**UNIT 4-- Reading**

**The Road Not Taken by Robert Frost**

Two roads diverged in a yellow wood,

 And sorry I could not travel both

And be one traveler, long I stood

 And looked down one as far as I could

 To where it bent in the undergrowth;

Then took the other, as just as fair,

And having perhaps the better claim,

 Because it was grassy and wanted wear;

Though as for that the passing there

Had worn them really about the same,

And both that morning equally

lay In leaves no step had trodden black.

Oh, I kept the first for another day!

Yet knowing how way leads on to way,

 I doubted if I should ever come back.

I shall be telling this with a sigh

Somewhere ages and ages hence:

Two roads diverged in a wood, and I—

 I took the one less traveled by,

 And that has made all the difference.

<https://www.youtube.com/watch?v=Mqd7Jco1r2w>

**The Road Not Taken by Robert Frost**

*"The Road Not Taken"* is an ambiguous poem that allows the reader to think about choices in life, whether to go with the mainstream or go it alone. If life is a journey, this poem highlights those times in life when a decision has to be made. Which way will you go?

The ambiguity springs from the question of free will versus determinism, whether the speaker in the poem consciously decides to take the road that is off the beaten track or only does so because he doesn't fancy the road with the bend in it. External factors therefore make up his mind for him.

Robert Frost wrote this poem to highlight a trait of, and poke fun at, his friend Edward Thomas, an English-Welsh poet, who, when out walking with Frost in England would often regret not having taken a different path. Thomas would sigh over what they might have seen and done, and Frost thought this quaintly romantic.

In other words, Frost's friend regretted not taking the road that might have offered the best opportunities, despite it being an unknown.

Frost liked to tease and goad. He told Thomas:"No matter which road you take, you'll always sigh and wish you'd taken another." So it's ironic that Frost meant the poem to be light-hearted, but it turned out to be anything but. People take it very seriously.

It is the hallmark of the true poet to take such everyday realities, in this case, the sighs of a friend on a country walk, and transform them into something so much more.

"The Road Not Taken" is all about what did not happen: This person, faced with an important conscious decision, chose the least popular, the path of most resistance. He was destined to go down one, regretted not being able to take both, so he sacrificed one for the other.

Ultimately, the reader is left to make up their own mind about the emotional state of the speaker at the end. Was the choice of the road less travelled a positive one? It certainly made "all the difference," but Frost does not make it clear just what this difference is.

**What Is the Main Theme of "The Road Not Taken?"**

The main theme of the "The Road Not Taken" is that it is often impossible to see where a life-altering decision will lead. Thus, one should make their decision swiftly and with confidence. It is normal to wonder what the outcome would have been if the other road, the road not taken, was the road chosen. But to contemplate this hypothetical deeply is folly, for it is impossible to say whether taking the other road would have been better or worse: all one can say is that it would have been different.

**What Is the Central Message of "The Road Not Taken?"**

"The Road Not Taken" suddenly presents the speaker and the reader with a dilemma. There are two roads in an autumnal wood separating off, presumably the result of the one road splitting, and there's nothing else to do but to choose one of the roads and continue life's journey.

The central message is that, in life, we are often presented with choices. When making a choice, one is required to make a decision. Viewing a choice as a fork in a path, it becomes clear that we must choose one direction or another, but not both.

In "The Road Not Taken," Frost does not indicate whether the road he chose was the right one. Nonetheless, that is the way he is going now, and the place he ends up, for better or worse, was the result of his decision.

This poem is not about taking the road less travelled, about individuality or uniqueness. This poem is about the road taken, to be sure, as well the road *not*taken, not necessarily the road less traveled. Any person who has made a decisive choice will agree that it is human nature to contemplate the "What if..." had you made the choice you did not make. This pondering about the different life one may have lived had they done something differently is central to "The Road Not Taken."

The speaker opts, at random, for the other road and, once on it, declares himself happy because it has more grass and not many folk have been down it. Anyway, he could always return one day and try the 'original' road again. Would that be possible? Perhaps not, life has a way of letting one thing leading to another until going backwards is just no longer an option.

But who knows what the future holds down the road? The speaker implies that, when he's older he might look back at this turning point in his life, the morning he took the road less travelled, because taking that particular route completely altered his way of being.

**What Is the Structure of "The Road Not Taken?"**

This poem consists of four stanzas, each five lines in length (a quintrain), with a mix of iambic and anapaestic tetrameter, producing a steady rhythmical four beat first-person narrative. Most common speech is a combination of iambs and anapaests, so Frost chose his lines to reflect this:

*Two****roads****di****verged****in a****yell****ow****wood****,*

*And****sor****ry I****could****not****tra****vel****both***

This simple looking poem, mostly monosyllabic, has a traditional rhyme scheme of ABAABwhich helps keep the lines tight, whilst the use of enjambment (where one line runs into the next with no punctuation) keeps the sense flowing.

The whole poem is an extended metaphor; the road is life, and it diverges, that is, splits apart–forks. There is a decision to be made and a life will be changed. Perhaps forever.

