



The Wind (Poem)

Robert Louis Stevenson

After completing this lesson, students will be able to:

- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- ask and answer higher-order questions to guide/assess reading(e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?
- evaluate how authors use language, including figurative language, considering the impact on the reader .Discuss others' reading critically, taking account of their views.
- demonstrate attentive listening' skills while working in groups and taking turns to speak with standard pronunciation.
- summarize complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks.
- demonstrate knowledge and application of parts of speech in oral and written communication in varying
- use paraphrasing skills to paraphrase a poem.
- use summary skills to write an objective summary of the given text and poem
- write formal letters and emails to people in extended academic (professional) environments for various purposes



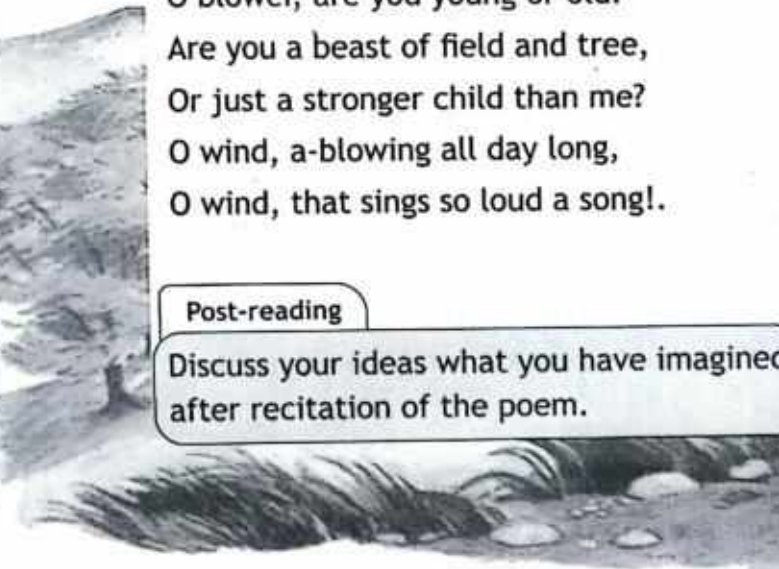
Pre-Reading

- Do you enjoy wind?
- How many types of wind do we feel? Name them.

Reading

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!



O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

Post-reading

Discuss your ideas what you have imagined after recitation of the poem.

While-reading

Who is talking to the wind in this poem?

About the Poet



Robert Louis Stevenson known as Robert Louis Balfour Stevenson was born November 13, 1850, Edinburgh, Scotland and died on December 3, 1894 at Vailima, Samoa. He was a Scottish essayist, poet, and author of fiction and travel books. His writing was skillfully a blend of adventure, suspense, and psychological depth, making him a master of the 19th-century adventure novel. "Treasure Island" introduced iconic characters like Long John Silver and captivated readers with its pirate lore. "Dr. Jekyll and Mr. Hyde" delved into human duality, exploring the moral consequences of scientific experimentation. Stevenson's work is influential, with adaptations and interpretations in various media. His poetry collection "A Child's Garden of Verses" also describes its nostalgic portrayal of childhood. Robert Louis Stevenson's storytelling prowess and exploration of complex themes ensure his place among the great writers of his time, appealing to readers of all generations.

[www.https://en.wikipedia.org/wiki/Robert_Louis_Stevenson](https://en.wikipedia.org/wiki/Robert_Louis_Stevenson)

Theme

The central theme of this poem describes the power of the winds. It deals with the sounds of the windy nights. It describes the characteristics of the wind which could be heard but couldn't be seen.

Summary

In Robert Louis Stevenson's poem "The Wind," the speaker discusses the power and enigma of nature's invisible force, the wind. Throughout the poem, the wind is personified as a dynamic and unpredictable entity. The speaker observes how the wind affects the world—tossing kites, rustling grass, and creating sounds that mimic singing. Despite witnessing these effects, the speaker is actually unable to see the wind itself. The poem captures a sense of childlike wonder and curiosity, reminiscent of observing the mysteries of the natural world in childhood. Stevenson's verse reflects the transient and ever-changing aspects of life and emphasizes the enduring fascination with the forces of nature.



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you.

