



'Where the Mind is Without Fear'

Rabindranath Tagore

The original poem bears the title 'Prarthana' i.e. prayer. The poem is a prayer to a universal father-figure, presumably, God.

The poem was written by Rabindranath Tagore during the time when India was under the British Rule and people were eagerly waiting to get their freedom from the British Rule. This poem had given a lot of strength to the people who were struggling for India's independence. It is a prayer to the Almighty for a hassle free nation free from any kind of manipulative or corrupted powers.

The poet wishes to be awakened to a heaven where the mind can work fearlessly and the spirit can hold its head high, where one can acquire knowledge in all freedom of choice, where the big world of man is not fragmented or restricted to small mutually exclusive compartments, where everybody speaks his/her heart clear, where actions flow in the form of various streams moving from success to success, where petty conventions do not stagnate the course of judgment, where manhood is not pieced, where God himself leads us in all acts, all thoughts, and all sources of delight. We need a strong motivating slap by God to be elevated to that heaven.

Rabindranath Tagore sketches a moving picture of the nation; he would like India to be. In lines 1-2, the poet pledges to the Almighty that his country should be free from any fear of oppression or forced compulsion. He wants that everyone in his country should be free to hold their heads high in dignity. He dreams of a nation where knowledge or education would be free that is education should not be restricted to the upper class only but everybody should be free to acquire knowledge. There should not be any caste distinctions or gender distinction when it comes to education.

Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By narrow domestic walls

Tagore, in his poem 'Where The Mind Is Without Fear' wishes for a world which is not 'fragmented' by prejudices based on caste, creed, color, religion or other baseless superstitions. Prejudices and superstitions should not divide the people in groups and break their unity (line 4). He wants a nation where people are truthful, not superficial and words should come out from the depth of their hearts (line 5). The sixth line of 'Where The Mind Is Without Fear' talks about the poet yearning for a country where people would strive without getting tired to reach perfection leaving behind prejudices and old traditions. In the next line, line 7, Tagore wants the power of reason to dominate the minds of his countrymen, he does not want the 'stream of reason' to be lost amongst outdated customs and traditions and only that can direct the mind towards selfless thoughts and everlasting action

Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit

In the final line of the poem, Tagore asks the 'Father', presumably God to awaken his country into such a heaven of freedom.

Where the mind is led forward by thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake.



The poem is patriotic in nature considering the independence and the happiness of the countrymen as the most important factor. If a country lacks such requirements, the countrymen can never be at peace. Consequently, the society will be full of disharmony and social unjust. The poem sends a message that the society should be free from all social evils, only then it can lead to progress. Therefore, Tagore prays to God to create such an ideal society for his motherland. Make sure you go through the critical analysis of Where the Mind is Without Fear.

Tryst with Destiny **Jawaharlal Nehru**

"**Tryst with Destiny**" was a speech made by Jawaharlal Nehru, the first Prime Minister of independent India, to the Indian Constituent Assembly in The Parliament, on the eve of India's Independence, towards midnight on 14 August 1947. It focuses on the aspects that transcend India's history. It is considered to be one of the greatest speeches of all time and to be a landmark oration that captures the essence of the triumphant culmination of the largely non-violent Indian independence struggle against the British Empire in India.

Jawaharlal Nehru was the first prime minister of India. He was a great statesman who is responsible for all the progress of India. As the prime minister of India, Nehru shaped the foreign policy of the country and gave support for the development of science and technology. Nehru was originally a lawyer but he was also an expert in most other subjects. The people of India respected his vast knowledge and called him 'Pundit Nehru'.

India won Independence from England on the 15th August, 1947. At the very stroke of midnight in the clock, Nehru announced the happy news of the freedom of India to the entire world. During the colorful ceremony held at New Delhi, the flag of England was pulled down and the new tricolor national flag was hoisted. After that, Nehru delivered a historic speech which is known as "Tryst with Destiny".

Nehru began his speech by referring to the pledge made by Indians long years ago to win the freedom for the homeland. Freedom has finally come and the long suppressed soul of the nation is liberated. Nehru asks the people of India to dedicate themselves to the service of India and to the service of the whole mankind.

