

# 3

## UNIT

# Daffodils

William Wordsworth (1770-1850)

### 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.

### 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?



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:

- Who is the speaker in the poem, and what is he doing in the beginning?
- What natural element is the speaker being compared to in the first line?
- Where does the speaker encounter the daffodils, and how are they described?
- How does the poet describe the number of daffodils?
- What action are the daffodils performing in the breeze?

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.

- How do the waves beside the daffodils compare to the daffodils themselves?
- What effect do the daffodils have on the poet's mood?
- What does the poet mean by "jocund company"?

- What happens when the poet lies on his couch in a vacant or pensive mood?
- What is the "inward eye" that the poet mentions?
- How does the memory of the daffodils affect the poet in the end?

### **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.



### **For the Teacher:**

- Explain to students that they will begin by looking at some images to help them connect with the setting of the poem. Discuss the importance of visualization in understanding and appreciating poetry.
- Ask students to close their eyes and imagine themselves in the scenes depicted in the images. Use guided questions to help them immerse in the visualization.
- Explain that these predictions will help them focus on key elements as they read the poem. Encourage students to see if their predictions match the poem's content and to look for surprises or differences.

## 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

### A. Answer the following questions:

1. What is the central theme of the poem "Daffodils"?
2. Describe the setting where the poet saw the daffodils. How does this setting contribute to the overall mood of the poem?
3. How does the poet describe the daffodils? What imagery does he use to bring them to life?
4. Identify and explain the use of personification in the poem.
5. What is the effect of the rhyme scheme on the poem's rhythm and flow?
6. Why do you think the poet describes the daffodils as "jocund company"? What impact do they have on him?
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?
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.

### B. Choose the correct option for each question.

#### 1. 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

2. **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
3. **Where did the poet see the daffodils?**  
a. beside a river      b. in a garden  
c. beside a lake      d. on a mountain
4. **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
5. **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
6. **How many daffodils does the poet estimate he saw at a glance?**  
a. hundreds      b. thousands  
c. tens of thousands      d. hundreds of thousands
7. **Which word best describes the poet's initial feeling before he sees the daffodils?**  
a. happy      b. lonely      c. excited      d. angry
8. **What effect do the daffodils have on the poet's mood when he later recalls them?**  
a. They make him sad.      b. They make him anxious.  
c. They bring him joy.      d. They make him tired.
9. **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"
10. **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		

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

1. gaze	
stare	
2. shine	
glare	
3. hoard	
collect	

C.

- i. Identify synonyms in the poem 'Daffodils' that have similar dictionary definitions but different connotations or emotional undertones.
- ii. Write sentences for each word, highlighting the different connotations.
- iii. Discuss the different feelings or ideas (nuances) that each word evokes beyond its basic definition.
- iv. Examine how the choice of a particular word affects the meaning and tone in a different context.

**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

sadness, desolation, and a sense of abandonment.

**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



**For the Teacher:**

- Explain that:  
**Denotation:** The literal or primary meaning of a word, the dictionary definition.  
**Connotation:** The ideas or feelings that a word invokes in addition to its literal or primary meaning.
- Help students understand how words with similar denotations can have different connotations and nuances, affecting the tone and meaning of a text.
- Ensure students understand the basic dictionary definitions (denotations) of each word.
- Explain how authors use specific words to convey particular tones or themes.
- Explain that **nuance** refers to a subtle or slight difference in meaning, expression, tone, or feeling. When we talk about nuances in language, we are considering the fine shades of meaning that distinguish similar words or expressions. These small differences can significantly impact the tone, mood, or interpretation of a text.
- Explain that **word relationships** refer to the various ways in which words can be related to each other within the context of language. Recognizing these relationships can enhance comprehension, improve vocabulary, and aid in understanding the nuances of meaning in both written and spoken language.

**Types of Word Relationships**

- synonyms
- antonyms
- homophones
- homonyms
- analogies

longing for companionship.

**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:**

1. Identify the simile in the first line of the poem. How does it help convey the poet's mood?
2. Find two examples of personification in the poem. How does this literary device enhance the description of the daffodils?
3. What is the purpose of the hyperbole in the poem? How does it affect your understanding of the poet's experience?
4. Explain the metaphor "They flash upon that inward eye." What does this tell you about the poet's memory of the daffodils?
5. Identify an example of alliteration in the poem. How does it contribute to the poem's musical quality?
6. Describe the imagery Wordsworth uses to compare the daffodils to stars. What effect does this comparison have on the reader?

**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 indirectly 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?

### 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.

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.**

1. **according to:** \_\_\_\_\_
2. **in front of:** \_\_\_\_\_
3. **on behalf of:** \_\_\_\_\_
4. **due to:** \_\_\_\_\_
5. **in addition to:** \_\_\_\_\_
6. **in spite of:** \_\_\_\_\_

**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.
  - *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. (\_\_\_\_\_)
2. She danced with grace. (\_\_\_\_\_)
3. They traveled to the mountains. (\_\_\_\_\_)
4. The cat under the table is sleeping. (\_\_\_\_\_)
5. He arrived after dinner. (\_\_\_\_\_)
6. The painting on the wall is beautiful. (\_\_\_\_\_)



## 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.**

1. **in the morning:** \_\_\_\_\_
2. **under the bed:** \_\_\_\_\_
3. **with a smile:** \_\_\_\_\_
4. **after the game:** \_\_\_\_\_
5. **on the roof:** \_\_\_\_\_

## 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



### For the Teacher:

#### Tips for Attentive Listening Skills

- **Maintain Eye Contact:** Show engagement.
- **Use Affirmative Gestures:** Nod or smile.
- **Avoid Interrupting:** Let the speaker finish.
- **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.



#### For the Teacher:

##### Tips for Attentive Listening Skills

- **Maintain Eye Contact:** Show engagement.
- **Use Affirmative Gestures:** Nod or smile.
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## 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.



### **For the Teacher:**

- Define paraphrasing and its purpose. Explain that it involves re-writing a text in one's own words while maintaining the original meaning.
- Work with students to identify the key ideas and themes in each stanza of the poem. Highlight specific lines that encapsulate the main points.
- Demonstrate the process of paraphrasing by working through one stanza of the poem together. Show how to change the wording while keeping the original meaning intact.
- Assist students in developing paraphrasing skills by marking thought groups in the stanza and then restating the message in simple prose, replacing poetic words with simpler ones. Encourage students to maintain the original tone and meaning of the stanza.
- Select a stanza and work together to identify key ideas and rephrase them in simpler language. Discuss how different word choices can change the meaning and tone.
- Provide students with a checklist to guide their paraphrasing:
  - Change the wording but keep the original meaning.
  - Use simpler or more familiar language.
  - Maintain the original length and tone.
  - Avoid adding personal opinions or interpretations.

**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.**



### **For the Teacher:**

- Clarify what an objective summary is and its purpose. Emphasize that it should capture the main ideas and essential details without including personal opinions or interpretations.
- Guide students in understanding and applying summary writing skills to write a summary of the poem. Provide clear instructions on identifying main ideas and supporting details.
- Demonstrate how to write an objective summary by working through a different poem or text together. Show how to extract the main ideas and condense them into a brief summary.
- Provide a short text or poem and ask students to outline the main ideas. Then, have them write a summary, followed by peer review sessions to give and receive feedback.
- Give students a checklist to ensure they include all necessary elements in their summaries:
  - Main idea
  - Key points or events
  - Important imagery
  - Emotional impact
  - Clear and concise language
  - No personal opinions