Words	Meanings	Synonyms
toss	to throw or propel something into the air.	fling, sway
kites	objects flown in the sky, often made of paper and attached to strings.	
ladies' skirts	cultural and historical context. It refers to the idea that the wind can rustle the grass in a way that resembles the movement of women's skirts.	
invisibility	a playful coinage by the poet, combining "a" (meaning "in a state of") and "nebulous" (meaning hazy or unclear) to describe the wind.	
a-bebulous	A large cemetery, especially one of elaborate construction belonging to an ancient city	
imbrifacient	seems to suggest something that produces rain or moisture.	



Reading and Critical Thinking

a) Answer these questions.

1. No one can see the wind. Discuss how can we feel its presence?
2. What does blow all the day?
3. What does "you" refer to in the poem?
4. Discuss the main idea of the poem "The Wind" by Robert Louis Stevenson.
5. Analyze the meaning of the lines "Are you a beast of field and tree/ Or just a stronger child than me"?
6. Explore the meaning of "I saw you toss the kites on high".
7. What does the wind symbolize in the poem? Also evaluate its spiritual meaning.
8. Argue the metaphorical representation of "The Wind"?

b) Choose the best answer.

- i. The central theme of this poem describes :
 - a) the power of the winds
 - b) spirituality
 - c) mystery
 - d) emotions
- ii. The poet of this poem is:
 - a) William Wordsworth
 - b) Robert Louis Stevenson
 - c) John Keats
 - d) William Blake
- iii. The wind is personified as a:
 - a) dynamic and unpredictable entity
 - b) never-changing aspects of life
 - c) hardships of life

c) Figures of speech

Figures of speech such as metaphors, similes, and personification go beyond the literal meanings of the words to give readers new insights. On the other hand, alliterations, imageries are figurative devices that appeal to the senses of the readers.

a) Simile

A simile is a figure of speech in which two essentially dissimilar objects or concepts are expressly compared with one another through the use of "like" or "as." It creates an explicit comparison between two things that are different enough from each other.

For example:

- Strong as an ox
- Sweet as sugar
- raining like cats and dogs

b) Metaphor

A metaphor is a comparison between two unlike things. It creates implicit comparisons without the express use of "like" or "as." It asserts that two things are identical in comparison rather than similar or using specific images or concepts to state abstract truths. For example:

- Time is money.
- There is a weight on my shoulder.
- Laughter is the best medicine.

c) Personification

Personification is a figure of speech in which a thing - an idea or an animal - is given human attributes. The non-human objects are portrayed in such a way that we feel they have the ability to act like human beings. For example:

- The sky weeps.
- The wind is whispering outside.
- My heart danced when i won the contest.

d) Apostrophe

In the context of literature and poetry, an "apostrophe" is a figure of speech in which a speaker addresses an absent or non-human entity as if it were a person. This rhetorical device allows the speaker to convey deep emotions, thoughts, or ideas by directly speaking to something that cannot respond in the way a human would. Apostrophes are often used to add dramatic or emotional impact to a work of literature. For example:

- William Wordsworth's "Lines Composed a Few Miles Above Tintern Abbey"
- John Milton's "Paradise Lost"

e) Alliteration

Alliteration is a literary device or stylistic technique in which a series of words in a sentence or phrase have the same beginning consonant sound. This repetition of

initial consonant sounds can add emphasis, rhythm, and musicality to a piece of writing. It is often used for poetic effect or to create memorable and pleasing language patterns. For example:

- Peter Piper picked a peck of pickled peppers.
- She sells seashells by the seashore.

f) Anaphora

It is repetition of a word or expression at the beginning of successive phrases, clauses, sentences, or verses especially for rhetorical or poetic effect. For example:

- Martin Luther King Jr.'s "I Have a Dream" speech:
- "I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident..."
- In this famous speech, King uses the phrase "I have a dream" to begin several sentences, reinforcing the central theme of hope and aspiration.
- Charles Dickens's "A Tale of Two Cities":

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness..."

