressively and help students understand how voice can convey meaning. The poem evokes strong emotions, ranging from loneliness to joy. Voice modulation and tone variation are crucial to conveying these emotional shifts.

Briefly explain the differences between free verse, a narrative, and rhythmic poetry.

Provide examples of each type:

Free Verse: "The Red Wheelbarrow" by William Carlos Williams

Narrative: "The Raven" by Edgar Allan Poe

Rhythmic: "Daffodils" by William Wordsworth

Show video performances or readings of the poems. Use sources like YouTube or educational websites that offer high-quality poetry recitations.

Encourage students to create a cozy reading nook at home or in the classroom.

Offer a diverse selection of fiction and poetry that students can relate to and find interesting.

Form literature circles or book clubs to foster discussion and shared experiences.

Encourage students to connect themes and characters in literature to their own experiences.

Integrate multimedia resources to enhance the reading experience.

Encourage creative writing to deepen appreciation for literature.

Glossary:

Words	Meanings
bliss	Happiness
continuous	spreading in a line or over an area without any spaces
fluttering	to move lightly and quickly
host	a large number of people or things
jocund	Cheerful
milky way	a band of light across the night sky made up of a huge number of stars that form a large part of the galaxy that includes our sun and its planets
pensive	thinking deeply
solitude	the state of being alone
sprightly	full of life and energy
vacant	empty or unoccupied
vales	Valleys
wandered	to walk slowly around

COMPREHENSION QUESTIONS

Q.1 What is the central theme of the poem "Daffodils"?

Ans: The theme is the beauty of nature and how it makes the poet happy and inspired.

Q.2 Describe the setting where the poet saw the daffodils. How does this setting contribute to the overall mood of the poem?

Ans: The poet saw the daffodils near a lake, under trees, moving in the breeze. This peaceful and beautiful place makes the poet feel happy and calm.

Q.3 How does the poet describe the daffodils? What imagery does he use to bring them to life?

Ans: The poet describes the daffodils as golden flowers dancing and moving. He compares them to stars in the sky, making them feel alive and magical.

Q.4 Identify and explain the use of personification in the poem.

Ans: The poet gives the daffodils human qualities, like dancing and being happy, to show how lively and cheerful they look.

Q.5 What is the effect of the rhyme scheme on the poem's rhythm and flow?

Ans: The rhyme scheme (ababcc) makes the poem smooth and pleasant to read, matching its joyful and reflective mood.

Q.6 Why do you think the poet describes the daffodils as "jocund company"? What impact do they have on him?

Ans: The poet calls the daffodils "jocund company" because their cheerful dance makes him happy and lifts his mood.

Q.7 The poet mentions the "bliss of solitude." What do you think he means by this, and how do the daffodils contribute to this feeling?

Ans: The "bliss of solitude" means feeling happy and peaceful when alone. The memory of the daffodils brings him joy in quiet moments.

Q.8 Imagine you are the poet revisiting the same place after many years. Write a short paragraph describing your feelings and the scene as it might appear now.

Ans: After many years, I feel happy and nostalgic seeing the lake and trees again. The daffodils are fewer now, but their beauty and gentle dance still remind me of nature's timeless charm.

Textual Questions

Q.1 Who is the speaker in the poem, and what is he doing in the beginning?

Ans: The speaker is the poet. At the start, he is walking alone, feeling lonely, like a cloud floating in the sky.

Q.2 What natural element is the speaker being compared to in the first line?

Ans: In the first line, the speaker is compared to a cloud floating above the hills and valleys.

Q.3 Where does the speaker encounter the daffodils, and how are they described?

Ans: The speaker sees the daffodils near a lake and under the trees. They are described as a group of golden flowers moving and dancing in the breeze.

Q.4 How does the poet describe the number of daffodils?

Ans: The poet says the daffodils are as many as the stars in the sky. They stretch in a long, endless line, and he sees "ten thousand" at once.

Q.5 What action are the daffodils performing in the breeze?

Ans: The daffodils are moving their heads and dancing joyfully in the breeze.

Q.6 How do the waves beside the daffodils compare to the daffodils themselves?

Ans: The waves were dancing too, but the daffodils were even more cheerful and happier than the waves.

Q.7 What effect do the daffodils have on the poet's mood?

Ans: The daffodils make the poet feel happy and cheerful because they are so joyful.

Q.3 What does the poet mean by "jocund company"?

Ans: "Jocund company" means the happy and cheerful presence of the daffodils around the poet.

Q.8 What happens when the poet lies on his couch in a vacant or pensive mood?

Ans: When the poet lies on his couch and feels empty or lost in thought, the memory of the daffodils comes to his mind.

Q.9 What is the "inward eye" that the poet mentions?

Ans: The "inward eye" is the poet's imagination or the way he sees things in his mind.

Q.10 How does the memory of the daffodils affect the poet in the end?

Ans: The memory of the daffodils makes the poet feel happy, and he imagines his heart dancing with the daffodils.

