

Unit-5

DAFFODILS

William Wordsworth (1770-1850)

گل زرگس

Words Meaning الفاظ معانی (Translation) اردو ترجمہ

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.

ایک دن میں تنہا گھوم رہا تھا، جیسے ایک بادل،

جو پہاڑیوں اور وادیوں پر تیرتا ہے،

جب کہ اچانک میں نے ایک ہجوم دیکھا،

سنہری گل زرگس کا ہجوم،

جھیل کے کنارے کے نزدیک اور درختوں کے نیچے

ہوا میں جھوم اور ناچ رہے تھے،

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.

لگاتار جیسے چمکتے ہوئے ستارے،

کھکشاں میں ٹٹماتے ہیں،

وہ نہ ختم ہونے والی قطار میں پھیلے ہوئے تھے،

جھیل کے کنارے کے ساتھ،

ایک ہی نظر میں مجھے دس ہزار زرگس کے پھول نظر آئے،

جو جھوم رہے تھے اور خوشی سے ناچ رہے تھے،

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

جھیل کی لہریں بھی خوشی سے پھولوں کے ساتھ ناچ رہی تھیں، لیکن وہ

خوشی سے چمکتی لہروں سے بازی لے گئے تھے،

ایک شاعر صرف خوش ہو سکتا ہے،

ایسے پر مسرت ماحول میں،

میں ان کو ٹکٹکی باندھ کر دیکھتا ہی رہا مگر بالکل نہ سوچا،

مجھے اس منظر نے کتنی خوشی عنایت کی ہے،

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،

خالی ذہن کے ساتھ یا افسردہ حالت میں،

ان کا نظارہ تصور میں آ جاتا ہے،

جو تنہائی میں راحت دیتا ہے،

تب میرا دل خوشی سے سرشار ہو جاتا ہے،

اور نرمی پھولوں کے ساتھ رقص کرنے لگتا ہے۔

Unit Related Question Answers

1. How do you compare the daffodils with the stars?

Ans. The poet describes comparison about the daffodils that the row of daffodils look likes the endless row of shining stars in the Milky Way. Stars are shining on the sky and the poet imagines that the daffodils are just like twinkling stars.

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

Ans. Poet feels very happy in the company of daffodils. He went on looking at those daffodils and did not think what wealth of joy and peace that scene had brought to him.

For The Teacher:

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

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, 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 moments in our life that we replay in our memory - images to which photographs or videos cannot do justice because they cannot capture our feeling. In this poem, William Wordsworth captures both the images and feelings concerned to 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	-----	Pleasant loneliness

Oral Activity:

Form groups and discuss the following.

- What you have understood and what you think is the message in the poem?

Ans. The message in this poem is that the nature is full of beautiful sights. 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. Visiting these sights is the way to release the stress and tensions.

- Discuss various aspects of nature as described in the poem.

Ans. In this poem, the poet describes the pleasant site of beautiful daffodils flowers. Once the poet was walking alone in the countryside. He saw the flowers were moving and dancing in the cool breeze. Poet says that whenever he is laying in his vacant and thoughtful mood the beautiful sight appears before him. The scene of flowers that he saw on the lake comes in front of his eyes and his heart fills with joy and begins to dance with the flowers. It is all the blessing of nature.

- 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

Content	Presentation
<ul style="list-style-type: none"> • Provide adequate background of the topic • Explore topic in sufficient depth • Appropriate conclusion 	<ul style="list-style-type: none"> • Introduction of the topic briefly and clearly • Supporting facts, examples • Confidence
Organization	Style
<ul style="list-style-type: none"> • State objectives well • Cover major areas of the topic • Organize presentation in a proper sequence • Manage time well 	<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?

Ans: We probably have moments in our life that we replay in our memory images to which photographs or videos cannot do justice because they cannot capture our feeling. In this poem, William Wordsworth captures both the images and feelings concerned to 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.

2. What do the daffodils represent in the poem?

Ans: Daffodils represent the nature and its impact on the human beings.

3. What "wealth" do memories of the scene give to the poet?

Ans: Poet thinks that wealth of joy and peace, that scene had brought to him.

4. List the words that heighten the sound effect in the poem.

Ans: Vales and hills, Cloud and crowd, Trees and breeze, jocund company etc.

5. How has the poet heightened the impact of the poem by using the figurative language?

Ans: The poet has highlighten the impact of the poem by using the figurative language. He prints the images of lakes, fields, trees and stars in an artistic manner. The poet compares the daffodils to the Milky Way, galaxy and dreams to dance with daffodils.

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** used to make a comparison between two ideas that are basically dissimilar.

e.g.