Dickens employs anaphora to set the tone and contrast the dualities of the novel's setting.

g) Refrain

A refrain is a repeated line, phrase, or group of lines in a poem, song, or piece of literature. It serves several purposes in literature and music. For example:

- In the song "Hey Jude" by The Beatles, the line "Hey Jude, don't make it bad" is a refrain that is repeated throughout the song.
- In William Blake's poem "The Tyger," the refrain "Tyger Tyger, burning bright" is repeated at the beginning and end of each stanza, emphasizing the awe and mystery of the tiger.

g) Symbolism

Symbolism refers to the use of representational imagery: the writer employs an image with a deeper, non-literal meaning, for the purpose of conveying complex ideas. In literature, symbolism is the use of a concrete image to represent an abstract idea. For example, the heart is often employed as a symbol of love. For example:

- An olive branch is used to symbolize a truce. ...
- Black is the symbol of death. ...
- The dove is used to symbolize peace. ...

g) Hyperbole

Hyperbole is a figure of speech that involves the use of exaggeration for emphasis or effect. It is a rhetorical device where statements are intentionally exaggerated to emphasize a point or to create a particular effect, often for humorous or dramatic impact. Hyperbole should not be taken literally; it's an exaggeration that is not meant to be interpreted as a factual statement. For example:

- "I've told you a million times to clean your room."
- "This suitcase weighs a ton!"

g) Imagery

Imagery, in a literary or poetic sense, is the author's use of description and vivid language, deepening the reader's understanding of the work, by appealing to the senses. Imagery: Elements of a poem that invoke any of the five senses to create a set of mental images. Specifically, using vivid or figurative language to represent ideas, objects, or actions. Imagery is the use of figurative language to represent the objects, ideas, and actions in such a way that the appeals to the physical senses. Imagery makes the use of Figurative imagery uses descriptive language that means something different than or goes beyond the literal definition of the words, often through exaggeration, comparison, or symbolism. (like similes, metaphors, and personification) to appeal to all of your senses. When imagery is written well, the reader can see, hear, taste, touch, and feel the text. For Example:

- His words felt like a dagger in my heart.
- My head is pounding like a drum.
- The kitten's fur is milky.

h) Irony

Irony is a situation that subverts a reader's expectations. For example:

- "Our brain gives us knowledge, but we have so little knowledge about the brain."
- Saying "Oh great" as a response to a negative situation.

i) Antithesis

It is a literary technique that places opposite things or ideas next to one another in order to draw out their contrast. For example:

- "It was the best of times, it was the worst of times . . ." —Charles Dickens, *A Tale of Two Cities*

i) Onomatopoeia

Onomatopoeia is a word that sounds like what it means. For example:

- Buzz-The bee buzzed in my ear.
- Boom-The boom of the fireworks scared the baby.
- Meow-The cat meowed for some milk.

Task: Identify the figures of speech in the poem "The Wind".

Analyzing Poetry:

10 Steps

1. Research the background. → 2. Read the poem aloud.
3. Analyze the title. → 4. Define the meter.
5. Break the structure down. → 6. Determine the poetic form.
7. Analyze the imagery. → 8. Consider the tone & mood.
9. Visualize the setting. → 10. Determine the theme.

Meter is the basic rhythmic structure of a line within a work of poetry. Meter consists of two components:

- The number of syllables
- A pattern of emphasis on those syllables

A line of poetry can be broken into “feet,” which are individual units within a line of poetry. A foot of poetry has a specific number of syllables and a specific pattern of emphasis.

Rhyme

When we talk about a rhyme, we are referring to the repetition of a final syllable in different words, most often at the ends of lines at certain intervals. Any given poem may fit a rhyme scheme: a rhyme scheme describes the pattern of rhyming sounds within a poem.

For example :

Shakespeare's famous Sonnet 18

Shall I compare thee to a summer's day?

Thou art more lovely and more temperate.

Rough winds do shake the darling buds of May,

And summer's lease hath all too short a date.

A

B

A

B

If you look at the final words in each line, you may notice that lines 1 and 3 rhyme perfectly - 'day' and May'. The other pair of words in lines 2 and 4 - 'temperate' and 'date'- on the other hand, do not appear to rhyme at all.

Task: Discuss the rhyme Scheme of the poem “The Wind”.