India emerged as a new nation in the early hours of 15th August, 1947. Behind this success lies the long and great sacrifice done by the freedom fighters of many generations. According to Nehru, the people in India will collect their courage from the principles of the past. The success celebrated on the 15th August is only an opportunity for great successes in future. He asks the people of India to accept this challenge and to serve the future generation of India.

Nehru reminds the people of India that freedom and power bring responsibility. Before 1947, India used to depend upon England for leadership and guidance. After 1947, India is her own master. The country has to take its own decisions, learn from mistakes and move forward. India has to grow into a mature and wise nation and be a model to other nations.

Nehru feels that all Indians should work hard for the development of their dear nation. Doing service to India means doing service to million of poor people who suffer all over the country. Nehru feels that the past is over and it is the future that has to be taken care of. It is for the future generations that we have to dedicate ourselves. Nehru urges the people to labor and to work hard to give reality to the dreams of the nation. Those dreams are not only for India but for the entire world. According to Nehru, all the countries in the world are closely connected. No one can live in isolation. Peace, freedom and prosperity are the



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common property of all humanity. Nehru warns the people that disaster in one part of the world can affect everyone else, because the world cannot be divided into small isolated pieces.

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WILLIAM WORDSWORTH : THE SOLITARY REAPER

The Solitary Reaper

Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.
No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.
Will no one tell me what she sings?--
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?
Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;--
I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

A Brief Background

William Wordsworth is one of the most important English poets and a **founder of the Romantic Movement of English literature**, a style of writing that focuses on **emotion and imagination**. Wordsworth became known as a 'Lakeland Poet' because of the area where he lived, which is renowned for its beautiful, wild landscapes, charming pastures, and countless lakes. He was often called a 'nature poet' because of his emphasis on the connection between humans and the natural world. He became widely successful and was named poet laureate of England in 1843.

'The Solitary Reaper' was written on November 5, 1805 and published in 1807 in the collection *Poems, in Two Volumes*. This poem is unique because, while most of Wordsworth's work is based closely on his own experiences, 'The Solitary Reaper' is based on the experience of someone else: author and friend Thomas Wilkinson, as described in his *Tours to the British Mountains*.

The poem, like most of Wordsworth's poetry, is distinguished by its straightforward use of language and meter as well as its natural theme and imagery. It reflects Wordsworth's belief in the importance of the natural world, the power of memory and the human mind, and his first principle of poetry: that poetry



should be written to provide pleasure through a rhythmic and powerful expression of emotion and leave readers with 'a spontaneous overflow of powerful feelings' long after it is read. Let's take a look at the text of the poem and then discuss what it might mean.

Summary

Wordsworth came across a lovely maiden at work in the fields all alone during his tour of Scotland. Her lovely song and presence in a foreign language of some local dialect had a deep impression and moved the poet to compose these verses. The poem expresses emotion that is aroused by girl's song. This sweet and melodious song is full of romantic passion and appears to maintain his reflective mood till the end. This shows Wordsworth's love for nature and the natural objects. The lovely singer appeared to be a part of beauty of nature representing its sweetness, joy and mystery. Her song captivated the poet's ears as well as the imagination. The poet felt from the tone that the song was melancholy. The song was more charming than the song of nightingale or a cuckoo bird. There was thrill in it although the words did not convey any meaning because the poet did not know the dialect. The poet wished that he might know the contents of the songs to intensify its impact. The poem does not give a definite meaning to the song of the girl. The meaning is as unknown to the reader as it is to the poet as he asks, will no one tell me what she sings? The poet describes feelings of beauty, charm and mystery in the poem. An imagination reader enjoys the same intoxication as was experienced by the poet. However, it seems that Nature impresses the poet not only where he is in direct contact with that but also in moments when he recollects its beauties. The song of the girl leaves no unloosing impression on his mind. He listens to it motionless and heard no more making the poem romantic in nature and a thing of beauty to enjoy forever.

Line/Stanza Wise Explanation

Lines 1-4

Explanation

In these lines the poet tells us about a young girl of Scotland. He tells us to look at the girl who is reaping grain and also singing a sweet song. He advises the passerby to stop short and listen to her song or pass very silently by here, so that she is not disturbed.

