UNIT-IV

**ROAD NOT TAKEN-SUMMARY**

In this first stanza, it is easy to notice that Frost is using an ABAAB rhyme scheme for this poem. *A Road Not Taken* opens with strong imagery, because of  the diction used to depict two physical roads separating from each other in a “yellow wood” (which is observably a forest that is showcasing the colours of autumn).  Line two is hasty to display the theme of regret, by revealing that the individual is “sorry” before he even decides which road to take. We basically find ourselves observing a very important moment, where he has to make a decision that is evidently difficult for him. Lines three through five, express that the individual is trying to see as far as he can down each road, to help him decide which one he should choose to take.

This stanza introduces the dilemma that every human faces, not once, but multiple times in his or her life; the dilemma of *choice*. We as people go through many circumstances and experiences in our lives, and one of them is choosing between two (or more) paths. We experience this literally: in the roads we take and the routes we walk on a daily basis, and figuratively: when we come to points in our lives where we must make decisions for our next steps, based on the opportunities presented to us. And like the character in the poem, often times, we are disappointed that we cannot hold on to, and experience the consequences of every opportunity that is presented to us. In order to gain some things in life, we must let others go. By having the character in the poem examine the roads ahead of him, Frost is emphasizing that we all try our best to guess what lays ahead for us in every opportunity that we are presented  in an attempt to find some control and later comfort over our final decisions. We like to take our time in order to make informed decisions so we can justify our choices when the regret of missing out on the other “roads” starts to haunt us.

In this second stanza, lines six through eight: the individual in the poem finally makes a decision and chooses a road that he *thinks* he believes is better, because it looked like not many people had walked on it before. However, in lines nine and ten, he is quick to add that the other road looked equally used in comparison to the one he chose, so it really wasn’t as less traveled as he was telling himself.

This stanza is important because it clarifies the common misunderstanding that one road was less travelled than the other, since the character clearly states that both roads were “really about the same”. The diction in this stanza portrays the uncertainty of the character as he tries to justify to himself that his decision is the right one for him; and much like anyone else, he is clearly trying to realistically weigh the outcomes of both roads. The important idea to note in this stanza is that the character claimed the road he chose was better because it “wanted wear” meaning, that it was tempting him. He felt that the road he chose “wanted” to be walked on by him. This underlines the nature of people in general, that we will always choose the path which seems attractive and is of interest to us, even if both paths have equal potential of getting us to wherever it is we are headed. No matter where we end up, and how informed, tempting and satisfying our choices were, we will always wonder the what if-s and the could have been-s of the other opportunities that we left behind.

In this third stanza, [Robert Frost](https://poemanalysis.com/category/robert-frost/) mentions in lines eleven and twelve that in the moment that this individual was making his decision, both paths were nearly identical. No one had stepped through to disturb the leaves on both roads. Line thirteen is an important point in this poem as this is when the individual finalizes his decision of leaving the other road, for perhaps another time. Lines fourteen and fifteen give us a glimpse of his doubts as he honestly confesses to himself that it’s highly unlikely he will come back to travel this other road, because he knows as he moves forward he will continue to find other paths taking him further and further away from this point, where he is standing at the moment.

This stanza shows us that this character is truly being honest with himself, as he makes the crucial decision of which road to take. His honesty is a reality check as well as a means of making a final decision. He notices that both choices lay equally in front of him and none of these choices have been “trodden black”. Sometimes in life, when we reach a fork, we are able to make quick decisions based on what we learned from other people’s experiences. These experiences then leave marks in the choices that we have, these marks then form our bias towards or against that path. When we encounter choices in our lives where find that the leaves are not “trodden black” by what we learned from the people around us, it becomes harder to make a decision between them, just like the situation of the character in this poem. After making his decision, he exclaims that he will leave the first choice for another day, and then he honestly tells himself that if he lets this road go now, there is no coming back. There are many defining decisions in a person’s life that shape their futures and sometimes when we select an option in these moments, they change the course of our life and there’s no turning back. That is where the regret of not exploring our other options disturbs us.