- 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; **e.g.**

- 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 characteristics or qualities.

- a. The candle flame **danced** in the dark.

b. The sunflowers **nodded** in the wind.

given human

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 or 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

Taste-sweet and juicy oranges

Touch - rugged and rough path

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

Ans. Lonely as cloud:

The poet describes himself lonely as cloud.

Continuous as the stars:

The poet describes the endless row of daffodils as the shining stars on the Milky Way.

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

Ans. When all at once I saw a crowd. A host of golden daffodils

For The Teacher:

- Help students analyze how a poet uses language to appeal to the senses through use of figurative language including similes and metaphors and creates imagery.
 - Help them recognize literary techniques such as personification.
- D. Here is a list of few Similes, Metaphors and Personifications. Can you identify them? Write 'S' for Simile, 'M' for Metaphor and 'P' for Personification.**

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

E. Underline the words and phrases that depict clear imagery in the poem.

Ans. Fluttering, Dancing, Milky way, tossing their heads, sprightly dance etc.

F. Which imagery the poet refers to in the poem?

Ans. He prints the images of lakes, fields, trees and stars in an artistic manner. The poet compares the daffodils to the Milky Way, galaxy and dreams to dance with daffodils.

Vocabulary:

- A. Use a thesaurus to find three more equivalents/synonyms to the following words.**

Saw	glance	gaze	Watch	See	Look
Shine	twinkle	sparkle	Burnish	Glimmer	Flash

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 its literal meaning.

Connotation

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

For example:

Solitude: a positive connotation

Lonely: a negative connotation

- B. Specify positive and negative connotation of each of words.**

- a. gaze: Not to look
Stare: blind
b. shine: dull
glare: dark
c. hoard: Single
collect: Loose

- C. Use the above given words in sentences of your own.**

Word	Sentences
Gaze	Gazed upon by over a century's geologists.
Stare	Do not stare at me.
Shine	Stars are shining on the sky.
Glare	A good example of discomfort glare is leaving a dark room and moving into bright sunlight.
Hoard	Hoard more wealth than what a man needs is a sin.
Collect	Collecting old coins is my hobby.

Grammar:

Collective nouns

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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 large number of daffodils.

A. Which collective noun means.

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

Ans:

- a. a collection of ships or Fleet
- b. Chorus
- c. Herd
- d. Army

B. Underline prepositions of place in the poem.

Ans. The preposition of place used in the poem is as follows:
On, in, with, along, beside, beneath etc.

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

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

Ans.

Prepositions	Sentences
Behind	The post office is behind the building.
Beside	The car park is beside the bank.
Next to	Shoaib was sitting next to me.
Under	The cat is sitting under the table.
Over	Birds are flying over the sea.
Along	He was walking along the river.
Across	The bank is situated across the river.

Conjunctions

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

Type	Function	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 but he missed the train.
2. Wait till I return.
3. Work hard unless you should fail.
4. I did not come because you did not invite me.
5. You will get prize, if you deserve it.

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

Ans.

- (i) I as well as he, am at fault.
- (ii) Either I or you are going Lahore.
- (iii) I am going to school will you come with me.
- (iv) I am going to start a business will you invest in it.

- (v) I cannot work because I am tired.
- (vi) He did not come because he was ill.
- (vii) Do not meet your friend he has a bad reputation.
- (viii) I am so tired that I cannot walk.
- (ix) Be careful lest you lost everything.
- (x) I am going to change my worker he is dull worker.

For The Teacher:

- Illustrate 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 present participles end in **-ing**:

- the laughing lady
- the falling temperature
- the stinging remark

Past Participle

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

- 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. Write present or past.

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

G. Make five sentences using Present Participles and five sentences using Past Participles.

- (i) A flying airplane looks like a kite.
- (ii) Putting on his clothes he went out.
- (iii) Running water is clean.
- (iv) Water of running stream is clear.
- (v) He could not get hold of blanket flowing in the running water.
- (vi) I am going to school.
- (vii) Mother was worried for her lost child.

- (viii) Arshad is playing game.
- (ix) Shoaib is watching a movie.
- (x) Asif was injured in yesterday's match.

For the Teacher:

- Help students make and use 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 sense of the original. Thus a stanza takes the shape of prose. It is about the same length as the original because the purpose is to rephrase without going into any unnecessary details.

A. Paraphrase the last stanzas of the poem.

Ans. Stanza 4.

Often I lie on my bed in a sad or serious mood. In this mood, the daffodil flowers come suddenly to my mind or thoughts. This is a great blessing for me in my lonely condition. My heart is filled with happiness. In this happy mood, my heart dances with the daffodils.

Summary Writing:

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

Reading:

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

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

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.