B. Choose the correct option for each question.

- (i) **What is the primary theme of the poem "Daffodils"?**
 (a) the power of love (b) **the beauty of nature**
 (c) the importance of friendship (d) the struggles of life
- (ii) **What natural element does the poet compare himself to beginning of the poem?**
 (a) a tree (b) a river
 (c) **a cloud** (d) a mountain
- (iii) **Where did the poet see the daffodils?**
 (a) beside a river (b) in a garden
 (c) **beside a lake** (d) on a mountain
- (iv) **How does the poet describe the movement of the daffodils?**
 (a) swaying in the wind (b) standing still
 (c) **fluttering and dancing** (d) falling to the ground
- (v) **To what does the poet compare the daffodils in terms of their continuous stretch?**
 (a) a flowing river (b) **a starry night**
 (c) a long road (d) an endless forest
- (vi) **How many daffodils does the poet estimate he saw at a glance?**
 (a) hundreds (b) thousands
 (c) **tens of thousands** (d) hundreds of thousands
- (vii) **Which word best describes the poet's initial feeling before he sees the daffodils?**
 (a) happy (b) **lonely**
 (c) excited (d) angry
- (viii) **What phrase does the poet use to describe his reflective moments about the daffodils?**
 (a) "in a cheerful mood" (b) **"in a vacant or in pensive mood"**
 (c) "in a thoughtful moment" (d) "in a joyous state"
- (ix) **Which line from the poem best conveys the lasting impact of the daffodils on the poet?**
 (a) "I wandered lonely as a cloud" (b) "They stretched in never-ending line"
 (c) **"And then my heart with pleasure fills"** (d) "The waves beside them danced"

Vocabulary:

A. Find the connotative and denotative meanings of these words.

Words	Denotative Meanings	Connotative Meanings
lonely		
cloud		
fluttering		
sprightly		
gazed		
Bliss		

Ans:

- (i) **Lonely**
Denotative Meaning: Being alone, without people around.
Connotative Meaning: Feeling sad or empty because there is no company. It can also mean missing others or feeling isolated.
- (ii) **Cloud**
Denotative Meaning: A soft, fluffy mass of water vapor in the sky.
Connotative Meaning: It can symbolize being distant, free, or separate from others. It can also represent feeling sad or confused.
- (iii) **Fluttering**
Denotative Meaning: Moving quickly and lightly in an unsteady way, like wings or leaves.

Connotative Meaning: It suggests happiness, lightness, or excitement. It can also show something playful or full of energy.

(iv) **Sprightly**

Denotative Meaning: Full of energy and life; lively.

Connotative Meaning: It means being cheerful, bright, and full of joy. It shows a playful or energetic attitude.

(v) **Gazed**

Denotative Meaning: To look carefully and steadily at something.

Connotative Meaning: It suggests looking with admiration or deep thought, focusing on something with great attention.

(vi) **Bliss**

Denotative Meaning: Perfect happiness or joy.

Connotative Meaning: A deep feeling of peace and happiness. It can mean a spiritual or complete feeling of joy.

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

1. gaze	
Stare	
2. shine	
Glare	
3. hoard collect	

Ans:

Gaze/Stare

Positive Connotation of "Gaze": To look at something with admiration or deep thinking. It means a calm, thoughtful, or appreciative look.

Negative Connotation of "Stare": To look at someone or something for too long in a way that feels uncomfortable, rude, or intrusive.

Shine/Glare

Positive Connotation of "Shine": To give off light or warmth, showing beauty or excellence. It suggests brightness and positivity.

Negative Connotation of "Glare": To shine too brightly in a harsh way, making it hard to see. It can also show irritation or anger.

Hoard/Collect

Positive Connotation of "Collect": To gather things in an organized way, often as a hobby, with care and interest. It suggests appreciation and thoughtfulness.

Negative Connotation of "Hoard": To keep too many things in a selfish or obsessive way. It suggests greed and may lead to clutter or waste.

C.

1. Identify synonyms in the poem 'Daffodils' that have similar dictionary definitions but different connotations or emotional undertones.

Ans:

(i) **Gaze**

Stare

Gaze: To look at something with interest or deep thought. It has a calm, thoughtful, and appreciative feeling.

Stare: To look at something for a long time, which can feel uncomfortable or rude. It has an awkward or intrusive feeling.

(ii) **Shine**

Glare

Shine: To give off light, often suggesting something beautiful or positive. It feels pleasant and warm.

Glare: To shine very brightly, often making it hard to look at. It feels harsh or irritating.

(iii) **Collect**

Hoard

Collect: To gather things in a careful and organized way, often for fun or interest. It has a positive feeling of appreciation.

Hoard: To gather things too much, often in a selfish way, which leads to clutter. It has a negative feeling of greed.

(iv) **Fluttering**

Dancing

Fluttering: Light and quick movements, often soft or gentle. It feels delicate and free.

Dancing: Moving in a lively and joyful way, often with rhythm. It feels energetic, happy, and fun.

2. **Write sentences for each word, highlighting the different connotations.**

Ans:

Gaze:

She looked at the painting for hours, admiring it and thinking deeply.

(Positive connotation: calm and thoughtful)

He stared at the screen, waiting for a reply, with his eyes fixed and intense.

(Negative connotation: uncomfortable and intrusive)

Shine:

The sun started shining brightly through the clouds, making the garden warm and happy.

(Positive connotation: warmth and beauty)

The strong light from the headlights made it hard to see as we drove at night.

(Negative connotation: harsh and blinding)

Collect:

She enjoys collecting rare stamps from different countries, each one having its own story.

(Positive connotation: organized and thoughtful)

He started collecting old newspapers, filling his house with unnecessary things.

(Negative connotation: excessive and selfish)

Fluttering:

The butterfly was moving lightly from one flower to another, its wings gently swaying in the breeze. **(Positive connotation: light and delicate)**

The leaves were moving gently in the wind, making a soft rustling sound.