Lines 5-8

The poet says that the highland girls cut and bind the grain in sheaves. She is also singing a sad song. She is very busy in her song as well as her work. The poet once again advises to listen to her song. He says that the whole deep valley is echoing with her sweet song. The whole dale is listening to her sweet voice. We should also listen to her song and enjoy it.

Lines 9-12

In the given lines the poet compares the sweet voice of the girl to that of a nightingale. Nightingale is considered as a sweet-voiced bird. The poet says no night angle has so far sings melodious a song as the girl sings when some group of tired travelers reaches a shady place, in the Arabian deserts the night angel welcome the caravan with its sweet song it's obvious that commonly there is no night angle in the deserts. But if there is some oasis it is but natural that a night angle is found there. So when a tired caravan reaches any ceases or shrubby area the night angle welcomes it. The poet says that the voice of the singing girl is rather sweeter than that of a night angle.

Lines 13-16

These lines show a comparison between the song of the girl and the song of the cuckoo. He says that such a sweet voice was heard from the cuckoo even in the spring season. The song of cuckoo is always very sweet but the voice of the girl, who was singing, was sweeter than the cuckoo's. The voice of the girl was so sweet that it broke the silence of the seas and of the far off Islands on the north western coast of Scotland. These islands are never distributed by any storm but the voice of the girl into the silence of this group of Islands. This was because of the praise worthy song of the girl which even affected the seas.



Lines 17-20

In these lines the poet tells us about the language of the song. He does not understand the alien language of the song. He says will no one tell him the meaning of the song of the girl. He says that perhaps the girl is singing some sad of the past. He guesses the language and the meaning of the song. Perhaps the girl is singing some unhappy song or singing about events that have taken place in the past perhaps she is singing about battles which have been fought in the far off past.

Lines 21-24

These lines are expression of the un understandable language of the song. The poet again guesses at the theme. Perhaps she is singing a simple song on some ordinary matter of the age. Perhaps she is singing simple sorrow of loss or of some misery. May be she is singing for the lower who has lited her. Probably the incident of loss or pain has taken place and it may be experienced again in future.

Lines 25-28

These lines also show that the poet did not know the theme of the song. He says whatever theme she sang irrespective of that it seems that the song of the young girl would not come to an end. The poet says that he saw the girl busy at her work and also singing while reaping with a sickle in bent motion.

Lines 29-32

These are the concluding lines of the poem. The poet says that first he listened to her song standing still and motionless. But as he mounted up the hill of Scotland the tune of the song was so sweet that it struck the heart of the poet. He was sop impressed that he carried the melody of the song with him long after the song was ended by the girl. Actually, the poet of nature was profoundly impressed by this natural scene. He remembered this song forties natural melodious effect.



PORTRAIT OF A LADY

By: Khushwant Singh

The story is an insight of Khushwant Singh of his grandmother through his own eyes. Khushwant Singh remembers his grandmother as an everlastingly old person. She was an extremely religious person. He finds it difficult to conceptualise that once she too was young and pretty like other women. The stories about her childhood games were like fairytales to him. She was short, fat and somewhat hunched in stature. Her silvery white hair used to spread out on her wrinkled face.

Khushwant Singh remembers her limping around the house in spotless white clothes with one hand resting on her waist to balance her stoop and the other busy in telling the beads of her rosary. Her lips constantly moved inaudibly in prayers. Perhaps she was not beautiful in a temporal sense but she looked extremely beautiful with the peacefulness, serenity and the contentment her face exhibited.

Khushwant's relationship with his grandmother experienced several switches when he was a small boy. In the first stage Khushwant lived in a village with her as his parents were looking for the chance to settle down in the city. In village grandmother took care of all the needs of the child. She was quite dynamic and active. She woke him up in the morning, got him ready for the school, coated his wooden slate, prepared his breakfast and accompanied him to the school. They fed street dogs with stale chapatis on their way to school which was a great fun for them. She helped him in his lessons also. It was her realm and she was the queen of her realm. In this period she was the exclusive undisputed custodian, mentor and architect of the child Khushwant.

