

**Girls' High School & College, Prayagraj**

**Worksheet No. 3**

**Session (2020-21)**

**Class 3 (A-F)**

**English Literature**

**Ls.4 The Wind (Poem)**

**INSTRUCTIONS** – Parents are expected to make the child read and understand the poem. The child must understand the explanation of the poem and then learn the given exercises.

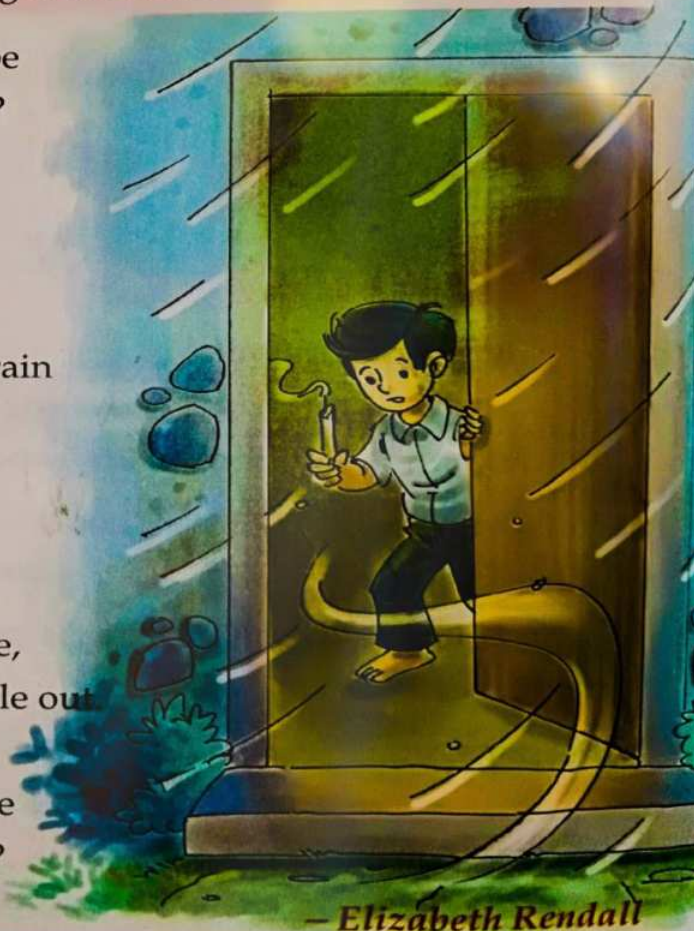
**NOTE** – The poem is on the next page. 

**Listen** carefully as the poem is read out to you by your teacher.  
(Lay stress upon the underlined words.)

**Poetry** is a very important part of a child's reading. Poems on kings and queens, fairies and giants, the earth, water, seasons, animals, etc. are for everyone to read and enjoy. 'The Wind' is a poem about a child's reaction on the blowing of the wind.

Why does the wind so want to be  
Here in my little room with me?  
He's *all the world* to blow about,  
But *just because* I keep him out  
He cannot be a moment still,  
But **frets** upon my window sill,  
And sometimes brings a noisy rain  
To help him batter at the **pane**.

Barefoot across the chilly floor  
I run and open wide the door;  
He *rushes in*, and *back again*  
He goes to **batter** door and pane,  
Pleased to have blown my candle out.  
He's *all the world* to blow about,  
Why does he want so much to be  
Here in my little room with me?



— Elizabeth Rendall

**Read** the poem quietly to yourself, then read it together, row by row. Try to memorize this poem. **Enact** the parts of the poem you like, in class.

## Explanatory Exercises

About the poem - The poem 'The Wind' is a long lost classic poem by Elizabeth Rendall who was a nun. The poem actually has three stanzas but in the course book only two stanzas are given, so we will study only the two stanzas given in the book. The poem is about a child who is asking questions on the blowing of the Wind. It is to be noted that the poetess has personified Wind, as 'he' or 'him'. To personify means to represent something in human form. For example, the poetess has personified a non living thing- Wind-as a human form by calling it 'he' or 'him', as if the Wind is a human being having human qualities and power.

### Explanation of the poem-

#### Line no. 1 & 2

**Why does the wind so want to be (3)**

Here in my little room with me ?

Explanation of the lines- The child starts the poem with a question. The child wants to know why the Wind wants to be in the child's room which is so small.

Line no. 3

He's *all the world* to blow about,

Explanation of the lines- Here 'He ' refers to the Wind. The child says that the Wind has a lot of places in the world to blow about.

Line no. 4 & 5

But *just because* I keep him out

He cannot be a moment still.

Explanation of the lines- The child further says that because he keeps him out, he cannot stop blowing and be still for sometime. He is blowing all the time.

Line no. 6,7 & 8

But frets upon my window sill,

And sometimes brings a noisy rain

(4)

To help him batter at the pane.