(Neutral connotation: gentle movement)

Dancing:

The children were dancing around the bonfire, their faces full of happiness and energy.

(Positive connotation: energetic and joyful)

The flames of the fire were moving in the wind, casting flickering shadows on the ground.

(Neutral connotation: rhythmic and lively movement)

3. **Discuss the different feelings or ideas (nuances) that each word evokes beyond its basic definition.**

Ans: **Gaze and Stare**

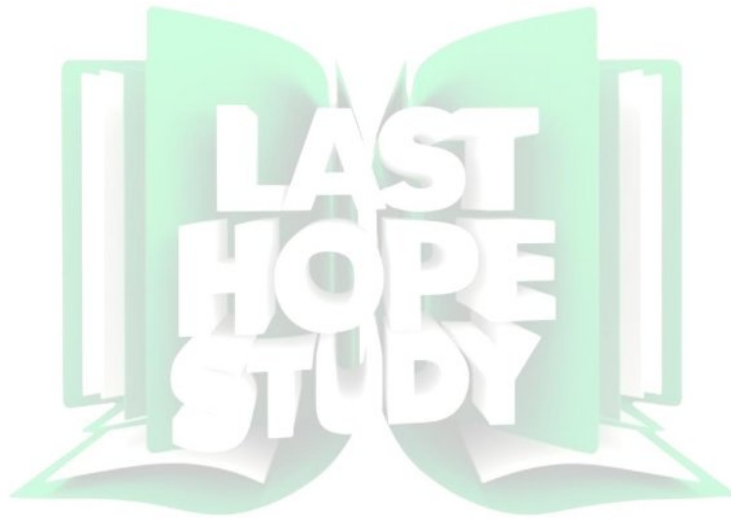
Gaze:

When we "gaze," we think of a slow and thoughtful look, full of appreciation or wonder. It suggests looking with admiration or deep thought, creating a peaceful connection with what we are looking at. It is often a calm and pleasant experience.

Feelings: Appreciation, admiration, reflection, serenity.

Stare: A "stare" usually refers to a long and fixed look that can make others feel uncomfortable or uneasy. It can also suggest that the person staring is unaware of how it affects others, making it seem intrusive or rude.

Feelings: Intrusiveness, discomfort, rudeness, awkwardness.



Shine and Glare

Shine: "Shine" means to give off a soft light that brings warmth and beauty. It makes us feel happy, hopeful, and positive. It's a gentle and pleasant kind of brightness.

Feelings: Warmth, positivity, beauty, light.

Glare: "Glare" refers to a harsh and intense light, often causing discomfort. It can be blinding and unpleasant. The word can also describe an angry or forceful look, adding to the negative feeling.

Feelings: Harshness, discomfort, irritation, aggression.

Collect vs Hoard

Collect: "Collect" refers to gathering things carefully and thoughtfully, usually as a hobby. It suggests organization and interest in the items being gathered. Collecting can give a sense of satisfaction and achievement.

Feelings: Organization, interest, appreciation, hobby, passion.

Hoard: "Hoard" refers to collecting things excessively, often out of greed or fear. It suggests accumulating items in a selfish way, leading to clutter and disorder. Hoarding can prevent others from having access to the things collected.

Feelings: Greed, excess, selfishness, disorder, accumulation.

Fluttering vs Dancing

Fluttering: "Fluttering" refers to a gentle, light movement, like a butterfly's wings. It evokes feelings of delicacy, freedom, and fragility. It suggests something soft and carefree.

Feelings: Lightness, delicacy, freedom, gentleness.

Dancing: "Dancing" means moving joyfully and energetically, often in rhythm. It is associated with celebration and happiness. Dancing symbolizes freedom and expression.

Feelings: Joy, energy, celebration, liveliness, freedom.

Conclusion:

Each of these words brings out different feelings or ideas beyond their basic meanings. "Gaze" is calm and thoughtful, while "stare" feels uncomfortable and rude. "Shine" is warm and pleasant, while "glare" is harsh and unpleasant. "Collect" is organized and positive, but "hoard" suggests excessive and selfish accumulation. "Fluttering" is delicate and light, while "dancing" is joyful and energetic.

Understanding these different emotions and feelings helps us communicate more clearly and meaningfully. By choosing the right words, we can convey more than just the basic meaning—they also express deeper emotions and ideas.

4. Examine how the choice of a particular word affects the meaning and tone in a different context.**Ans: Example:**

Lonely vs Solitary are the words with similar denotations.

Lonely:

Denotative Meaning: being without company; isolated

Connotative Meaning: Often carries a negative connotation, implying

Solitary:

Denotative Meaning: existing alone; not being with others

Connotative Meaning: Generally neutral or positive, suggesting peacefulness, self-sufficiency, and a deliberate choice to be alone.