**What Is the Mood and Tone of "The Road Not Taken?"**

Whilst this is a reflective, thoughtful poem, it's as if the speaker is caught in two minds. He's encountered a turning point. The situation is clear enough - take one path or the other, black or white - go ahead, do it. But life is rarely that simple. We're human, and our thinking processes are always on the go trying to work things out. You take the high road, I'll take the low road. Which is best?

So, the tone is meditative. As this person stands looking at the two options, he is weighing the pros and cons in a quiet, studied manner. The situation demands a serious approach, for who knows what the outcome will be?

All the speaker knows is that he prefers the road less travelled, perhaps because he enjoys solitude and believes that to be important. Whatever the reason, once committed, he'll more than likely never look back.

On reflection, however, taking the road "because it was grassy and wanted wear"has made all the difference, all the difference in the world.

**What Are the Poetic Devices Used in "The Road Not Taken?"**

In "The Road Not Taken," Frost primarily makes use of metaphor. Other poetic devices include the rhythm in which he wrote the poem, but these aspects are covered in the section on structure.

**What Is the Figurative Meaning of "The Road Not Taken?"**

Frost uses the road as a metaphor for life: he portrays our lives as a path we are walking along toward an undetermined destination. Then, the poet reaches a fork in the road. The fork is a metaphor for a life-altering choice in which a compromise is not possible. The traveler must go one way, or the other.

The descriptions of each road (one bends under the undergrowth, and the other is "just as fair") indicates to the reader that, when making a life-altering decision, it is impossible to see where that decision will lead. At the moment of decision-making, both roads present themselves equally, thus the choice of which to go down is, essentially, a toss up–a game of chance.

The metaphor is activated. Life offers two choices, both are valid but the outcomes could be vastly different, existentially speaking. Which road to take? The speaker is in two minds. He wants to travel both, and is "sorry" he cannot, but this is physically impossible.

**What Is the Literal Meaning of "The Road Not Taken?"**

Literally, "The Road Not Taken" tells the story of a man who reaches a fork in the road, and randomly chooses to take one and not the other.

**What Is the Symbolism of "The Road Not Taken?"**

The road, itself, symbolizes the journey of life, and the image of a road forking off into two paths symbolizes a choice.

As for color, Frost describes the forest as a "yellow wood." Yellow can be considered a middle color, something in-between and unsure of itself. This sets the mood of indecision that characterizes the language of the poem.

Frost also mentions the color black in the lines:

*And both the morning equally lay*

*In leaves no step had trodden black.*

Clearly, this is to emphasize that both roads appeared untouched, not having been tarnished by the foot of a previous traveler. The poet is the first to encounter this dilemma.

**What Is the Point of View of "The Road Not Taken?"**

The point of view is of the traveler, who, walking along a single path, encounters a fork in the road and stops to contemplate which path he should follow.

**How Do the Two Roads Differ in "The Road Not Taken?"**

The two roads in "The Road Not Taken" hardly differ.

The first road is described as bending into the undergrowth. The second road is described as "just as fair," though it was "grassy and wanted wear."

At this, it seems the second road is overgrown and less travelled, but then the poet writes:

*Though as for that the passing there*

*Had worn them really about the same,*

*And both that morning equally lay*

*In leaves no steps had trodden black.*

So, again, the roads are equalized. Yet, as if to confuse the reader, Frost writes in the final stanza:

*I took the one less traveled by,*

*And that has made all the difference.*

With that, we are left to wonder how Frost knew the road he took was the one less traveled by. But Frost likely left this ambiguity on purpose so that the reader would not focus so much on condition of the road, and, instead, focus on the fact that he chose a road (any road, whether it was that which was less traveled by or not), and that, as a result, he has seen a change in his life.

*This well-known poem is about making choices, and the choices that shape us. Robert Frost is an American poet who writes simply, but insightfully, about common, ordinary experiences*.

**Introduction to the Poem**

In the poem - ‘The Road Not Taken’, the road symbolizes our life. The poet says that the path that we don’t choose in our life is ‘the road not taken’. He describes his feelings about that choice that he had left in the past. The path which we have chosen, decides our future, our destination. The important message that the poet wants to give is that the choice that we make has an impact on our future and if we make a wrong choice, we regret it but cannot go back on it. So, we must be wise while making choices.

Stanza 1

Two roads diverged in a yellow wood,

And sorry I could not travel both

And be one traveller, long I stood

And looked down one as far as I could

To where it bent in the undergrowth;

diverged: separated and took a different direction

yellow wood: a forest with decomposing leaves

undergrowth: dense growth of plants and bushes means the forest)

Once the poet was walking down a road and then there was a diversion, there were two different paths and he had to choose one out them. The poet says that as he was one person, he could travel on one road only. He had to choose one out of these two roads Yellow wood means a forest with leaves which are wearing out and they have turned yellow in colour – the season of autumn. It represents a world which is full of people, where people have been living for many years. They represent people who are older than the poet. The poet kept standing there and looked at the path very carefully as far as he could see it. Before taking the path, he wanted to know how it was. Was it suitable for him or no. He was able to see the path till from where it curved after which it was covered with trees and was hidden. It happens in our life also when we have choices, we have alternatives, but we have to choose only one out of them, we take time to think about the pros and cons, whether it is suitable for us or not and only then, we take a decision on what path we should choose.