In this last stanza, lines sixteen and seventeen, the individual predicts that one day far into the future, he knows will tell the story of this decision that he is now making. Lines eighteen and nineteen expose that he intends to lie, and claim he took the road that was less travelled (in reality both were equally travelled). Finally, the last line expresses that the individual is also planning to claim that his choice to take this less travelled road made all the difference, in where he will be standing at the time.

This last stanza really highlights the nature of our regrets. When it comes to tough decisions in our lives, we always know that no matter what we finally choose, eventually, we will regret not being able to try the possibility that was left uncharted by us. In this stanza, the character is already imagining the regret he will feel, and decides that he will not be honest when he retells the story of his decision, as it will not validate his selection of the road if he showcases his regret by stating that an equal opportunity could have landed him elsewhere in life. Hence, he decides he will tell people he chose the road that was “less travelled by” to come across as a person who took a chance and succeeded in life. In reality the character is trying to convince himself that when he does share his life experiences and distorts the truth that it will seem at that point that taking this road “made all the difference”.  This teaches us that you never know where life will take you, so preplanning what the end of the road looks like for yourself, and building regret is silly especially if you haven’t even started the journey in the first place. Life is about the paths you *do* choose to walk through, *not* about the road not taken.

**Direct Speech:**the message of the speaker is conveyed or reported in his own actual words without any change.

**Indirect Speech:**the message of the speaker is conveyed or reported in our own words.

Example on Process of Conversion from Direct to Indirect Speech

a)    **Direct: Radha said, “I am very busy now.”**

b)    **Indirect: Radha said that she was very busy then.**

1.    All inverted commas or quotation marks are omitted and the sentence ends with a full stop.

2.    Conjunction ‘that’ is added before the indirect statement.

3.    The pronoun ‘I’ is changed to ‘she’. (The Pronoun is changed in Person)

4.    The verb ‘am’ is changed to ‘was’. (Present Tense is changed to Past)

5.    The adverb ‘now’ is changed to ‘then’.

When the reporting or principal verb is in the Past Tense, all Present tenses of the direct are changed into the corresponding Past Tenses.

a)    **Direct:**He **said,**“I am unwell.”

b)    **Indirect:**He**said**(that) he **was**unwell.

If the reporting verb is in the Present or Future Tense, the tenses of the Direct Speech do not change.

a)    **Direct:**He**says/will say,**“I am unwell.”

b)    **Indirect:**He**says/will say**he**is**unwell.

The Tense in Indirect Speech is NOT CHANGED if the words within the quotation marks talk of a universal truth or habitual action.

a)    **Direct:**They said, “We **cannot live**without water.”

b)    **Indirect:**They said that we **cannot live**without water.

Simple Present Changes to Simple Past

a)    **Direct:**"I **am** happy", she said.

b)    **Indirect:**She said that she **was**happy.

Present Continuous Changes to Past Continuous

a)    **Direct:**"I **am reading**a book", he explained.

b)    **Indirect:**He explained that he **was reading**a book.

Present Perfect Changes to Past Perfect

a)    **Direct:**She said, "He **has finished**his food“.

b)    **Indirect:**She said that he **had finished**his food.

Present Perfect Changes to Past Perfect

a)    **Direct:**"I **have been to**Gujarat", he told me.

b)    **Indirect:**He told me that he **had been to**Gujarat.

Simple Past Changes to Past Perfect

a)    **Direct:**He said, “Ira**arrived**on Monday."

b)    **Indirect:**He said that Ira **had arrived**on Monday.

Past Continuous Changes to Past Perfect Continuous

a)    **Direct:**"We **were living**in Goa", they told me.

b)    **Indirect:**They told me that they **had been living**in Goa.

Future Changes to Present Conditional

a)    **Direct:**He said, "I **will be**in Kolkata tomorrow."

b)    **Indirect:**He said that he **would be** in Kolkata the next day.

Future Continuous Changes to Conditional Continuous

a)    **Direct:**She said, "**I'll be using**the car next Friday.”

b)    **Indirect:**She said that she **would be using**the car next Friday.

CAN changes into COULD

a)    **Direct:**He said, "I **can**swim."

b)    **Indirect:**He said that he **could** swim.

MAY changes into MIGHT

a)    **Direct:**He said, "I**may**buy a house.”

b)    **Indirect:**He said that he **might** buy a house.