Connotations and Nuances

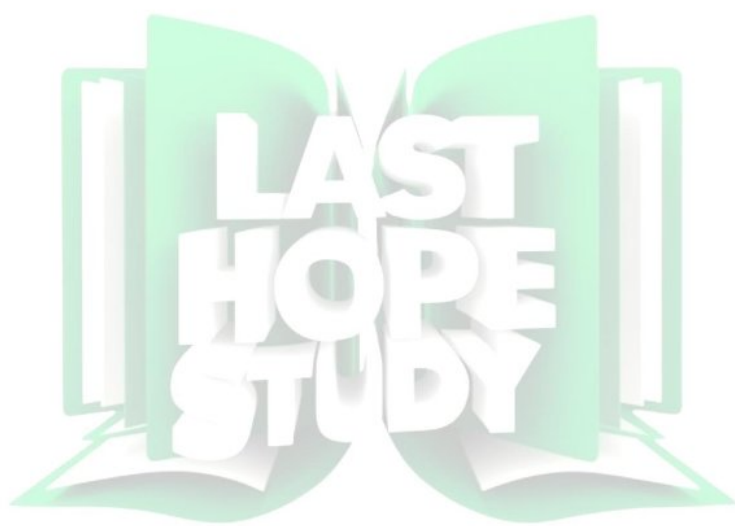
The nuanced differences between the words "lonely" and "solitary," which have similar denotative meanings but different connotations and implications.

Lonely:

Nuance: Implies an emotional state where the absence of others is painful or undesirable.

Example Sentence: "After moving to a new city, she often felt lonely and missed her friends."

Interpretation: The word "lonely" conveys her emotional distress and longing for companionship.



Types of Word Relationships

- synonyms
- antonyms
- homophones
- homonyms
- analogies

Solitary:

Nuance: Suggests a state of being alone that is not necessarily negative and can be peaceful or introspective.

Example Sentence: "He enjoyed his solitary walks in the forest, finding peace in the quiet."

Interpretation: The word "solitary" indicates a positive, chosen state where being alone is enjoyed and valued.

Grammar**Figurative Language in the Poem****A. Simile:**

Definition: A figure of speech that compares two different things using the words "like" or "as".

Example from the Poem: "I wandered lonely as a cloud"

Explanation: The poet compares his loneliness to a cloud drifting in the sky, emphasizing his sense of isolation and aimlessness.

B. Personification:

Definition: A figure of speech that gives human qualities to animals, objects, or ideas.

Example from the Poem: "Fluttering and dancing in the breeze"

Explanation: The daffodils are described as if they are dancing, which makes the scene more lively and relatable, conveying a sense of joy and movement.

C. Hyperbole:

Definition: An exaggerated statement not meant to be taken literally, used for a great emphasis or effect.

Example from the Poem:

"Ten thousand saw I at a glance"

Explanation: Wordsworth exaggerates the number of daffodils to highlight the overwhelming beauty and impact of the scene on him.

D. Metaphor:

Definition: A figure of speech that directly refers to one thing by mentioning another, implying a symbolic comparison.

Example from the Poem: "They flash upon that inward eye"

Explanation: The "inward eye" is a metaphor for the poet's memory or imagination, suggesting that the memory of the daffodils is vivid and striking.

E. Alliteration:

Definition: The repetition of the same consonant sound at the beginning of adjacent or closely connected words.

Example from the Poem: "Beside the lake, beneath the trees"

Explanation: The repeated "b" sound creates a musical rhythm, enhancing the poem's auditory appeal.

F. Assonance:

Definition: The repetition of vowel sounds in nearby words.

Example from the Poem: "A host, of golden daffodils"

Explanation: The repeated "o" sound creates a harmonious effect, adding to the poem's overall musicality.

G. Imagery:

Definition: Descriptive language that appeals to the senses and creates mental images.

Example from the Poem: "Continuous as the stars that shine / And twinkle on the milky way"

Explanation: Wordsworth uses visual imagery to describe the daffodils as a vast, twinkling field, similar to stars in the night sky, enhancing the reader's visualization of the scene.

A. Answer the following questions:

Q.1 Identify the simile in the first line of the poem. How does it help convey the poet's mood?

Ans: The simile is "I wandered lonely as a cloud."

It compares the poet's loneliness to a cloud drifting aimlessly in the sky. This shows how the poet feels alone and lost before he sees the daffodils.

Q.2 Find two examples of personification in the poem. How does this literary device enhance the description of the daffodils?

Ans: **First example: "Fluttering and dancing in the breeze"**

The daffodils are described as if they can "flutter" and "dance," making them seem lively and joyful.

Second example: "Tossing their heads in sprightly dance"

The daffodils are shown as tossing their heads and dancing, giving them a lively and energetic appearance.

Personification makes the daffodils feel alive, adding energy and movement to the scene.

Q.3 What is the purpose of the hyperbole in the poem? How does it affect your understanding of the poet's experience?

Ans: The line "Ten thousand saw I at a glance" is an exaggeration.

It shows how many daffodils there were, highlighting the beauty and overwhelming feeling the poet had from the sight. This helps us understand how amazing and emotional the moment was for the poet.

Q.4 Explain the metaphor "They flash upon that inward eye." What does this tell you about the poet's memory of the daffodils?

Ans: "Inward eye" refers to the poet's memory or imagination.

This means that the poet remembers the daffodils clearly, and the memory comes to him suddenly, like a flash. It shows that the experience of seeing the daffodils has left a lasting impression on him.

Q.5 Identify an example of alliteration in the poem. How does it contribute to the poem's musical quality?

Ans: "Beside the lake, beneath the trees."

The repetition of the "b" sound makes the poem flow smoothly, adding a musical quality to the words.

Q.6 Describe the imagery Wordsworth uses to compare the daffodils to stars. What effect does this comparison have on the reader?

Ans: "Continuous as the stars that shine /

And twinkle on the Milky Way."

By comparing the daffodils to stars, the poet creates an image of endless, twinkling flowers. This makes the scene feel magical and awe-inspiring, showing how beautiful and vast the field of daffodils is.