Stanza 2

Then took the other, just as fair,

And having perhaps the better claim,

Because it was grassy and wanted wear;

Though as for that the passing there

Had worn them really about the same.

fair: As good as the other one,

claim: Better option

grassy: unused

wanted wear: had not been used

The poet kept on looking at one path for a long time to check if it is the right path for him or not and then he decided and started walking on another path because he felt that the both paths were equally good. He says just as fair, so, he felt that both paths were equally good and started walking on one of them. He adds that maybe he felt that the path was better for him so he chooses it as it had grass on it which means that it was unused. Not many people had walked on this path earlier that is why this path was grassy. ‘And wanted wear’ means that it was not walked over by many people. After he walked on the path for some distance, he realized that both the paths had been worm out the same way. Both the paths were similar and worn out.  Even in our life, we take any path or option but all of them have the same benefits, disadvantages, problems, challenges and we must face them. We think that we are choosing a better option, but it is not that way.

Stanza 3

And both that morning equally lay

In leaves no step had trodden black.

Oh, I kept the first for another day!

Yet knowing how way leads on to way,

I doubted if I should ever come back.

trodden means walked over.

The poet says that both the paths were similar that morning. Both had leaves on them and no one had stepped on them as they were still green in colour. He decided that that day he would take one path and keep the other path for another day, although he knew that one way leads on to another way. He knew that he could not go back on the choice that he had made. Similarly, even in our life once we choose an option, we must keep on moving ahead with that option and we never get a chance to come back and take the other option that we had left earlier.

Stanza 4

I shall be telling this with a sigh

Somewhere ages and ages hence;

Two roads diverged in a wood, and I —

I took the one less travelled by,

And that has made all the difference.

sigh: deep breath

hence: here, in the future

He says that in the future, he will take a deep breath and say that once upon a time, he had reached such a point in life that there were two options for him and he travelled on that road which had been travelled upon by lesser number of people. That decision of his decided his future. Similarly, in future, when you grow up, then you will say that once upon a time, when you were young, you had two options. The choice that you made, made you what you became of it. This is a very strong message for all the students - that you should be wise and be careful while making choices out of the options that you have in your life because your future depends on the choice that you make today.

Literary Devices used in the Poem - The Road Not Taken

1.Rhyme Scheme: abaab

2.Symbolism: two roads which represents two or more choices in our life

3.Anaphora: ‘and’ repeated at the beginning of lines 2, 3 and 4

4.Alliteration: Wanted Wear ‘w’ sound is repeating

1. ‘first for’ – ‘f’ sound is repeating
2. ‘though, that’- ‘th’ sound is repeating

5.Repetition: ‘Ages’ is repeated. ‘Two roads diverged in a wood’- this sentence is repeated in stanzas 1 and 4.

The Road Not Taken Summary

The poet says that once, he was walking down the road and reached a fork. He could walk over one of the paths only. He took time to choose the right path. He inspected them to decide which was a better option and then chose the one which seemed less walked over. He kept the other one for some other day although he knew that he would never get the chance to walk over it. He would go further on the chosen path and not get a chance to go back on it. As he walked on the chosen path, he realized that both the paths were similar. He felt that his future depended on the choice that he made.

**Question and Answers**

1. Where does the traveller find himself? What problem does he face?

A. The traveller finds himself standing on a fork in the path. He is in a problem as he must choose one path and is unable to decide which one to choose.

2. Discuss what these phrases mean to you.

(i) a yellow wood

A. ‘Yellow wood’ refers to the forest which has withering leaves as in the season of autumn. It represents a world full of aging people.

(ii) it was grassy and wanted wear

A. It means that the path had a lot of grass on it. This means that it had not been walked over by many people. It had to be worn out by the steps of the people who walked on it.

(iii) the passing there

A. It means that when he walked over the path that he had chosen.

(iv) leaves no step had trodden black

A. It means that no one had walked over the leaves as they were still green. If they had been walked over, they would have turned black.

(v) how way leads on to way

A. It means that as we walk on a path, we come across more options and make choices further. We keep on walking ahead on that way.

3. Is there any difference between the two roads as the poet describes them

(i) in stanzas two and three?

A. The two paths were similar. In the beginning, the poet felt that one of them was grassy and had not been walked over by many people, but when he walked on it for some distance, he realized that it was like the other road.

(ii) in the last two lines of the poem?

A. Here, again the poet talks of his initial decision when he thought that the roads were different and chose the one that had been walked over by a lesser number of people.