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 a summary of the poem "Daffodils".

About poet:

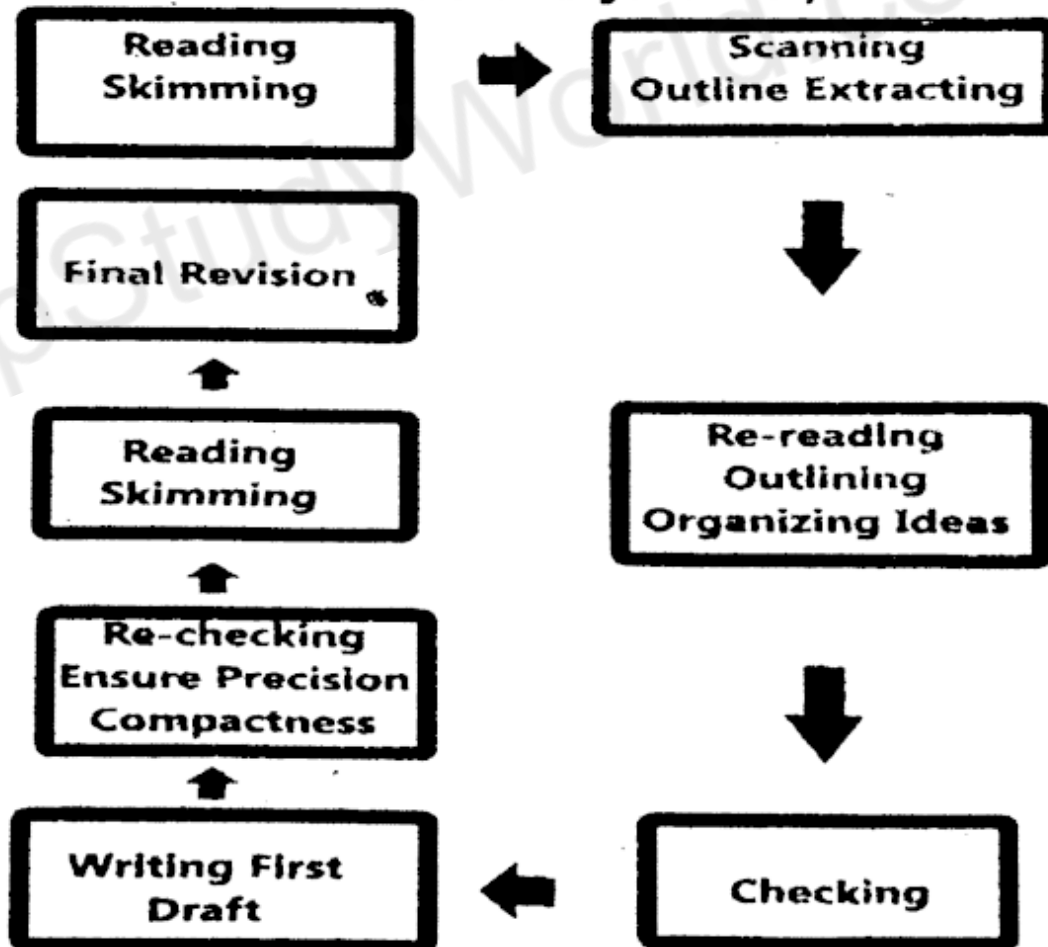
This poem has been written by William Wordsworth a Romantic poet. He is known as the poet of nature because of his love for it. Most of his poems describe nature and its beauty.

Summary:

We probably have moments in our life that we replay in our memory - images to which photographs or videos cannot do justice because they cannot capture our feeling. In this poem, William Wordsworth captures both the images and feelings concerned to 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.

In this poem, the poet describes an experience of enjoyment at the sight of beautiful daffodils. Once he was walking in the countryside when he came across a large number of daffodils growing along the bank of a lake. The flowers were moving and dancing in the breeze. This sight delight the poet and he looked at the flowers for a long time. This sight left a lasting impression on his memory. As a result, whenever he is alone and in a sad mood the same sight comes in to his imagination and fills his heart with pleasure. This experience has become the permanent source of pleasure for the poet.

Flow Chart for Writing a Summary



Oral Communications 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 disappointed me.
- d. I regret on having given 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.

Ans. Father: You disappointed me son, I am not happy with your result

Son: Oh, no father! I am happy to find this out.

2. You are satisfied with your performance in the debates. Your teacher however expresses dissatisfaction and asks you to improve your presentation skills.

Ans. Teacher: You disappointed me, I am not happy with your result.

Student: sir/madam! I am happy to find this out and I will try to improve this.

For The Teacher:

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