The critical point came in their relationship when they came to city to stay with Khushwant's parents. In city Khushwant joined an English School and started to go to school in a bus. Here the role of his grandmother in his bringing up was cut back a little bit. Now she could not go with him to the school. In spite of her immense interest in his studies, she could not help him in his lessons as he was learning English, laws of gravity, Archimedes' principle and many more such things which she could not understand and this made her distressed. She found herself at loss. Another thing which disquieted her much was that the kids were not learning about God and scriptures in the school instead they were given music lessons which was not an respectable thing in her belief. To her music was not meant for gentlemen. It was intended for beggars and prostitutes only. She highly disdained the music lessons. She was dismayed and withdrew herself to some level. Perhaps she realised that in the reforming of the child her role was finished and this very thought affected her most.

After finishing school Khushwant went to university. He was given a separate room. The common nexus of their friendship was ruptured. His grandmother confined herself to a self imposed reclusiveness. She spent most of her time in reciting prayers and by sitting beside her spinning wheel. She rarely talked to anyone. The only diversion for her was in the afternoon when she relaxed for a while to feed the sparrows. A kind hearted person, in village she used to feed street dogs, here in city she concentrated on birds and they too became very friendly with her. This was the stage when she found herself altogether sequestered and aloof but she weathered this closing off with grace and self-respect.

Khushwant's grandmother was a firm person. Whatever she experienced in her heart she always held back herself from showing her emotions. He recollects that when he went abroad for further studies his grandmother was there to see him off on railway station quite calm busy telling the beads of her rosary and reciting prayers as ever. When he came back after five years he found her more and more religious and more and more self-possessed. She spent even more time in prayers and spinning the wheel. Feeding the birds was her only happy pursuit. But just the day before her death for the first time she broke this routine and abandoned her prayers. That day she sang the songs of the home coming of the warriors on a withered drum along with the ladies of neighborhood in order to celebrate her grandson's return from abroad.



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Next morning she became ill. The doctor said it was a mild fever and would disappear she could anticipate that her end was approaching. She was disconcerted that she neglected her prayers just before the final exit from the world. She did not want to waste any more time talking to anybody. She lay peacefully in bed praying and telling the beads till her lips stopped moving and rosary fell from her lifeless fingers.

Thousands of sparrows flew in to mourn her death and sat dispersed around her body in complete silence. They even disregarded the breadcrumbs thrown for them by Khushwant's mother. They only flew away after the corpse was carried away for final ritual