Oral Communication

Activity

Intonation Pattern

- Intonation, in phonetics, the melodic pattern of an utterance. In intonation, stress and rhythm are involved. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation.
- Recite the poem "The Wind" following intonation pattern.
- Demonstrate attentive listening' skills while listening both poems in groups and summarize the salient points of each poem and then take turns to speak about your views with standard pronunciation.



Vocabulary and Grammar

Transitional Device

The transitional devices are the words that show the flow of ideas to help the readers along through the text.

TRANSITION WORDS IN ENGLISH			
Emphasis Undoubtedly Unquestionably Obviously Particularly / In particular Especially Clearly Importantly Absolutely Definitely Without a doubt Indeed It should be noted	Addition Along with Apart from this Moreover Furthermore Also Too As well as that Besides In addition Not only...but also In addition to this Additionally / on additional	Contrast Unlike Nevertheless On the other hand Nonetheless Despite / In spite of In contrast (to) Contrary to Whereas Alternatively Conversely Even so Differing from	Order Following At this time Previously First/ firstly Second/ secondly Third/ thirdly Finally Subsequently Above all Before Last but not least First and foremost
Result As a consequence (of) As a result Thus Hence Consequently For this reason Due to Therefore	Illustration Such as In this case For example For instance To clarify Including Namely Proof of this To demonstrate	Comparison Similarly Equally Likewise Just as Just like Compare to Same as Correspondingly In the same way	Summary Briefly In short In conclusion To summarise Altogether To sum up In summary To conclude
Reason Because of With this in mind In fact In order to Due to	Condition If In that case In case Unless	Concession Admittedly All the same Up to a point Even so In spite of Although/Even though Even if However	Generalisation As a rule For the most part In general/ Generally On the whole Overall In most cases

Activity

a) Underline the correct transition word in the following sentences.

1. (Because, Before) it was raining, I didn't walk my dog this evening.
2. I love chocolate, (although, so) I eat chocolate candy whenever I can.
3. The test was really hard. (Therefore, Then), only five students passed it.
4. First, you have to answer the questions. (Next, So), you hand in your paper.
5. Bilal needs to go to bed early. (Although, Otherwise), he will be late for school.
6. You will see a big tree; (further on, however) you will see a fork in the road.
7. He really loves reading. (Despite, In fact), he reads almost all the time.
8. That would not be smart. (Despite, In other words), that would be idiotic.
9. (Over, Among) the trees of the forest, the deer ran gracefully.
10. You are always late. (On the other hand, Like), you can be trusted.

Phrasal Verbs

b. Use the following phrasal verbs in sentences.

call back _____

call off _____

calm down _____

care for _____

check in _____

check out _____



Writing

- Discuss the main idea or theme of the poem "The Wind".
- Summarize the poem "The Wind". Use of transitional devices will enhance the beauty of your work.
- Recall the paraphrasing skills and paraphrase the second and third stanza of the poem "The Wind". Also use transitional devices to make it more effective.

Formal Letter

Formal Letters, refer to as commercial enterprise Letters or professional Letters, which are written in a strict and precise layout. Formal letters can be written for some of reasons which include,

- To express your issues at the same time as operating in a professional setup
- To provide reliable facts across your workspace
- To order items, to use for employment, and so forth.
- To the Editor of a newspaper addressing the problems confronted by using diverse groups of human beings in distinct areas, and so forth.

Structure of a formal Letter

Formal letters are concerned on their structure of the letter adjustments relying on the type of letter. Each sentence should be nicely noted out and laid down in a manner that the message you need to convey should be particular and clean to the reader.

Types of Formal Letters

There are different types of formal letters, as discussed, and they can generally be labeled under the following terms:

Teacher's Point



- Encourage students to identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- Encourage students to apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.
- Ask them to summarize complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks.

- Business Letters
- Application
- Letters to Newspapers

Business Letters

Business letters should be clear and to the point. There is no room for any kind of stories in a business letter. Before you start to write a business letter, there are a few things you should keep in mind.

- Use simple and everyday language to convey the message clearly instead of using flamboyant and overemphatic vocabulary.
- Avoid using abbreviations.
- The modes of address vary according to the type of letter and the receiver.
- When replying to a business letter, always quote the date of the letter you are responding to and its reference numbers (if any).