Explanation of the lines- The child says that the Wind is anxious to blow on his window sill. Sometimes it also brings noisy rain. This rain helps the Wind to hit hard again and again at the windows and doors .

Line no. 9 & 10

Barefoot across the chilly floor

I run and open wide the door;

Explanation of the lines- The child is in such a hurry to run to the door that he runs without his slippers, on the chilly floor and opens the door.

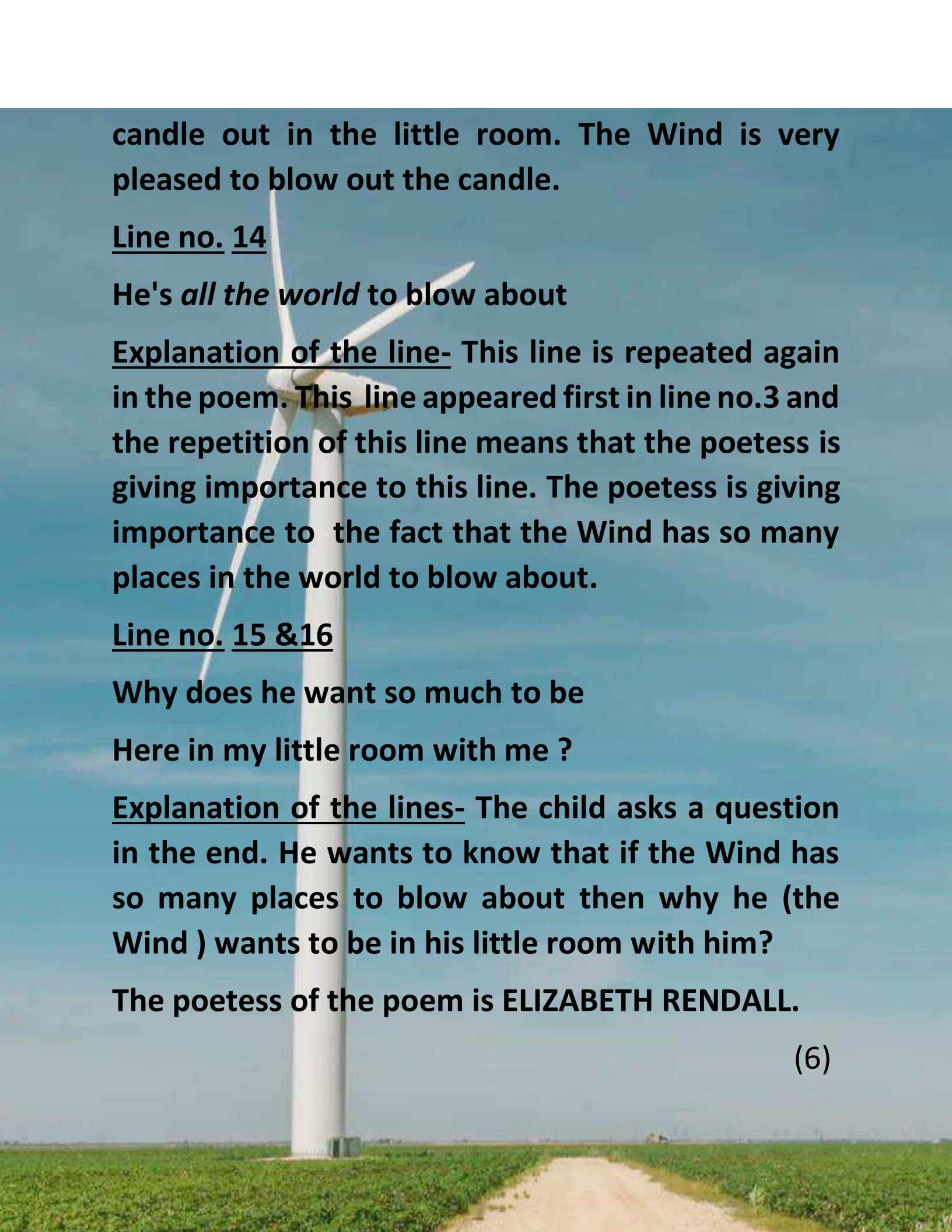
Line no. 11, 12 & 13

He *rushes in and back again*

He goes to batter door and pane,

Pleased to have blown my candle out

Explanation of the lines-When the child runs fast towards the door, the Wind starts to hit at the door and pane so hard that the Wind blows the (5)



candle out in the little room. The Wind is very pleased to blow out the candle.

Line no. 14

He's *all the world* to blow about

Explanation of the line- This line is repeated again in the poem. This line appeared first in line no.3 and the repetition of this line means that the poetess is giving importance to this line. The poetess is giving importance to the fact that the Wind has so many places in the world to blow about.

Line no. 15 &16

Why does he want so much to be

Here in my little room with me ?