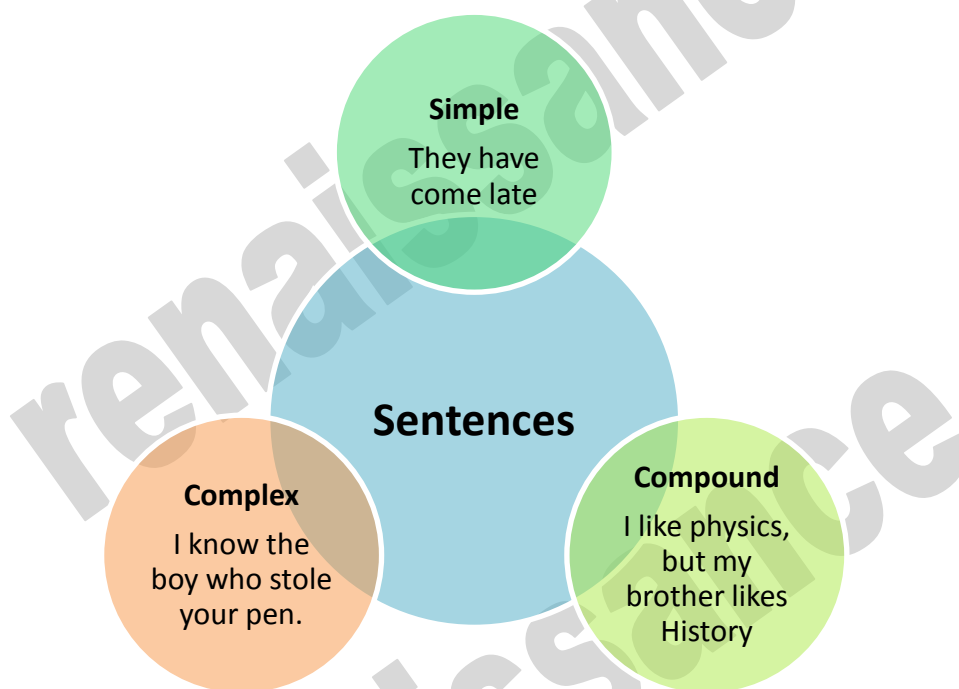


SENTENCES

A Sentence is a group of words that make sense on their own.

Example: color Pink favorite is my. (Makes no sense, therefore it is not a sentence)

My favorite color is Pink. (Makes complete sense, therefore it is a sentence)



Sentence 1 is a simple sentence. It has one finite verb. A finite verb as you already know, is a verb which agree with the number and person of the subject. No sentence is complete without a finite verb.

Sentence 2 is a compound sentence. It has two finite verbs. It has been formed by combining the following two simple sentences using the conjunction but:

I like physics. My brother likes History Each one of these sentences is called a clause when it is part of the compound sentences. Each one of them is independent, and they are of equal rank in the sentence. They are, therefore, called coordination clauses.

A compound sentences will have two or more than two finite verbs. It has been formed by combining the following two simple sentences by sing the relative pronoun who:

Sentence 3 is a complex sentences. It has two finite verbs. It has been formed by combining the following two simple sentences by using the relative pronoun who:

I know the boy. The boy (who) stole your pen.

Each of these sentences is called a clause when it is part of the complex sentences.

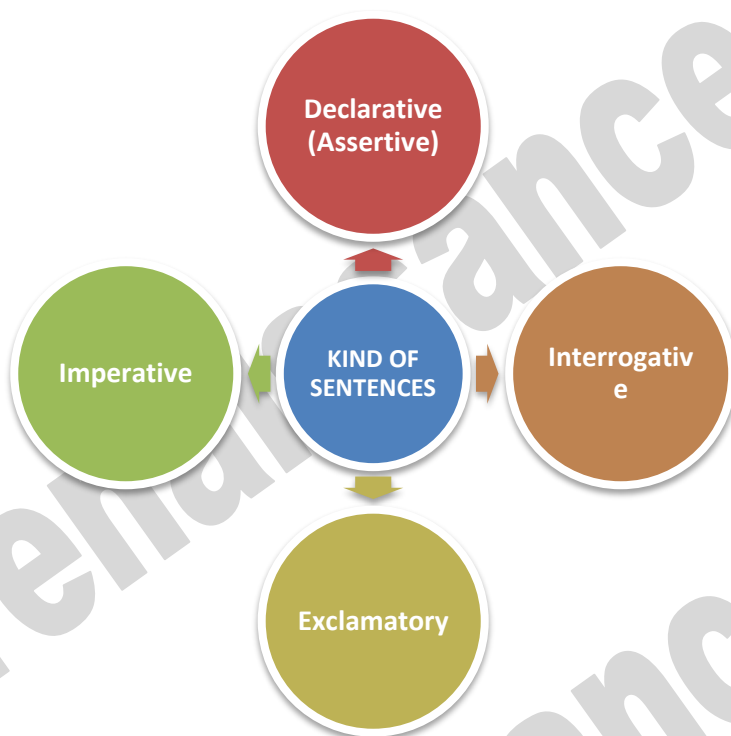
These two clauses are not of equal rank in the sentences. The clause I know the boy is an independent clause because it can stand by itself as a complete sentences. It is called the principal, or the main clause.

The clause who stole your pen is a dependent (or subordinate) clause because it cannot stand by itself as a complete sentence.

Like a compound sentence, a complex sentence will have two or more than two verbs. A complex sentence will have two or more clauses. It will have only one principal clause. It may have one, or more than one subordinate clauses.



KIND OF SENTENCES



Declarative (Assertive) - A declarative sentence makes a statement. These are the simple sentences.

