

## Lesson 5

# The Daffodils



*Have you ever seen or visited a garden full of flowers? How do you feel when you see beautiful flowers gently moving in the breeze? Tell the friend sitting next to you what you saw and felt. Now read the poem below:*



I wander'd 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 stretch'd in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance  
(Tossing their heads in sprightly dance.)  
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.  
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.

— William Wordsworth





## ACTIVITIES

### 1. Did you understand the theme of the poem?

**Discuss with your teacher the following questions orally. Then, write the answers in your exercise book.**

- (a) Read the first stanza. Then find the answer to the following question:  
With what does the poet William Wordsworth compare himself?
- (b) Read the second stanza. Now find out the following: With what does Wordsworth compare the daffodils?
- (c) Read and recite the third stanza. Now find out what Wordsworth means by 'jocund' company from the options below:
  - (i) happy and cheerful
  - (ii) talkative
  - (iii) quiet and sad
- (d) Read and recite the lines:  
"I gazed-and gazed, but little thought  
What wealth the show to me had brought."  
What does the poet mean by the word 'wealth'? Why does he use the word here?
- (e) Read the last stanza of the poem and find out the following information:  
What happens to the poet when he lies on his couch in a sad and thoughtful mood?

### 2. Choose the correct option in each of the following questions:

#### (a) The poet compares himself to

- (i) a piece of lonely cloud
- (ii) a host of golden daffodils
- (iii) a lake
- (iv) the trees

Answer: \_\_\_\_\_



**(b) While wandering alone, the poet saw**

- (i) a crowd of people
- (ii) clouds floating over vales and hills
- (iii) a host of golden daffodils
- (iv) a lake

Answer:\_\_\_\_\_

**(c) The poet compares the daffodils to**

- (i) a lonely cloud
- (ii) a lake
- (iii) the stars in the milky way
- (iv) a bay

Answer:\_\_\_\_\_

**(d) The 'jocund company' referred to is the company of**

- (i) the daffodils
- (ii) the sparkling waves of the lake
- (iii) the dancing daffodils and the waves of the lake
- (iv) the stars on the milky way

Answer:\_\_\_\_\_

**(e) The inward eye of the poet is the poet's**

- (i) vacant mood
- (ii) thoughtful mood
- (iii) imagination
- (iv) bliss of solitude

Answer:\_\_\_\_\_

3. Read the poem and match the following:

|                  |  |
|------------------|--|
| The waves        | filled with pleasure and danced with the daffodils |
| The poet         | danced beside the daffodils                        |
| A cloud          | stretched in a never ending line                   |
| The daffodils    | floated over valleys and hills                     |
| The poet's heart | saw a host of golden daffodils                     |

4. Read the poem again and answer the following questions:

- (a) Find a word in stanza 1 that means 'to roam about'.
- (b) Find out what 'o'er' means. How will you write the actual word?
- (c) Find a word in stanza 2 which means 'a lake'.
- (d) What does the poet refer to when he says '*Ten thousand saw I*' ?
- (e) What is 'sprightly dance'?
- (f) Give another word each for 'glee' and 'jocund'.
- (g) What is out-did in '*out- did the sparkling waves*'?
- (h) Give the opposite of the following words: *vacant, pleasure, bliss*

5. A beautiful poem is meant to be recited. Listen to the teacher reading to you the following pairs of words from the poem. Then repeat the words after the teacher and practise the pronunciation of each word. This will help you recite the poem.

- |                              |                       |
|------------------------------|-----------------------|
| (a) wandered ----- wondered  | (e) they ----- day    |
| (b) breeze ----- bridge      | (f) show ----- sow    |
| (c) shine ----- sign         | (g) flash ----- flesh |
| (d) stretched ----- stressed | (h) heart ----- hurt  |





**6. Let us go back to the poem once more and note the following:**

- (a) The first line (L1) of the poem ends with cloud.
- (b) L 2 ends with hills.
- (c) L 3 ends with crowd.
- (d) L 4 ends with daffodils.