Formal/Business letters include letters from an employer to the employees and vice versa, letters to order and replace goods, letters of serious concern to an officer of higher rank, letters of complaint, etc.

Applications

Applications usually consist of letters applying for employment. Before and after you write a letter of application, make sure you check for the following:

- Always start with a short introduction stating whether the applicant is writing in response to a reference from an advertisement found online or in the newspaper.
- Provide the employer with a genuine expression of the applicant's earnestness in taking up the job in the respective company.
- Also, furnish references so that the employer can gather an idea of the kind of employee you would be.

Letters to Newspapers

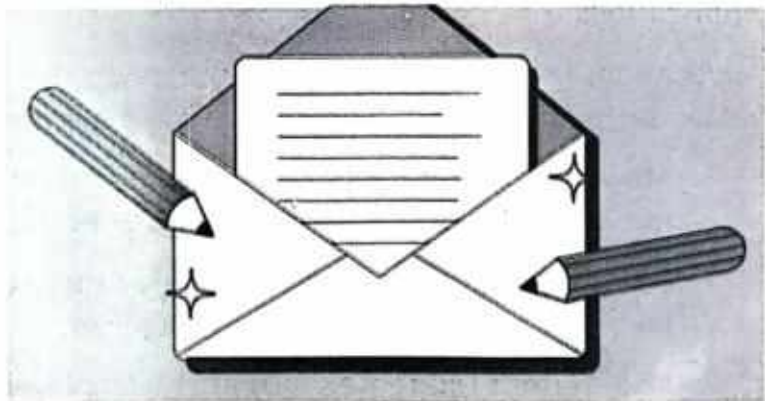
Always address these letters to 'The Editor' and end with 'Yours faithfully'. Letters to the Editor are letters that express concerns that should be addressed to the higher authorities. These letters should be professional and authentic.

Writing a Formal Letter - Parts of a Formal Letter

When writing a formal letter, always be respectful and conscious of your language, no

matter what the subject of the letter might be. To write a formal letter, there are some points to be remembered.

- Always start with the sender's address
- This is followed by the date.
- The receiver's address comes next. The receiver can be the name of the firm or the one who represents the firm.
- The subject of the letter is very important. It is a statement of the purpose of the letter. It should be written in a single line.
- The salutation can be Dear Sir/Ma'am. If it is a person you know well, you can address them by their name, 'Dear Sara khan'.
- The body of the letter can be written in 3 paragraphs.
- The first paragraph should be aimed at introducing yourself and stating the purpose of your letter.
- The second paragraph should furnish all the information about the matter.
- The third paragraph can be a concluding paragraph where you lay out your expectations regarding the matter.
- To close the letter, you can use a complimentary closing like 'Yours faithfully', 'Yours sincerely' etc.
- Unlike informal letters, the signature should include your name (in block letters) and designation below your signature.



How to write a formal letter?

Teacher's Point



- Encourage them to write formal letters and emails to people in extended academic (professional) environments for various purposes.
- Ask them to write in application or a letter to newspaper editor for practice.
- They can use transitional devices to enhance the effectiveness of their letter.

Letter to the Editor about a road that needs repair

Ali Ahmed
House#23-B, St# 6
F-10/2, Islamabad 44000

8th September, 2023

The Editor
The News
Islamabad.



Subject: Repair of the road in Rawalpindi

Sir,

I would like to bring to your notice that the people in and around Rawalpindi have been facing difficulties in travelling back and forth because of the bad condition of the roads there. We have appealed to the Municipality, but there has not been any response on the issue so far.

As our appeals to their office have had no effect, we believe that perhaps a mention in the media would be of great help. Since the beginning of the last month, the roads in Rawalpindi have been almost impassable. The surface is badly broken up by the heavy rains, and on a dark night, it is positively dangerous for vehicles to pass that way. Moreover, there are heaps of road metal on both sides of the road, which leave very little room in the middle. The residents of the area have been inconvenienced in this way for weeks.

The situation is becoming worse. There have been multiple accidents happening due to this condition. I request you to highlight the seriousness of the matter in your newspaper so that the road may be properly repaired without further delay.
Thanking You

Yours sincerely,

Ali Ahmed

Write a letter to newspaper editor and highlight the issue of street crimes in your city.