<https://www.youtube.com/watch?v=0AxRMLoBMPc>

**Link to the poem Road not Taken explained in detail**

**UNIT 4—Vocabulary—Homonyms, Homophones and Homographs**

**Homonyms**

Homonyms are words that have the same spelling and pronunciation but different meanings. Here are some common homonym examples:

* **Atmosphere** - the gases surrounding the earth / the mood of a situation
* **Bail** - to clear out water / to release a prisoner
* **Band**- a ring, sometimes symbolizing eternity / a musical group
* **Beat** - to overcome something / to feel exhausted
* **Capital** - the chief city of a state / a crime punishable by death
* **Cleave** - to split or sever / to adhere to
* **Dive** - to go down quickly / an unpleasant place
* **Employ** - to put into use / to hire someone for a job
* **File** - to store computer data / to make a formal request
* **Fine** - being of high quality / sum of money used as a penalty
* **Grave** - something very serious / a place to bury the dead
* **Hide** - to keep something secret / the skin of an animal
* **Iron** - to press or smooth / silvery-gray metal
* **Jade** - a hard, green stone / a hardened or bad-tempered woman
* **Lark** - a small bird / something done for fun
* **Objective** - not being influenced by prejudice / the lens of a microscope or camera
* **Plaque** - an ornamental plate or slab that commemorates a person or event / a deposit on teeth prone to bacteria
* **Refrain** - to stop oneself from doing something / a repeated line in music or poetry
* **Reticule** - at a distance or disconnected / an unlikely possibility
* **Tender** - sensitive or painful to the touch / soft food i.e. a chicken tender

**Homophones**

Homophones are words that have same pronunciation but have different meanings and spellings.

Carat, and Carrot

To, Two.

Some common examples of homophones, including the words used in a sentence, are:

* **brake/break**: When teaching my daughter how to drive, I told her if she didn't hit the *brake* in time she would *break* the car's side mirror.
* **cell/sell**: If you *sell* drugs, you will get arrested and end up in a prison *cell*.
* **cent/scent**: I won't spend one *cent* on a bottle of perfume until I know that I love the *scent*.
* **die/dye**: If you accidentally drank a bottle of fabric *dye*, you might *die*.
* **flour/flower**: To bake a *flower*-shaped cake, you'll need some *flour*.
* **for/four**: I purchased *four* new pairs of shoes *for* my upcoming vacation.
* **heal/heel**: If the *heel* breaks on your shoe, you might fall. However, your injuries will *heal* over time.
* **hear/here**: I wanted to sit *here* so I could *hear* the singer performing without any distractions.
* **hour/our**: We have one *hour* before *our* appointment with the real estate agent.
* **idle/idol**: Being *idle* makes me unhappy, but listening to my *idol* Taylor Swift makes me happy.
* **knight/night**: The *knight* is on his way to the castle, but traveling at *night* is very dangerous.
* **knot/not**: I do *not* know how she learned to tie the *knot* to make that necklace.
* **poor/pour**: I *pour* drinks at a bar every night. I am *poor* because I have too many bills and not enough money.
* **right/write**: There is no *right* way to *write* a great novel.
* **sea/see**: At my beach house, I love to wake up and *see* the *sea*.
* **sole/soul**: I need to get a new *sole* put on my favorite pair of running shoes. Jogging is good for my *soul*.
* **son/sun**: My *son* is 13 years old. He likes to spend time outside in the *sun*.
* **steal/steel**: Someone who decides to *steal* a car has committed a crime, but auto parts are made of *steel*.
* **tail/tale**: My cat was crazily chasing his *tail* while I read a fairy *tale* to my children.
* **weather/whether**: I don't know *whether* to bring a jacket or not. The *weather* looks unpredictable today.

Frequently Confused Homophones

There are several homophones in the English language that almost everyone gets confused at some point. These frequently confused homophones include:

* **accept/except**: *Accept* is a [verb](http://grammar.yourdictionary.com/parts-of-speech/verbs/what-is-a-verb.html) that means to take or receive. *Except* is used as a [preposition](http://examples.yourdictionary.com/preposition-examples.html) or [conjunction](http://grammar.yourdictionary.com/parts-of-speech/conjunctions/what-is-a-conjunction.html) to mean but or exclude.
* **affect/effect**: *Affect* is a verb (in most cases) and indicates influence. *Effect* is a [noun](http://grammar.yourdictionary.com/parts-of-speech/nouns/what-is-a-noun.html) (in most cases) and is the result of an action or change.
* **compliment/complement**: *Compliment* means to say something nice about someone or something. *Complement* means something that enhances or completes.
* **then/than**: *Then* is a versatile word used as an [adverb](http://grammar.yourdictionary.com/parts-of-speech/adverbs/what-is-an-adverb.html), noun or [adjective](http://grammar.yourdictionary.com/parts-of-speech/adjectives/what-is-an-adjective.html) to show the order of how things happened. *Than* is a [subordinating conjunction](http://grammar.yourdictionary.com/parts-of-speech/conjunctions/subordinating-conjunctions.html) you can use to make comparisons.
* **to/too**: *To* can be a preposition or infinitive when used with a verb. *Too* is an adverb or a synonym for also.
* **you're/your**: *You're* is a contraction for you are. *Your* is a pronoun.