Example: Maria lives in India.

Interrogative - An interrogative sentence asks a question. An interrogative sentence ends with a question mark.

Example: How did you get into the car?

Exclamatory - It is a sentence that expresses sudden and strong feelings, such as surprise, wonder, pity, sympathy, happiness, or gratitude. An exclamatory sentence ends with an exclamation mark.

Example: The monster is attacking!

Imperative - Imperative sentence gives a command, makes a request, or express a wish.

Example: Cheryl, try the other door.

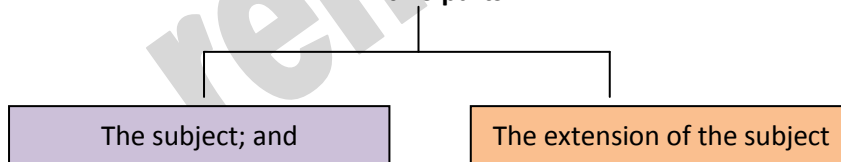
Sometimes the subject of an imperative sentence (you) is understood.

Example: Look in the closet. (You, look in the closet.)

A Sentences consists of two sections



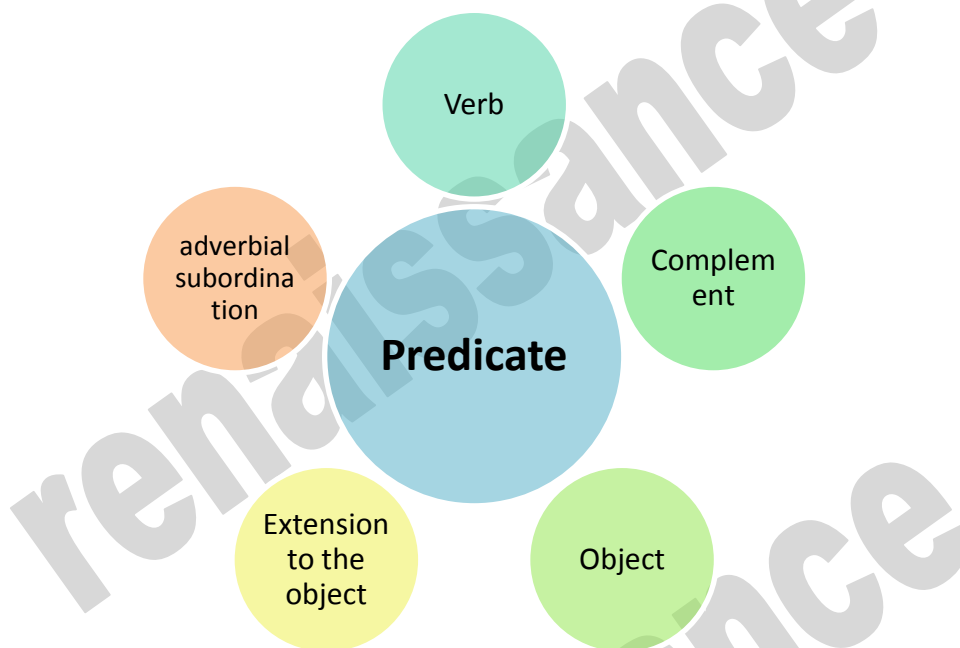
The Subject of a sentence may have two parts:





The part which names by person or thing we are speaking about is called the subject of the sentence.

The predicate is the part which tells something about the subject. The predicate section of the sentence may have five parts:



SUBJECT AND PREDICATE

Subject: Who or what the sentence is about. The noun, pronoun, or group of words acting as a noun, that performs the action indicated in the predicate of the sentence or clause.

The subject of a sentence typically

1. Occurs at the beginning of the sentence (position),
2. Consists of a noun phrase (form), and
3. Indicates the topic of the discussion (meaning).

Predicate: Basically, the rest of the sentence or clause other than the subject; it usually has a verb, and thus indicates some action, but may have other functions such as modifying the subject.

The predicate

1. follows the subject,
2. Starts with a verb indicating an action or state of being, and
3. Conveys a thought about the subject.