B. Choose appropriate words and phrases for effect.

Simile:

1. The baby's skin was as soft as ____.

(a) a rock

(b) sandpaper

(c) silk

(d) wood

Personification:

2. The wind _____ through the trees, whispering secrets.

(a) an

(b) danced

(c) stopped

(d) ate

Hyperbole:

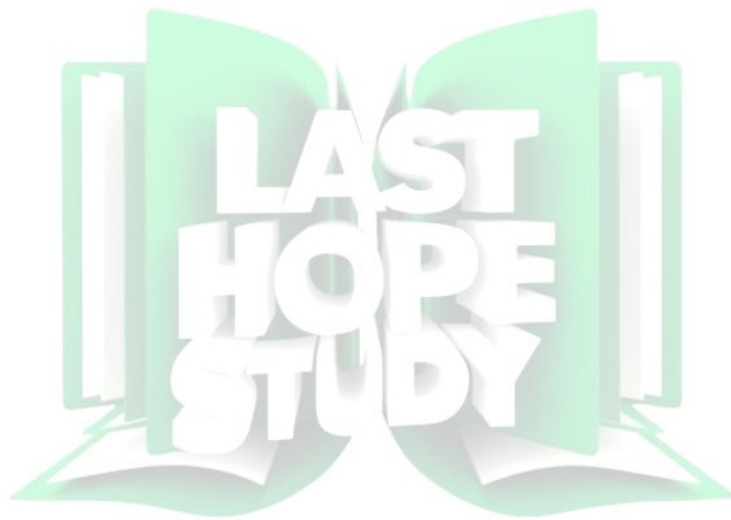
3. I was so hungry, I could eat a ____.

(a) sandwich

(b) fruit

(c) horse

(d) vegetable



Imagery:

4. The sky was painted with hues of pink and _____ as the sun set.

(a) green (b) blue
(c) orange (d) purple

Metaphor:

5. Time is a great _____.

(a) river (b) stone
(c) tree (d) healer

Assonance:

6. The lazy _____ sat on a mat.

(a) worm (b) bus
(c) cat (d) mouse

Alliteration:

7. The cold, crisp, _____ snow crunched underfoot.

(a) colourful (b) clean
(c) quiet (d) melting

Euphemism and Oxymoron**Euphemism**

A euphemism is a mild or an indirect word or an expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing.

Examples in General Literature:

"Passed away" instead of "died"

For the Teacher:

- Explain that figurative language allows the poet to describe scenes, emotions, and experiences in a more vivid and imaginative way. Explain that facts can be proven true or false, while opinions are personal beliefs or judgments.
- Explain that it helps convey complex emotions and moods, making it easier for readers to connect with the poet's feelings.
- Explain that by appealing to the senses, figurative language paints mental pictures that bring the poem to life.
- Explain that it adds layers of meaning, encouraging readers to think beyond the literal words and explore deeper interpretations.
- Explain that generalized statements apply broadly without specific evidence. Evidence-based information includes specific facts, examples, or data.
"Let go" instead of "fired"
"Senior citizen" instead of "old person"

Usage and Effect:

Purpose: Euphemisms are used to soften the impact of unpleasant information or to avoid offending or upsetting the audience.

Effect: They make communication more polite and can help to mitigate emotional responses.

Oxymoron

An oxymoron is a figure of speech in which apparently contradictory terms appear in conjunction.

Examples in General Literature:

"bitter sweets"

"deafening silence"

"jumbo shrimp"

Usage and Effect:

Purpose: Oxymoron is used to create dramatic effects, highlight complexities, or convey deeper meaning through contrast.

Effect: They provoke thought and can emphasize the multifaceted nature of certain concepts or situations.

Euphemism in Context:

The poem "Daffodils" does not contain euphemisms because Wordsworth's language is direct and focused on the beauty and emotional impact of the natural scene. There is no need to soften or indirect reference any harsh or uncomfortable topics.

Oxymoron in Context:

The poem does not use oxymoron because Wordsworth aims to create a harmonious and uplifting image of nature. The use of contradictory terms would conflict with the poem's tone and purpose, which is to celebrate the beauty and joy found in the natural world.

For the Teacher:

- Explain that in William Wordsworth's poem "Daffodils", the primary focus is on vivid imagery and emotional expression through similes, personification, and other figures of speech. However, the poem does not prominently feature euphemisms or oxymorons.
 - Help students create a chart comparing different figures of speech, including similes, metaphors, personification, hyperbole, euphemisms, and oxymorons.
- A. Answer the following questions:**
1. Discuss why Wordsworth has chosen certain figures of speech over others in "Daffodils."
 2. Explore how the use of euphemisms or oxymoron would change the tone or impact of the poem.
 3. How can oxymoron add depth to a poem, and why might they be absent in "Daffodils"?
 4. Why does a poet choose to use or not use euphemisms in their work?

Ans:

Q.1 Why did Wordsworth choose certain figures of speech in "Daffodils"?

Ans: Wordsworth used similes, personification, hyperbole, and imagery to bring the daffodils to life and make their beauty and emotional effect clear. These figures of speech help describe the flowers in a lively and energetic way, creating a strong emotional response in the reader. He focuses on the joy and beauty of nature, so figures like euphemisms or oxymorons, which could change the poem's tone, are not used.

Q.2 How would using euphemisms or oxymorons change the tone or impact of the poem?