**Homographs**

Homographs are words which have same spelling but differ in pronunciation and meaning.

* agape – with mouth open OR love
* bass – type of fish OR low, deep voice
* bat -  piece of sports equipment OR an animal
* bow – type of knot OR to incline
* down – a lower place OR soft fluff on a bird
* entrance – the way in OR to delight
* evening – smoothing out OR after sunset
* fine – of good quality OR a levy
* learned – past tense of learn OR knowledgeable
* minute – tiny OR unit of time
* moped – was gloomy OR motorcyle
* number – more numb OR numerical value
* row – line OR argument OR propel a boat
* sewer – drain OR person who sews
* wave – move the hand in greeting OR sea water coming into shore
* wound – past tense of wind OR to injure

<https://www.youtube.com/watch?v=DxgKDWFTmck>

This is the link to Homonyms, Homophones and Homographs which are explained in detail.

**Unit 4—Grammar—Narration (Direct and Indirect Speech)**

**DIRECT AND INDIRECT SPEECH**

When the actual words of the speaker are reproduced, it is called direct speech.

Example: He said, ‘I am going to school.’

When the main idea of a speaker’s words is reported by another person and the exact

words are not quoted, it is called indirect speech or reported speech.

Example: He said that he was going to school.

• Quotation marks or ‘inverted commas’ are used for direct speech.

Example: ‘I have cut my finger!’ cried Mrs Sharma.

• Quotation marks are not used for indirect or reported speech.

Example: Mrs Sharma cried that she had cut her finger.

• Question marks and exclamation marks are not used in reported speech.

Examples: ‘Is it bleeding very much?’ Mr Sharma asked. (direct)

Mr Sharma asked if it was bleeding very much. (indirect)

• **In reported speech, the reporting verbs like asked/enquired, commanded/**

**ordered/requested, advised/suggested, exclaimed/shouted, etc are often used**

**in place of the reporting verb ‘said’ to convey the mood of the spoken words.**

Examples: Ramesh said, ‘How hot the soup is!’ (direct)

Ramesh exclaimed that the soup was hot. (indirect)

‘Stir it with your spoon,’ his sister said. (direct)

His sister advised him to stir it with a spoon. (indirect)

The son said to his mother, ‘I shall never be rude to you.’ (direct)

The son promised his mother that he would never be rude to her.

(indirect)

‘Why has the clock stopped?’ thought Peter. (direct)

Peter wondered why the clock had stopped. (indirect)

• **The tense of the verb in the reported speech is in the past tense. However, if**

**the verb in the reported speech is stating a universal truth, a habit, a constant**

**situation, the tense of that verb does not change:**

Examples: The boy said, ‘I brush my teeth every day.’ (simple present tense)

The boy said that he brushes his teeth every day. (simple present

tense)

2

The teacher said, ‘The Sun rises in the east.’ (direct)

The teacher said that the Sun rises in the east. (indirect)

She said, ‘My son wants to be an actor.’ (direct)

She said that her son wants to be an actor. (indirect)

**• In an indirect or reported question, the subject comes before the verb, not**

**after it. You do not use the helping verb ‘do’ to form reported questions.**

Example: Paul said, ‘What time does the bus come?’ (direct)

Paul asked what time the bus came. (indirect)

Sarah said, ‘When does the show begin.’ (direct)

Sarah asked when the show began. (indirect)

• The pronouns are also changed in reported speech.

**Pronouns of the first person are changed as below:**

Examples: He said, ‘I am bored.’ (direct)

He said that he was bored. (indirect)

Mira said, ‘We are going to the movies.’ (direct)

Mira said that they were going to the movies. (indirect)

Rinki said, ‘My friends gave me a treat.’ (direct)

Rinki said that her friends gave her a treat. (indirect)

**Pronouns of the second person are changed as below:**

Examples: He said to her, ‘You are beautiful.’ (direct)

He said to her that she was beautiful. (indirect)

‘You must write neatly,’ the teacher told her pupils. (direct)

The teacher advised her pupils that they must write neatly.

(indirect)

**Pronouns of the third person do not change:**

Examples: I said, ‘They have gone out.’ (direct)

I informed that they had gone out. (indirect)

Leela said, ‘These books are theirs.’ (direct)

Leela said that those books were theirs. (indirect)

**While converting direct speech into indirect speech, the tense of the verb**

**must change accordingly:**

**Direct speech-- Indirect speech**

**Simple present — Simple past**

**Simple past — Past perfect**

**Present continuous — Past continuous**

**Present perfect — Past perfect**

**Can — Could**

**Shall — Would**

**Will — Would**

**May — Might**

Examples: She said, ‘I may attend the meeting.’ (direct)

She said that she might attend the meeting. (indirect)

Renu said, ‘I have finished my homework.’ (direct)

Renu said that she had finished her work. (indirect)

**• Words indicating ‘nearness’ of time and place are changed to words indicating**

**‘distance’ of time and place:**

Direct speech -- Indirect speech

This — that

These — those

Here — there

Now — then

Today — that day

Tomorrow — the next/following day

Yesterday — the day before/the previous day

Examples: The interviewer said to the young man, ‘We will let you know

our decision by tomorrow.’ (direct)