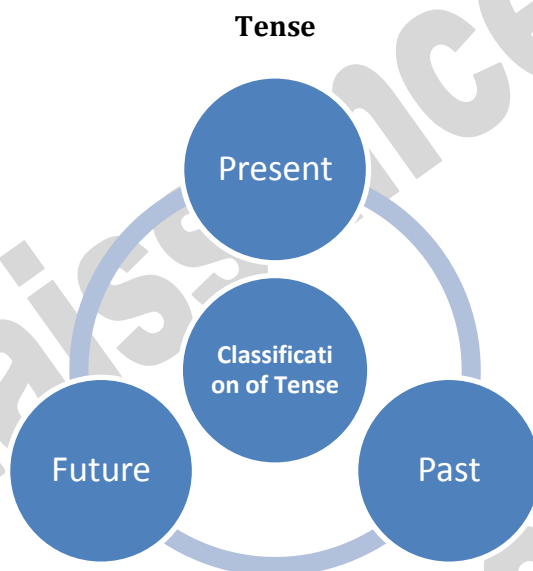
Example: I rode the bus to school today In this the subject is "I"

Predicate is "rode the bus to school today."

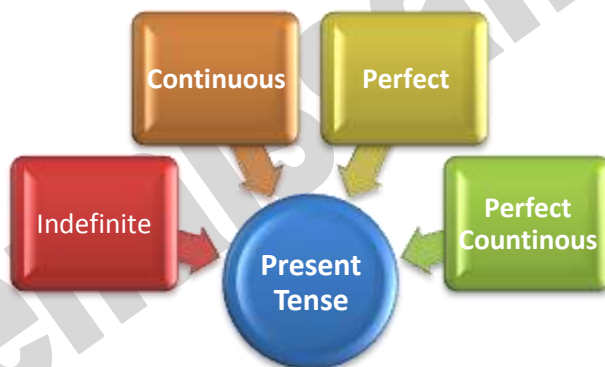


TENSES

Tenses denote time of action. Time can be divided into three parts: Present Past and Future.



Present Tense



Present Tense Simple Present Tense:

The Simple Present

The Simple Present is a tense that expresses action in the present time, habitual actions, or general truths.

Example: The sun rises in the east.

Present Continuous:

It describes an incomplete ongoing present action that is in the middle of happening, but will finish at some point. This tense is formed by using the auxiliary verb be (am/is/are) with the present participle verb form ending in "ing".

Example: The boys are playing cricket.

Present Perfect Tense:

It signifies that an action started in the past and continued to present time, in which it is completed. This tense is formed by using the auxiliary verb have (have/has) with the past participle form of the verb.

Example: I have finished my work.

Note: Present perfect is never used with adverbs of past time.

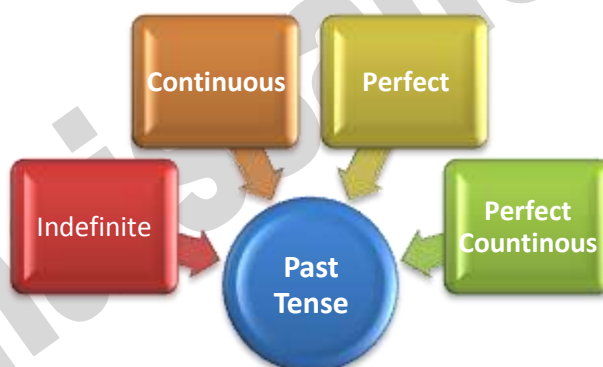


Present Perfect Continuous:

It describes an action that began in the past and continued up to present time, in which it is (or most of it) is completed. This tense is formed by using the auxiliary verb have (have/has) together with the auxiliary verb been and the present participle form of the verb ending with "ing".

Example: They have been doing the work since Eight o'clock.

Past Tense



Simple Past Tense

It is an action or situation that was finished in the absolute past and has no connection with the present. Most past Simple verbs end in "ed" (regular verbs).

Example: I learnt French in Delhi.

Past Continuous It describes action which went on during a stretch of time in the past and finished. This tense is formed by using the verb be (was/were) with the present participle form of the verb ending in "ing".