Explanation of the lines- The child asks a question in the end. He wants to know that if the Wind has so many places to blow about then why he (the Wind ) wants to be in his little room with him?

The poetess of the poem is ELIZABETH RENDALL.

(6)

### Ex.1 Word Meanings

1.Frets- anxious, worries

2.window sill- a shutter or a framework which closes a window opening

3.batter- hit hard over and over again

4.pane- a single sheet of glass in a window or a door

5.barefoot- wearing nothing on the feet

6.chilly- cold

7.pleased- happy

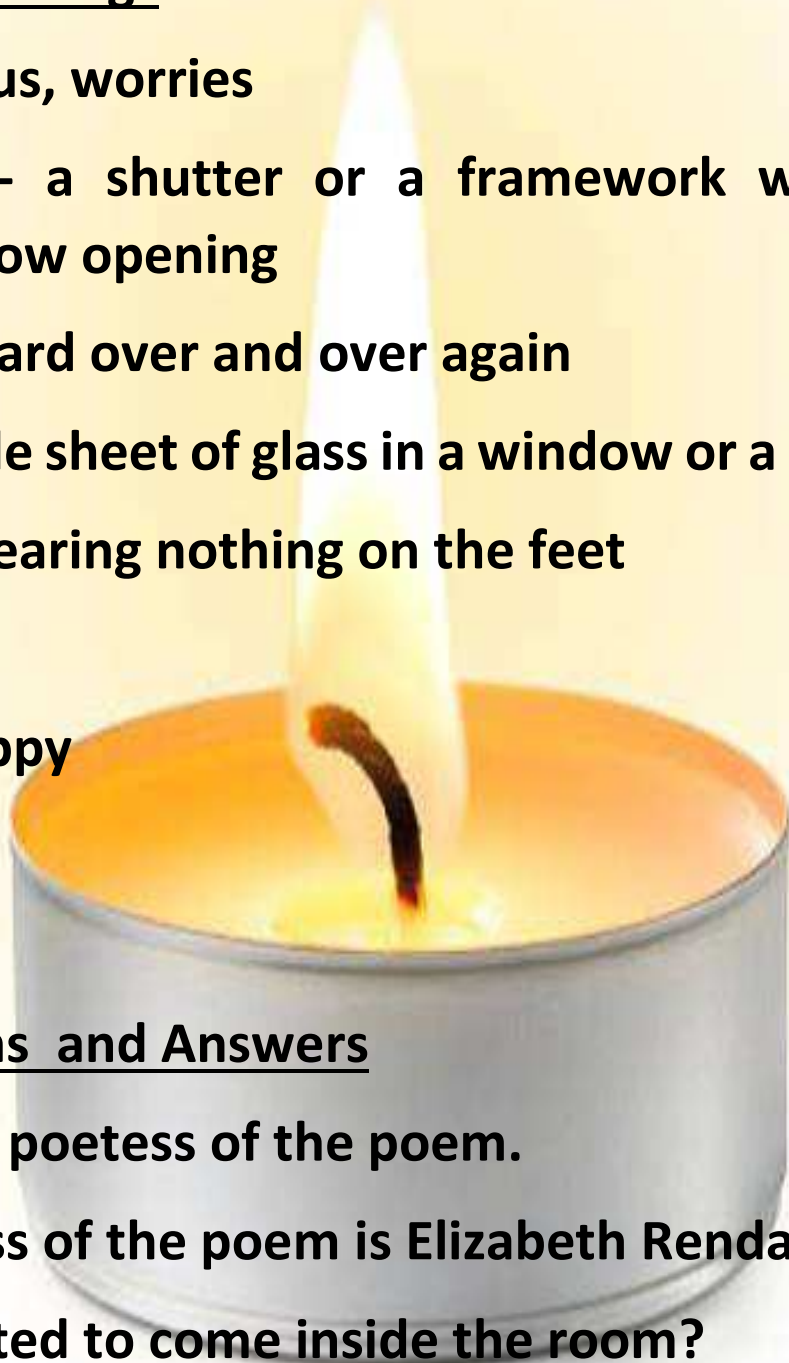
8.little- small

### Ex.2 Questions and Answers

Q1. Name the poetess of the poem.

A1.The poetess of the poem is Elizabeth Rendall.

Q2. Who wanted to come inside the room? (7)



**A2. The Wind wanted to come inside the room.**

**Q3. What is the poem 'The Wind' about?**

**A3. The Wind is a poem about a child's reaction on the blowing of the wind.**

**Q4. Why is the Wind pleased?**

**A4. The Wind is pleased to blow the candles out.**

**Q5. Where does the Wind want to be?**

**A5. The Wind wants to be in the little room.**

**Note: The child must learn the poem with its correct pronunciation and punctuation marks.**

**(8)**

**THE END**