The interviewer said to the young man that they would let him

know their decision by the next day. (indirect)

4

‘These are the documents you will require,’ the travel agent

informed the tourist. (direct)

The travel agent informed the tourist that those were the

documents she would require. (indirect)

**• When reporting a question, an order or a request, the connector ‘that’ is not**

**used.**

Examples: The girl said, ‘May I come in?’ (direct)

The girl asked if she could come in. (indirect)

‘Pay your taxes,’ the king ordered his subjects. (direct)

The king ordered his subjects to pay their taxes. (indirect)

**• In reported speech, the word/words or the sound used by the speaker to**

**express an emotion is omitted.**

Examples: ‘Wow! What a handsome man he is!’ the girls said. (direct)

The girls exclaimed what a handsome man he was. (indirect)

‘Hello!’ my friend said to me. ‘How are you?’ (direct)

My friend greeted me and asked how I was. (indirect)

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.

**commands 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 and indirect speech**

If we want to say what other people said, thought or felt, we can use the direct or indirect speech.
The direct speech:*"I like it," he said. "Irene is late," he thought. "I will pass the exam," she hoped.*

The indirect speech: *He said he liked it. He thought that Irene was late. She hoped she would pass the exam.*
The indirect speech is typically introduced by verbs such as *say, tell, admit, complain, explain, remind, reply, think, hope, offer, refuse* etc. in the past tense.
*He said (that) he didn't want it.
She explained that she had been at the seaside.*

If these verbs are in the past tense, we change the following:
a) verb tenses and verb forms
b) pronouns
c) the adverbs of time and place

**A) Verb tenses**

We change the tenses in the following way:

* Present - past
*"I never understand you," she told me. - She told me she never understood me.
"We are doing exercises," he explained. - He explained that they were doing exercises.*
* Present perfect - past perfect
*"I have broken the window," he admitted. - He admitted that he had broken the window.*
*"I have been waiting since the morning," he complained. - He complained that he had been waiting since the morning.*
* Past - past perfect
*"She went to Rome," I thought. - I thought that she had gone to Rome.
"He was thinking of buying a new car," she said. - She said he had been thinking of buying a new car.*
* Will - conditional
*Will*changes into the conditional.
*I will come on Sunday," he reminded me. - He reminded me that he would come on Sunday.*

As you can see, both the past tense and the present perfect change into the past perfect.

Notes
1. *I shall, we shall* usually become *would*.
*"I shall appreciate it," he said. - He said he would appreciate it.*
2. *I should, we should* usually change into *would*.
*"We should be really glad," she told us. - She told us they would be really glad.*
3. *May*becomes *might*.
*"I may write to him," she promised. - She promised that she might write to him.*

The verb forms remain the same in the following cases:

* If we use the past perfect tense.
*Eva: "I had never seen him." - Eva claimed that she had never seen him.*
* If the reporting verb is in the present tense.
*Bill: "I am enjoying my holiday." - Bill says he is enjoying his holiday.
Sandy: "I will never go to work." - Sandy says she will never go to work.*
* When we report something that is still true.
*Dan: "Asia is the largest continent." - Dan said Asia is the largest continent.
Emma: "People in Africa are starving." - Emma said people in Africa are starving.*
* When a sentence is made and reported at the same time and the fact is still true.
*Michael: "I am thirsty." - Michael said he is thirsty.*
* With modal verbs *would, might, could, should, ought to, used to.*
*George: "I would try it." - George said he would try it.
Mimi: "I might come." - Mimi said she might come.
Steve: "I could fail." - Steve said he could fail.
Linda: "He should/ought to stay in bed." - Linda said he should/ought to stay in bed.
Mel: "I used to have a car." - Mel said he used to have a car.*
* After *wish, would rather, had better, it is time.*
*Margo: "I wish they were in Greece." - Margo said she wished they were in Greece.
Matt: "I would rather fly." - Matt said he would rather fly.
Betty: "They had better go." - Betty said they had better go.
Paul: "It is time I got up." - Paul said it was time he got up.*
* In if-clauses.
*Martha: "If I tidied my room, my dad would be happy." - Martha said that if she tidied her room, her dad would be happy.*
* In time clauses.
*Joe: "When I was staying in Madrid I met my best friend." - He said that when he was staying in Madrid he met his best friend.*
* We do not change the past tense in spoken English if it is clear from the situation when the action happened.
*"She did it on Sunday," I said. - I said she did it on Sunday.*
We must change it, however, in the following sentence, otherwise it will not be clear whether we are talking about the present or past feelings.
*"I hated her," he said. - He said he had hated her.*
* We do not usually change the modal verbs *must*and *needn't*. But *must*can become *had to* or *would have to* and *needn't* can become *didn't have to* or *wouldn't have to* if we want to express an obligation.
*Would/wouldn't have to* are used to talk about future obligations.
*"I must wash up." - He said he must wash up/he had to wash up.
"I needn't be at school today." - He said he needn't be/didn't have to be at school that day.
"We must do it in June." - He said they would have to do it in June.*
If the modal verb *must*does not express obligation, we do not change it.
*"We must relax for a while." (suggestion) - He said they must relax for a while.
"You must be tired after such a trip." (certainty) - He said we must be tired after such a trip.*