Note that *cloud* and *crowd* are a pair of rhyming words.

Also note that *hills* and *daffodils* are a pair of rhyming words.

**Now, make a list of the other rhyming words in the poem.**

**Choose from the box the word rhyming with the underlined word and complete the sentence:**

still      dancing      mood      breeze

- (i) The sun is shining and the girl is \_\_\_\_\_.
- (ii) The forest is full of green trees and the flowers are dancing in the cool \_\_\_\_\_.
- (iii) On the top of the bare hill I stand mute and \_\_\_\_\_.
- (iv) Don't spoil my \_\_\_\_\_ by being so rude.

**7. (a) Rewrite the following poetic lines in everyday English.**

- (i) Ten thousand saw I at a glance.
- (ii) For oft when on my couch I lie in vacant or in pensive mood.
- (iii) Then my heart with pleasure fills.

**(b) Find two words in the poem that are poetic in form and are not used in prose. Write a sentence illustrating the use of each of the two words.**

**(c) Illustrate the differences in meaning between *gaze* and *stare* by writing a sentence using each.**



8. Note that one word in each of the following lines is wrong. Rewrite the extract below by replacing the wrong word with the correct word of the poem.

The trees beside them danced; but they  
Out-did the twinkling waves in glee;  
A cloud could not but be gay  
In such a joyous company:  
I gazed-and gazed-but also thought  
What wealth the sight to me had brought.

9. Your teacher will divide you into four or eight groups. Each group will work on the stanza given to you. In your group, discuss the stanza given to you and write the main idea of the stanza in two or more sentences. Then collect all the passages and paste them on a chart paper along with the poem, and hang the chart in the class.

10. Let's learn some grammar:

Here are some lines that tell us what the poet said he was doing in the poem. Working with your partner, fill in the blank spaces with the correct form of the word.

One day the poet William Wordsworth was wandering alone along a lake. All at once, he \_\_\_\_\_ (see) a host of golden daffodils. The daffodils \_\_\_\_\_ (dance) in the breeze.

The poet \_\_\_\_\_ (compare) the daffodils to the stars on the milky way. They \_\_\_\_\_ (stretch) in a never-ending line along the side of the lake. He \_\_\_\_\_ (notice) that the waves of the lake were also \_\_\_\_\_ (dance) joyfully. He \_\_\_\_\_ (enjoy) the scene very much.

Later, in his sad moments, when the poet often \_\_\_\_\_ (recall) the scene, his heart filled with joy and \_\_\_\_\_ (begin) to dance with the daffodils.

11. Read the poem carefully. Pick out the words from each stanza that indicate or refer to some kind of *action* or *work*. In your exercise book, make a list of all the *action words* that you have picked out. Use the dictionary to find out the meaning of the unfamiliar action words.

You can list the words and their meanings in a table as shown below.

| Action Word | Meaning |
|-------------|---------|
|             |         |
|             |         |
|             |         |
|             |         |
|             |         |
|             |         |
|             |         |

12. (a) The action words that you have listed refer to some kind of action or work done by the poet. Such words are called verbs. Write down some action words in Column B that match with the nouns in Column A.

| Column A         | Column B |
|------------------|----------|
| clouds           |          |
| golden daffodils |          |
| stars            |          |
| sparkling waves  |          |





(b) Working with your partner, use the verbs in Column B and write four sentences that tell what the nouns in Column A were doing. One has been done for you.

(i) The cloud was floating over vales and hills.

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

13. You have come across the term *preposition*. You know that prepositions are words like *at, as, by, for, to*, etc. These words are usually placed before a noun or a pronoun to show their relation to place, time, direction, means, etc.

Look at these phrases from the poem:

(i) over vales and hills

(ii) beside the lake

(iii) beneath the trees

The underlined words are prepositions denoting place.

Here are some more examples:

(i) in the morning

(ii) at noon

(iii) on Monday

The underlined words above are prepositions denoting time.

Now read these phrases:

(i) up the hill

(ii) down the road

(iii) to the north

The underlined words in these three examples are prepositions denoting direction.