Ans: If Wordsworth used euphemisms or oxymorons, it would make the tone of the poem less joyful and more complicated. Euphemisms would soften the strong emotions, and oxymorons could create confusion by introducing contradictions. This would not match the poem's happy and clear celebration of nature, and would likely make the message weaker.

Q.3 How do oxymorons add depth to a poem, and why aren't they used in "Daffodils"?

Ans: Oxymorons can add depth by showing contrasting ideas, helping readers understand complicated emotions or situations. They can make readers think more deeply. But in "Daffodils," Wordsworth focuses on the peaceful beauty of nature. Using oxymorons would have made the poem more complex, which doesn't match the joyful tone. The poem is meant to bring out beauty and calm, not confusion.

Q.4 Why do poets choose to use or not use euphemisms?

Ans: Poets may use euphemisms to make harsh or uncomfortable topics sound softer or less upsetting. But in "Daffodils," Wordsworth doesn't need euphemisms because the poem is about enjoying nature's beauty and the poet's feelings. The language is clear and positive, and using euphemisms would have taken away from the poem's message of joy.

Compound Prepositions

Compound prepositions are phrases consisting of more than one word that function together as a single preposition. They often include words like "in," "on," "at," "for," "to," "of," "with," and others combined with another word or a phrase.

Examples and Usage:

1. **according to:** This means "as stated by."
Example: According to the teacher, the test will be held next week.

2. **due to:** This means "because of."
Example: The match was cancelled due to heavy rain.
 3. **in front of:** This means "before or ahead of something."
Example: The car is parked in front of the house.
 4. **on behalf of:** This means "representing someone."
Example: She accepted the award on behalf of her team.
 5. **in addition to:** This means "along with."
Example: In addition to his studies, he also plays football.
 6. **in spite of:** This means "despite."
Example: In spite of the cold weather, they went for a walk.
- A. Read each sentence and underline the compound prepositions.
1. According to the schedule, the meeting starts at 10 a.m.

For the Teacher:**Compound Prepositions Usage Tips:**

Context: Use compound prepositions to provide clear and precise relationships between different parts of a sentence.

Clarity: Ensure the prepositional phrase created by the compound preposition enhances the clarity of the sentence.

Avoid Redundancy: Be careful not to use compound prepositions unnecessarily, which can make the sentence wordy.

1. According to the schedule, the meeting starts at 10 a.m.
 2. The park is located in front of the library.
 3. She attended the conference on behalf of her manager.
 4. Due to the heavy traffic, we were late for the school.
 5. In addition to his academic work, he participates in sports.
 6. In spite of the rain, the match continued.
- B. **Use the given compound prepositions to create your own sentences.**
- (i) It will rain tomorrow **according to** the weather forecast.
 - (ii) There is a large playground where children play **in front of** the school.
 - (iii) The principal spoke **on behalf of** the higher management.
 - (iv) The meeting was postponed **due to** rain fall.
 - (v) He will help his fellows with their homework **in addition to** studying for exams.
 - (vi) We go for a walk in the park **in spite of** the heavy rain.

Prepositional Phrases

A prepositional phrase consists of a preposition followed by a noun, a pronoun, or a noun phrase (the object of the preposition), which provides additional information about the time, location, direction, cause, manner, or condition.

Structure:

Preposition + Object of the Preposition

Examples:

1. **Time:**

Before the meeting:

We should discuss the plan before the meeting.

Structure:

Preposition + Object of the Preposition

Examples:

1. **Time:**

Before the meeting - We should discuss the plan before the meeting.

During the summer - She likes to travel during the summer.

2. **Location:**
In the park - They had a picnic in the park.
On the table - The keys are on the table.
3. **Direction:**
To the store - He went to the store.
Towards the mountain - They walked towards the mountain.
4. **Cause:**
Because of - The game was postponed because of the rain.
Due to - He was absent due to his illness.
5. **Manner:**
With a smile - She greeted him with a smile.
By hand - The invitation was delivered by hand.
6. **Condition:**
In case of - In case of fire, use the emergency exit.
In the event of - In the event of an emergency, call 1122.

Usage in Sentences

Adjective Phrase:

These prepositional phrases describe nouns.
The book on the shelf is interesting.
The boy with the red hat is my brother.
Adverb Phrase: These prepositional phrases describe verbs, adjectives, or other adverbs.
She sang with joy.
He arrived after school.

Common Errors:

1. **Misplaced Prepositional Phrases:** Ensure the prepositional phrase should be close to the word it modifies to avoid confusion.
Incorrect: She found the book that I had lost in the park.
Correct: She found the book in the park that I had lost.
2. **Overuse:** Avoid overloading sentences with too many prepositional phrases as it can make the sentence cumbersome.
Cumbersome: He went to the store on the corner near the park with the big fountain.
Improved: He went to the store near the park with the big fountain.
- A. **Read each sentence and underline the prepositional phrase. Then, write whether it is an adjective phrase or an adverb phrase.**
 1. The book on the shelf is mine. (**Adjective**)
 2. She danced with grace. (**Adverb**)
 3. They traveled to the mountains. (**Adverb**)
 4. The cat under the table is sleeping. (**Adjective**)
 5. He arrived after dinner. (**Adverb**)
 6. The painting on the wall is beautiful. (**Adjective**)

For the Teacher:

Prepositional Phrases Usage Tips:

Placement: Prepositional phrases can be placed at the beginning, middle, or end of a sentence. Ensure their placement does not disrupt the flow of the sentence.