**B) Pronouns**

We have to change the pronouns to keep the same meaning of a sentence.
*"We are the best students," he said. - He said they were the best students.
"They called us," he said. - He said they had called them.
"I like your jeans," she said. - She said she liked my jeans.
"I can lend you my car," he said. - He said he could lend me his car.*

Sometimes we have to use a noun instead of a pronoun, otherwise the new sentence is confusing.
*"He killed them," Kevin said. - Kevin said that the man had killed them.*
If we only make mechanical changes *(Kevin said he had killed them)*, the new sentence can have a different meaning - Kevin himself killed them.

*This*and *these*are usually substituted.
*"They will finish it this year," he said. - He said they would finish it that year.
"I brought you this book," she said. - She said she had brought me the book.
"We want these flowers," they said. - They said they wanted the flowers.*

**C) Time and place**

Let's suppose that we talked to our friend Mary on Friday. And she said:*"Greg came yesterday."* It means that Greg came on Thursday. If we report Mary's sentence on Sunday, we have to do the following:
*Mary: "Greg came yesterday." - Mary said that Greg had come the day before.*
If we say: *Mary said Greg had come yesterday*, it is not correct, because it means that he came on Saturday.

The time expressions change as follows.
*now - then, today - that day, tomorrow - the next day/the following day, the day after tomorrow - in two days' time, yesterday - the day before, the day before yesterday - two days before, next week/month - the following week/month, last week/month - the previous week/month, a year ago - a year before/the previous year*

*Bill: "She will leave tomorrow." - Bill said she would leave the next day.
Sam: "She arrived last week." - Sam said she had arrived the previous week.
Julie: "He moved a year ago." - Julie said he had moved a year before.*

Note
If something is said and reported at the same time, the time expressions can remain the same.
*"I will go on holiday tomorrow," he told me today. - He told me today he would go on holiday tomorrow.
"We painted the hall last weekend," she told me this week. - She told me this week they had painted the hall last weekend.*
On the other hand, if something is reported later, the time expressions are different in the indirect speech.
Last week Jim said: *"I'm playing next week."*
If we say his sentence a week later, we will say:
*Jim said he was playing this week.*

Here usually becomes there. But sometimes we make different adjustments.
At school: "I'll be here at 10 o'clock," he said. - He said he would be there at 10 o'clock.
In Baker Street: "We'll meet here." - He said they would meet in Baker Street.

**Reported questions**

Direct questions become reported questions with the same word order as statements. The reporting verb say changes into ask, want to know, wonder...
"Where have you been?" he said. - He asked me where I had been."What time did it start?" he said. - He wanted to know what time it had started."Why won't he do it?" she said. - She wondered why he wouldn't do it.
In yes/no questions we use if or whether in questions. If is more common and whether is more formal.
"Will you come?" she asked me. - She asked me if/whether I would come."Did he marry Sue?" she said. - She wondered if/whether he had married Sue.

**Reported commands, requests and advice**

The commands, requests and advice mostly have the same form in English: verb + object + infinitive (advise, ask, beg, forbid, order, persuade, recommend, tell, urge, warn etc.).
In the direct speech we do not mention the person in the imperative. In the indirect speech the person addressed must be mentioned.
"Get up!" he said. - He told me to get up."Please, revise for the test," he said. - He urged me to revise for the test."Put on your coat," I said. - I advised him to put on his coat.
Negative commands, requests and advice are made by verb + object + not + infinitive.
"Don't hesitate," he said. - He persuaded me not to hesitate."Don't smoke," the doctor warned my father. - The doctor warned my father not to smoke.

Tell can introduce statements, commands, requests or advice. The form is different, however.

Statements with tell
"I'm leaving," he told me. - He told me that he was leaving.

Commands, requests or advice with tell
"Leave the room," he told John. - He told John to leave the room."Don't give up," the teacher told her students. - The teacher told the students not to give up.

Similarly ask is used in reported questions, commands, requests or advice in different forms.

Questions with ask
"Will you make coffee?" he said. - He asked me if I would make coffee.

Commands, requests or advice with ask"Make coffee, please," he said. - He asked me to make coffee."Don 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. |

<https://www.youtube.com/watch?v=LVB4O0BSZBQ&t=831s>

Link for direct and indirect speech explanation

Unit 4 – Writing -- Report Writing

Definition of a Report:

A report is a factual and systematic account of a specific business or professional activity. It is an informational work made with the intention of giving information or recounting events in a presentable form. They are used to keep track of information, evaluate a strategy and make decisions.

