

They have Cut Down
the Pines

Students Learning Outcomes

After reading the lesson the students will be able to:

- use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- read a poem and give orally and in writing
 - theme and its development.
 - personal response with justification.
 - paraphrase/ summary.
- read and analyze how a writer/ poet uses language to:
 - appeal to the senses through use of figurative language including similes and metaphors.
 - read and recognize literary techniques such as repetition, personification and alliteration.
- use paraphrasing skills to paraphrase stanzas:
 - mark thought groups in the stanza.
 - restate the message in simple prose.
- demonstrate heightened awareness of conventions and dynamics of group discussion and interaction to present and explain one's point of view clearly and share information and ideas.
- create and deliver simple group/ class presentations on various themes, problems and issues to support or modify one's opinions with reasons and acknowledge others' contributions.
- use conditional sentences.

They have Cut Down the Pines

Pre- reading

- Discuss the title of the poem in groups and predict the content of the poem.

Reading

They have cut down the pines where they stood;
The wind will miss them ——— the rain,
When its silver blind is down.
They have stripped the bark from the wood —
The needly boughs, and the brown
Knobby nuts trodden into the ground.
The kind and friendly trees,
Where all day small winds sound,
And all day long the sun
Plays hide and seek with shadows
Till the multiplying shadows turn to one
And night is here.

The have cut down the trees and ended now
The gentle colloquy of bough and bough.
They are making a fence by creek,
And have cut down the pines for the posts.
Wan in the sunlight for ghosts
The naked trunks lie.
A bird nested there — it will seek
In vain: they have cut down the pines.

Mary Lisle

About the poet

Mary Lisle was born in Riverina New South Wales, Australia in 1897. She contributed poems to periodicals like "The County Life", "The Bulletin", and "The Prism and Vision", etc. She published two collections, "The Secret Fire" (1947), and "The Inlanders" (1968). She died in 1973.

Glossary

Words	Meaning
bark	the outer covering of a tree
bough	a large branch of a tree
colloquy	a conversation
creek	narrow area of water where the sea flows into the land
knobby	having small hard lumps
needly	the thin, hard, pointed leaf of a pine tree
stripped	to remove a layer from something, especially so that it is completely exposed
wan	looking pale and weak

Exercise

Comprehension

A. Answer the following questions.

- Why were the pines cut down?
- Beside the poet, who will badly miss the company of the pines?
- Pick out the lines having personification.
- How has the cutting down of the tress affected nature?
- What picture of the rain does the words "its silver blind is down" give you?
- The poet mourns the cutting down of pines in a way as if she has lost her near and dear mate; why?
- What is the mood of the poem and what effect does it has on you? Describe in detail.
- What is the central idea of the poem?
- What are the effects of deforestation on the environment?

B. Choose the correct option in the following statements.

- And all day long the sun
Plays hide and seek with the shadows
In these lines the poet has used the the literary device _____.
a) simile b) metaphor c) personification d) alliteration
- By using the contextual clue, the words closest in meaning to 'trodden' is _____.
a) trampled b) walked c) strolled d) marched
- "The gentle colloquy of bough and bough"
In this line the poet uses the literary device _____.
a) simile b) metaphor c) personification d) rhyme
- "When its silver blind is down"
In this line the phrase 'silver blind' is used as _____.
a) metaphor b) alliteration c) simile d) rhyme
- The tone of the poem is _____.
a) sorrowful b) cheerful c) wrathful d) aggressive

Vocabulary

The following words/ group of words set the tone of the poem. Consult a dictionary (if required) and analyse these words and phrases to know the tone of the poem.

- ☐ cut down the pines
- ☐ wind will miss
- ☐ stripped the bark
- ☐ trodden into the ground
- ☐ the kind, the friendly tree
- ☐ ended now
- ☐ wan
- ☐ seek in vain

Writing

- A. Paraphrase the second stanza of the poem, "They Have Cut Down the Pines".
 B. Write the summary of the poem, "They Have Cut Down the Pines".
 C. Write an expository essay on "Importance of Planting Trees".

Listening and speaking

Divide the class into groups of five students. Share your views in group on importance of trees and plantation. Present your argument precisely. During the discussion wait for your turn and let each speaker finish his/her argument. The team leader of each group may summarise the results of the discussion or can ask one of the students to do so.

Grammar

1. First Conditional

The first conditional is a structure used for talking about possibilities in the present or in the future.

If clause	Main clause
If + subject + verb in the present tense	subject + will + verb
If the weather is nice,	we'll go swimming.
If you study hard,	you will pass the test.

2. Second Conditional

The second conditional expresses unreal situations in the present or future. A second conditional sentence consists of two clauses, an "if" clause and a main clause.

If clause	Main clause
If + subject + verb in the past simple tense	subject + would + verb
If I had a million pounds,	I would buy a big yacht.

A. Complete the Conditional Sentences Type I.

- If you (wash) _____ the dishes, I (cook) _____ dinner tonight.
- If my dad (have) _____ time next week, we (paint) _____ my room.
- You (learn) _____ a lot about American history if you (visit) _____ the exhibition.
- If the weather (be / not) _____ too bad tomorrow, we (play) _____ golf.
- We (get / not) _____ there on time if we (catch / not) _____ the bus.

B. Complete the Conditional Sentences Type II.

- If I (have) _____ more time, I (learn) _____ to play the guitar.
- If she (study) _____ harder, she (get) _____ better marks.
- If we (know) _____ more about history, we (be / not) _____ afraid of the test.
- I (go) _____ jogging with Tahir and Sohail if they (be) _____ here this week.
- It (surprise) _____ me if she (help / not) _____ you.

C. Finish the sentences with a clause in the correct conditional.

- If it is sunny tomorrow

- If you sit in the sun too long

- If I were you

- If I were the Prime Minister

- If she had studied harder

- If I won the lottery

- If I hadn't gone to bed so late

- If I hadn't come to London