Multiple Phrases: You can use multiple prepositional phrases in a sentence, but ensure they don't confuse the reader.

Modifiers: Prepositional phrases can act as adjectives (modifying nouns) or adverbs (modifying verbs, adjectives, or other adverbs).

B. Use the given prepositional phrases to create your own sentences.

- (i) We get up early **in the morning** daily.
- (ii) My mother found the missing cloth **under the bed** while dusting.

- (iii) My father offered slam to everyone **with a smile** when he entered the house.
- (iv) Our team went for dinner **after the game** to celebrate the victory.
- (v) Our guests took tea **on the roof** along with family.

Oral Communication Skills

'Arrival of the Monsoon' by 'Taufiq Rafat'

"Alive, alive, everything is alive again.

Saver the rain's coolness on lips and eyes.

How madly the electric wire is swinging"

"From brown water eddying round their hooves

The drenched trees rise and shake themselves And summer ends in a flurry of drops"

A. Respond to the text through oral discussion.

i. Divide the class into small groups and assign each group a specific

Focus: Eliminate distractions.

Reflect and Paraphrase: Confirm understanding.

Ask Clarifying Questions: Seek clarity.

Provide Feedback: Offer constructive comments.

Be Open-Minded: Listen without judging.

Tips for Students' Responses

Pronunciation: Encourage students to pronounce words clearly and correctly. Remind them to pay attention to any unfamiliar words related to the poem or Wordsworth's life.

Intonation: Advise students to use appropriate intonation to express interest, ask questions, and provide feedback. Emphasise varying pitch to convey different emotions and emphasis.

Engagement: Instruct students to show that they are actively listening by making eye contact with the speaker, nodding, and providing thoughtful responses.

Feedback: Encourage students to give positive and constructive feedback. Highlight what they found interesting or well done, and ask questions to learn more.

stanza of the poem.

ii. Discuss the assigned stanza and answer the following questions:

- What is the main idea of the stanza?
- What supporting details or imagery are used?

iii. Present your group's findings to the class.

iv. Participate in a whole-class discussion based on the groups' presentations.

Writing Skills

Paraphrasing

Paraphrasing involves re-writing a poet's expressions or ideas in one's own words without changing the original meanings. Each stanza should be transformed into prose form while maintaining the same length, as the goal is to rephrase without adding unnecessary details. This technique helps to ensure comprehension and retention of the original material.

A. Paraphrase the last stanza of the poem.

Identify the main ideas and themes within the stanza.

Provide Feedback: Offer constructive comments.

Be Open-Minded: Listen without judging.

Tips for Students' Responses

Pronunciation: Encourage students to pronounce words clearly and correctly. Remind them to pay attention to any unfamiliar words related to the poem or Wordsworth's life.

Intonation: Advise students to use appropriate intonation to express interest, ask questions, and provide feedback. Emphasise varying pitch to convey different emotions and emphasis.

Engagement: Instruct students to show that they are actively listening by making eye contact with the speaker, nodding, and providing thoughtful responses.

Feedback: Encourage students to give positive and constructive feedback. Highlight what they found interesting or well done, and ask questions to learn more.

Summary Writing

A summary is a concise version of an oral, visual, or written text. Below have been given four basic steps to prepare a summary, providing a logical and organized approach to the process of summary writing.

1. Reading:

To write a good summary, thorough reading and understanding of the original text are essential. Pay attention to the main ideas, themes, and significant details.

2. Outlining:

Outlining involves making notes that may help in composing a summary. Focus on noting the author's purpose, the main topic sentence, key supporting details, and the central idea of the text.

3. Drafting:

Begin drafting the summary by combining your notes into coherent sentences and paragraphs. Ensure the summary is brief and covers only the essential points without personal opinions or unnecessary details.

4. Reviewing:

Review your summary to ensure accuracy and completeness. Check for any omitted key points and refine the language for clarity and conciseness.

B. Write an objective summary of William Wordsworth's poem "Daffodils." Include the main idea, key imagery, and the emotional impact the scene has on the poet. Focus on conveying the essence of the poem without including personal opinions or interpretations.

Ans: In William Wordsworth's poem "Daffodils," the poet describes the beauty of a field of daffodils he sees while walking alone. The poem shows how nature affects the poet's emotions, focusing on how the scene makes him feel happy and how it stays with him for a long time.

At the beginning of the poem, the poet talks about feeling lonely as he walks, comparing his loneliness to a cloud floating in the sky. But his mood changes completely when he sees a big group of golden daffodils by a lake. The daffodils look lively and happy, moving with the breeze. The poet is amazed by how beautiful and full of energy they are, as if they are dancing.

The poet says there are so many daffodils, and he compares them to stars in the sky, making it seem like they are endless. The daffodils are spread out along the lake's edge, and their bright yellow flowers shine like stars. The poet is so moved by the sight of so many flowers that he feels happy because of the joy they bring. The daffodils seem to have more joy than the waves in the lake, which also move in the breeze. The poet is so happy to see them that he believes any poet would feel joyful in such a moment.

Later in the poem, the poet reflects on how the memory of the daffodils stays with him even when he is not at the lake. He says that when he feels lonely or thoughtful, the image of the daffodils comes to his mind and makes him happy again. The poem ends with the poet feeling that the daffodils have brought him lasting happiness and comfort.