Importance of Reports:

The importance of reports lies in the fact that a number of business decisions and research conclusions are made on the basis of information presented or recommendations made in reports. They help in the analysis of a condition, situation or a problem for an effective solution. Effective report writing skills are necessary in order to be successful in the workplace. As a person advances in the career he/she has to prepare various kinds of reports like:

1. Periodic Reports
2. Situational Reports
3. Investigative Reports
4. Project Reports
5. Feasibility Reports
6. Compliance reports
7. Evaluation Reports

Types of Reports:

Reports can be classified as:

1. **Informational and Analytical** based on their functions
2. Routine and Special according to their periodicity
3. Oral and Written as per their communicative form
4. Formal and Informal depending on their nature, scope and length.

Formats of Reports:

There are four formats of Reports:

1. Printed formats
2. Letter formats
3. Memo formats
4. Manuscript formats

|  |  |  |
| --- | --- | --- |
| S.No | Formats | Description |
| 1. | Printed format | Forms prepared to record for repetitive and routine data. |
| 2. | Letter format | Short informal reports to be communicated to someone outside the organisation. |
| 3. | Memo format | Short informal reports to be communicated to someone within the organisation. |
| 4. | Manuscript format | Formal reports printed on plain paper. |

Structure of Reports:

A report includes the following parts of elements:

* Title page
* Preface
* Letter of transmittal
* Acknowledgements
* Table of contents
* List of illustrations
* Abstract/Executive summary
* Introduction
* Methodology
* Discussion/Findings/Analysis
* Conclusion
* Recommendation
* Appendices
* References and bibliography

Writing Strategies:

As reports are systematic attempts to discuss problems, situations or conditions and stimulate thinking or action in individuals and groups, a systematic plan of writing should be followed. The following steps will help in organising and presenting the report systematically:

1. Analyse the problem and purpose
2. Determine the scope of the report
3. Determine the needs of the audience
4. Gather all the information
5. Analyse and organise the information
6. Write the first draft
7. Revise, review and edit
8. Write the final draft.

**A report on Annual Cultural Program in a College**

Sujon Ahmed, Methodist College of Engineering & Technology, Hyderabad,

April, 5th 2010.

The Annual Cultural Programme of MCET, Hyderabad was held in the college premises in a befitting manner yesterday, ie., on 4th April, 2010. It was a week-long programme. Presided over by the Principal of the college, the function was attended by the local Member of the Parliament as the chief guest while the DC of Hyderabad was present as the special guest.

Distinguished guests, elite guardians, and the students of the college also attended the inaugural function. The events of the day-long programme included music, recitation, dance, story-telling, extempore speech, pantomime, and chorus. The chief guest distributed prizes among the participants who performed well in the function.

The chief guest also delivered a valuable speech. In his speech he gave much importance to the need for arranging such a programme. He encouraged the students for their laudable performances. A senior Assistant Professor conducted the programme that was concluded by staging a one-act play 'Kabor' written by Munir Chowdhury.

However, everybody enjoyed the cultural function and highly appreciated the organizers. The function revealed many aspects of our culture before the audience.

**A report on Interesting Cricket Match**

Sujon Ahmed, Methodist College of Engineering & Technology, Hyderabad,

5th November, 2010.

Yesterday, ie., on 4th November, 2010, Bangladesh played a T-Twenty cricket match against West Indies. West Indies won the T-Twenty cricket match in Dhaka. Bangladeshi skipper Mushfiqur Rahim sent West Indies to bat after winning the toss. All Bangladeshi bowlers bowled extremely well.

West Indies scored 220 runs for 7 wickets. Bangladesh came to bat in the second half. The opening batsman Sakib began to bat and continued upto the tenth over. But 3 wickets fell after that and Bangladesh was under great pressure.

However, the next batsmen were trying to change the situation. After 20 overs, Bangladesh scored 175 runs for 10 wickets and West Indies won by 45 runs. Ex-captain Saib Al Hasan was declared man of the match.

When asking about the defeat, Mushfiqur Rahim said that due to busy schedule they did not have enough practices. However, they were happy because Bangladesh played and won two warm up matches against West Indies before this match.

**A report on Annual Cultural Week of Your College**

Sujon Ahmed, Methodist College of Engineering & Technology, Hyderabad.

12th April, 2018.

The annual cultural function of Methodist College of Engineering & Technology, Hyderabad, was held in the college premises in a befitting manner and came to an end yesterday. It was a weeklong function.

Presided over by the principal of the college, the function was attended by the Education Minister as the chief guest on the last day of the week while the local MP was present as the special guest on the inaugural day. Distinguished guests, elite guardians, and the students of the college also attended the function.

The events of the weeklong function included music, recitation, dance, storytelling, extempore speech, pantomime, and chorus. The function came to an end by distributing prizes among the participants on the last day of the week.

On the last day of the function, the chief guest delivered his valuable speech. In his speech he gave much importance to the need for arranging such a programme in the college premises. He encouraged the students for their laudable performances.

A senior Assistant Professor conducted the weeklong programme that was concluded by staging a one act play named 'Kobor' written by Munir Chowdhury.

However, everybody enjoyed the weeklong cultural function and highly appreciated the organizers. The function revealed many aspects of our culture before the audience.