MUST changes into HAD TO/WOULD HAVE TO

a)    **Direct:**He said, "I **must** work hard.”

b)    **Indirect:**He said that he **had to**work hard.

Modals that DO NOT Change: Would, Could, Might, Should, Ought to.

a)    **Direct:**He said, "I **should**face the challenge.”

b)    **Indirect:**He said that he **should** face the challenge

Reporting Verb like ‘said/ said to’ changes to asked, enquired or demanded

a)    **Direct:**He **said to**me, “What are you doing?”

b)    **Indirect:**He **asked**me what I was doing.

If sentence begins with auxiliary verb, the joining clause should be if or whether.

a)    **Direct:**He said, “**Will** you come for the meeting?”

b)    **Indirect:**He asked them **whether they would**come for the meeting.

If sentence begins with ‘wh’ questions then no conjunction is used as the "question-word" itself act as joining clause.

a)    **Direct:**“**Where** do you live?” asked the girl.

b)    **Indirect:**The girl **enquired where**I lived.

**ommands and Requests**

Indirect Speech is introduced by some verbs like ordered, requested, advised and suggested. Forbid(s)/ forbade is used for the negative sentences. The imperative mood is changed into the Infinitive.

a)    **Direct:**Rafique said to Ahmed, “Go away.”

b)    **Indirect:**Rafique **ordered**Ahmed **to go**away.

c)    **Direct:**He said to her, “Please wait.”

d)    **Indirect:**He **requested** her **to wait.**

**Exclamations and Wishes**

Indirect Speech is introduced by some words like grief, sorrow, happiness, applaud. Exclamatory sentence changes into assertive sentence and Interjections are removed.

a)    **Direct:**He said, “**Alas!**I am undone.”

b)    **Indirect:**He **exclaimed sadly**that he was broke.

The first person of the reported speech changes according to the subject of reporting speech.

a)    **Direct: She** said, “**I am**in ninth class.”

b)    **Indirect:**She says that**she**was in ninth class.

The second person of reported speech changes according to the object of reporting speech.

a)    **Direct:**He says to **them**, "**You** have completed **your** job.”

b)    **Indirect:**He tells **them**that **they** have completed **their**job.

The third person of the reported speech doesn't change.

a)    **Direct: H**e says, "**She** is in tenth class.”

b)    **Indirect: H**e says that **she** is in tenth class.

Words expressing nearness in time or place in Direct Speech are generally changed into words expressing distance in Indirect Speech.

Now -- then

Here -- there

Ago -- before

Thus -- so

Today -- that day

Tomorrow -- the next day

This -- that

Yesterday -- the day before

These -- those

Hither-- thither

Come -- go

Hence -- thence

Next week/month -- following week/month

a)    **Direct:**She said, “My father came **yesterday.**”

b)    **Indirect:**She said that her father had come **the day before.**

c)    **Direct:**She **says/will say,**“My father came **yesterday.”**

**Indirect:**She **says/will say**that her father had come **yesterday**. (Here the reporting verb ‘says’ is in the present tense OR ‘will say’ is in future tense; hence the time expression ‘yesterday’ won’t change.)

| **Direct Speech** | **Indirect Speech** |
| --- | --- |
| She says, “I eat an apple a day.” | She says that she eats an apple a day. |
| He will say, “My brother will help her.” | He will say that his brother will help her. |
| We said, “We go for a walk every day.” | We said that we went for a walk every day. |
| You say, “I went to London yesterday.” | You say that you went to London the previous day. |
| He said, “My father is playing cricket with me.” | He said that his father was playing cricket with him. |
| They said, “We have completed our homework.” | They said that they had completed their homework. |
| She said, “I have been waiting for him since last morning.” | She said that she had been waiting for him since last morning. |
| She said, “I bought a book.” | She said that she had bought a book. |
| They said, “We were celebrating Eid yesterday.” | They said that they had been celebrating Eid the previous day. |
| We said, “We had been waiting since morning.” | We said that we had been waiting since morning. |
| He said to me, “I will not give you any medicine without prescription.” | He said to me that he would not give me any medicine without a prescription. |
| Rafiq said, “I shall leave for London tomorrow.” | Rafiq said that he would leave for London the next day. |
| She said, “I shall be visiting my college tomorrow.” | She said that she would be visiting her college the following day. |
| They said, “It will have been snowing since morning.” | They said that it would have been snowing since morning. |

**REPORT WRITING**

A report is a written account of something that one has observed, heard, done, or investigated. It is a systematic and well organised presentation of facts and findings of an event that has already taken place somewhere. Reports are used as a form of written assessment to find out what you have learned from your reading, research or experience and to give you experience of an important skill that is widely used in the work place.