The poem uses clear and bright descriptions. The daffodils are given human-like qualities, such as "fluttering" and "dancing," which makes them seem full of life and energy. Comparing the daffodils to stars makes them seem even more beautiful and special. Even the waves in the lake are described as dancing, but the daffodils seem even happier than the waves. The poet also mentions his "inward eye," meaning his memory, showing that the daffodils are always with him in his thoughts.

The emotional effect of the daffodils on the poet is important, changing his mood from loneliness to happiness. The daffodils become a source of inspiration and comfort for him, and he feels

connected to nature. The poem shows how nature can make us feel better, both at the moment and later, through the memories it leaves behind. Wordsworth uses the daffodils to show that the beauty of nature can lift our spirits and stay with us for a long time.

Additional question

Q.1 What did the poet see when he wandered lonely?

Ans: The poet saw a crowd of golden daffodils fluttering and dancing in the breeze.

Q.2 How did the daffodils compare to the stars in the sky?

Ans: The daffodils were as numerous as the stars, shining brightly and stretching in a long line.

Q.3 What effect did the daffodils have on the poet?

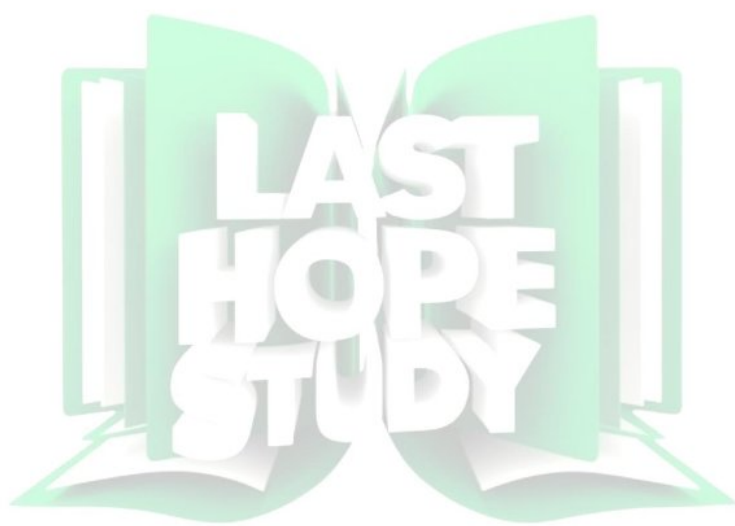
Ans: The sight of the daffodils filled the poet's heart with pleasure, and he felt joyful.

Q.4 What happens when the poet lies on his couch?

Ans: The image of the daffodils flashes in his mind, bringing him joy and filling his heart with pleasure.

Additional MCQs

- (i) **What is the tense used in the line "I wandered lonely as a cloud"?**
 - a) Present Simple
 - b) **Past Simple**
 - c) Future Simple
 - d) Present Continuous
- (ii) **In the line "I saw a crowd, A host, of golden daffodils," which part of speech is "golden"?**
 - a) Noun
 - b) Verb
 - c) **Adjective**
 - d) Pronoun
- (iii) **Which type of sentence is "The daffodils were as numerous as the stars"?**
 - a) Interrogative
 - b) Imperative
 - c) Exclamatory
 - d) **Declarative**
- (iv) **What tense is used in the line "They flash upon that inward eye"?**
 - a) Past Simple
 - b) **Present Simple**
 - c) Future Simple
 - d) Present Continuous
- (v) **What is the part of speech of "fluttering" in the phrase "fluttering and dancing in the breeze"?**
 - a) **Verb**
 - b) Noun
 - c) Adjective
 - d) Adverb
- (vi) **Which sentence is in the exclamatory mood?**
 - a) "I gazed—but little thought"
 - b) **"A poet could not but be gay"**
 - c) "The daffodils were as numerous as the stars"
 - d) "For oft, when on my couch I lie"
- (vii) **What type of sentence is "And then my heart with pleasure fills"?**
 - a) Interrogative
 - b) Imperative
 - c) **Declarative**
 - d) Exclamatory
- (viii) **Which word is a verb in the sentence "Tossing their heads in sprightly dance"?**
 - a) **Tossing**
 - b) Heads
 - c) Sprightly
 - d) Dance
- (ix) **Which of these words is an adjective?**
 - a) **Gay**
 - b) Could
 - c) Saw
 - d) With
- (x) **Which word in the sentence "The waves beside them danced" is a noun?**
 - a) **Waves**
 - b) Beside
 - c) Danced
 - d) The
- (xi) **What is the subject of the sentence "I gazed—and gazed—but little thought"?**
 - a) Thought
 - b) Gazed
 - c) **I**
 - d) Little
- (xii) **Which tense is used in "The daffodils were as numerous as the stars"?**
 - a) **Past Simple**
 - b) Present Simple
 - c) Future Simple
 - d) Past Continuous



- (xiii) What is the main verb in “I wandered lonely as a cloud”?
- | | |
|-------------|----------|
| a) Lonely | b) As |
| c) Wandered | d) Cloud |
- (xiv) Which type of sentence is “For oft, when on my couch I lie”?
- | | |
|----------------|------------------|
| a) Imperative | b) Declarative |
| c) Exclamatory | d) Interrogative |

Words Sentences:

1. Vacant

The room was vacant when I entered.

2. Pensive

He sat in a pensive mood, thinking about the past.

3. Jocund

The jocund laughter of children filled the air.

4. Sprightly

The sprightly dancer moved gracefully across the stage.

5. Glee

She jumped with glee when she heard the good news.