**Here are some more phrases:**

- (i) by car
- (ii) on foot
- (iii) with a knife

Here by, on, with, denote how something is done. For example,  
I cut the apple with a knife.

**Now complete these sentences with the correct prepositions.**

- (i) Clouds float \_\_\_\_\_ hills and valleys. (on/over/by)
- (ii) The daffodils bloomed \_\_\_\_\_ a lake. (beneath/beside/between)
- (iii) Stars were shining \_\_\_\_\_ the night sky. (on/in/over)
- (iv) They formed a line \_\_\_\_\_ the shore of a bay. (beneath/along/for)
- (v) He would often lie \_\_\_\_\_ his couch lost in thoughts. (on/in/by)

**14. Discuss in groups and write a few lines on:**

- (a) how you felt after you saw a beautiful garden full of blooming flowers
- (b) a place without trees and flowers

**15. (a) Let's play a game:**

**Sit in a circle. Your teacher will tell you a story. After a few sentences she/he will stop narrating. Each student will continue to narrate the story from the point where the previous one has stopped. Each student is supposed to add four to ten sentences. You may add new characters, events, descriptions and so on. The one who comes up with the maximum number of sentences will be the winner.**

- (b) **Now, write the story in your own words. Give a suitable title.**

## For the Teacher

The poem 'The Daffodils' will expose the learners to the wonderful gifts of nature while helping them to appreciate a beautiful poem.

Help learners to understand that William Wordsworth described his experience while he was wandering like a cloud floating above hills and valleys. He came upon a field of daffodils beside a lake as the flowers danced in the breeze. His heart was filled with pleasure.

Draw the attention of the learners to the rhyming words while they read aloud and recite the poem with appropriate pause, intonation and pronunciation. The rhyme scheme of the poem goes like this: 1-3; 2-4; 5-6 in each stanza, e.g. 'cloud' in the first line rhymes with 'crowd' in the third line, 'hills' in the second line rhymes with 'daffodils' in the fourth line, 'trees' in the fifth line rhymes with 'breeze' in the sixth line. This rhyme scheme continues through the next three stanzas.

Help the learners to answer comprehension questions in Activity 1-4 orally before they write these in their exercise books.

Read aloud the words from the poem that have been paired in Activity 5. Ask the learners to repeat after you the same correctly. This will help them to recite the poem fluently.

Activity 5-8 are designed to develop in learners' sensitivity and appreciation towards the poetic expressions used for the daffodils.

Divide your learners into groups and help them to complete Activity 9. Each group will be asked to work on the stanza given to them. Tell them to discuss the stanza and write the main idea in two or more sentences. Ask them to collect each group's work and paste it on a chart paper which is to be hung on the classroom wall.

Activity 10 will give you the opportunity of helping learners practise the language elements they learned in the previous lessons.

Activity 11 and Activity 12 will help learners locate action words in the text and they are to be engaged to understand the meanings from the context. Learners can then use the dictionary to find out the meanings of the unfamiliar action words.





Your learners are aware of the term 'preposition' and how they are used. Help learners to understand prepositions of place, time, direction or means, as you transact Activity 13.

Activity 14-15 are listening, speaking and writing activities. Activity 15 is a language game. Learners will sit in a circle while you tell them a story. Stop narrating the story after a few sentences. Now ask each student to continue to narrate the story from where the previous student had stopped. Tell them to add new characters, events and descriptions according to their imagination. Declare a winner at the end of the game. Now, ask them to write the story with a suitable title.

### **Learning Outcomes:**

#### **The learner:**

- reads aloud stories and recites poems with appropriate pause, intonation and pronunciation
- engages in conversations in English with family, friends, and people from different professions such as shopkeeper, sales person, etc. using appropriate vocabulary
- reads textual/non-textual materials in English/Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
- infers the meaning of unfamiliar words by reading them in context
- uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiner, time and tense, passivisation, adjective, adverb, etc.)
- organises sentences coherently in English/in Braille with the help of verbal and visual clues and with a sense of audience