**The Preferred Report Writing Format**

After you’ve drafted the outline, it’s time to put together all of the content into the report. The outline we provided above is the only report writing format you’ll ever need. You can add sections if needed but don’t take any away.

Let’s take a look at every section in detail.

**1.Title**The title of your report should be clear in its wording. It must say exactly what the report is about. Remember that this isn’t a novel. Include a subtitle if necessary, making sure the font size of each subtitle is smaller than the title.

[In terms of design](https://www.visme.co/templates/reports/tech-trend-report-1425280751/), your title can be designed as an inviting cover page. There needs to be [a clear hierarchy](https://visme.co/blog/visual-hierarchy/) in how the title looks.

2. Table of Contents

Always leave the Table of Contents page until the end. You can’t write a table of contents if you don’t know all of your page numbers yet.

However, if your Body outline already has each of your section and subsection titles defined, you can add those to the contents and leave the numbering for later.

3. Summary

Likewise, the summary of the report is best done after you’ve finished writing the report. You can draft a summary at the beginning to help you continue with the work, but you’ll definitely want to revisit it at the end.

A summary is a [blurb of the entire report](https://www.skillsyouneed.com/write/executive-summary.html). It must include the purpose, the process and a snippet of the resolution.

**4. Introduction**

In the introduction, state what the report is about and why it has been created. Depending on the [length of your report](https://www.visme.co/templates/reports/sustainable-development-monthly-report-1425278763/), the introduction is a paragraph to an entire page long.

For example, one paragraph is enough for a social media report introduction while an entire page would be more suitable [for an annual report](https://visme.co/blog/create-interactive-infographic-report/).

5. Body

The body of your report is where all the information is put together. Follow your initial outline to maintain consistent flow in the content creation. [Write the body content](https://visme.co/blog/how-to-write-a-report/) as sections and subsections.

Furthermore, use bullet points and [data visualization as visual cues](https://visme.co/blog/category/understanding-data-visualization/). These will help your audience to better understand the content of your report.

Check out this video from Visme for some tips on visualizing all that data!

6. Conclusion

Close your report with [a well-crafted conclusion](https://www.wikihow.com/Write-a-Conclusion-for-a-Research-Paper). Formulate it as a brief summary of what was covered within the report, and be sure to include a mention to the recommendations section and the resources in the appendix.

**7. Recommendations**

Craft the recommendations section as a set of actionable steps [with smart goals associated](https://blog.hubspot.com/marketing/smart-goal-examples) along with possible solutions. This section is irrelevant for school reports or book reports, but is essential in a business setting.

**8. Appendices**

This is the section where you [list all your sources](https://unilearning.uow.edu.au/report/1i.html) if it’s a research report. You should also add any links that are relevant to the report – or previous reports about the same topic.

You could even link an interactive version of the report you just created with Visme. Visme allows you to create interactive and animated documents that can be published to the web with a single click, offering a new dimension to your report.

A good rule of thumb when creating your appendices is to only add information that is relevant to the report or that you referenced when writing your report. Use reference annotations inside the report to link to the content in the appendix.

**some tips to help you make amazing report.**

[Review your writing skills](https://visme.co/blog/how-to-improve-writing-skills/) to craft a well-written report. For example, use active voice and refrain from using too many acronyms. Also, use simple language and stay away from word stuffing.

Stick to the facts! Be clear and concise.

Use a grammar checker like [Grammarly](https://www.grammarly.com/" \t "_blank). Even your best KPIs and ROIs won’t save you from bad grammar.

Try to keep the appendix small. Don’t make it so long that it gets burdensome.