Example: when I met him, he was reading a novel.

Past Perfect Tense:

It describes an action completed in the past before a certain point in time or an action which happened in the very distant past. This tense is formed by using the auxiliary verb have (had) with the Past participle form of the verb.

Example: you had studied English before you moved to New York.

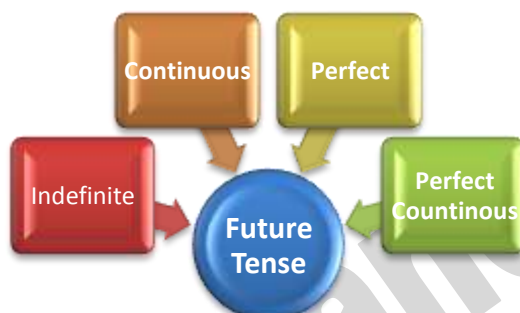
Past Perfect Continuous:

It describes an action that began before a certain point in the past and continued up to that time in the past. This tense is formed by using the auxiliary verb have (had) together with the auxiliary verb been and the present participle form of the verb ending with "ing".

Example: She had been working at that company for three years when it went out of business.



Future Tense



Simple Future Tense:

It describes an action or situation that has still to take place. This tense is usually formed by using the auxiliary verb will with the base form of the verb.

Example: I will call you when I arrive.

Future Continuous:

It describes an ongoing action that will be in process around a point of time in the future. This tense is usually formed by using the auxiliary verb will together with the auxiliary verb be and the present participle form of the verb ending in "ing".

Example: He will be waiting for her when she arrives home tonight.

Future Perfect Tense:

It describes that a future action will be completed before a point in time or before another action in the future. This tense is formed by using the auxiliary verb will together with the auxiliary verb be and the past participle form of the verb.

Example: BY next November, I will have received my promotion.

Future Perfect

It describes an along future action that will continuous and will be completed before point in time or before another action in the future. This tense is formed by using the auxiliary verb will, the auxiliary verb (have), and the auxiliary verb been together with the present participle form of the verb ending in "ing".

Example: They will have been talking for ever an hour by the time Madam arrives.

Tense	Simple	Continuous	Perfect	Perfect Continuous
Present	Form: S + V in the Present He + reads + a book	Form: S + am/is/are + ing form He + is + reading a book	Form: S + has/have + P.P He +has + reads + a book	Form: S + has/have + been + ing form He + has + been + reading + a book
Past	Form: S + V in the Past He + reads + a book	Form: S + was/were + ing form He + was + reading + a book	Form: S + had + P.P He +had + read + a book	Form: S + had+ been + ing form He + had + been + reading + a book
Future	Form: S + will/shall + verb root He + will +read + a book	Form: S + will/shall + be + ing form root He + will + be + reading + a book	Form: S + will/shall + have + P.P He +will + have + read + a book	Form: S + will/shall + have been + ing form He + will + have + been + reading + a book



ACTIVE AND PASSIVE VOICE

ACTIVE VOICE

When the verb speaks of its subject as acting, it is said to be in the Active Voice.

Example: He wrote a letter.

PASSIVE VOICE

When the verb speaks of its subject of being acted upon or having something done to it, it is said to be in the Passive Voice.

Example: A letter was written by him.

Note:

1. Only transitive verbs (verbs that need an object to complete their sense) can ever be in the Passive.
2. In Active Voice, the subject is given supreme importance.
3. In Passive Voice, the object is given supreme Importance.

Example: Tom killed a snake (Active Voice)

A snake was killed by Tom. (Passive Voice)

Rules for Changing the Voice:

General Form of Active Voice-Subject + Verb

General Form of Passive Voice-Object + 'Be' form + P.P

Rule 1: The Object of the Active Voice is changed into Subject in the passive.

Rule 2: The Subject of the Active Voice is changed into Object in the passive preceding 'by'. Note that the Object is often omitted in the passive.

Rule 3: After the subject, use proper form of 'Be' & cording to the tense and number of the subject. 'Be' forms-am/is/are/was/were

Transformation of Sentences-Voice Change

PRESENT TENSE

(1) Simple Present tense- He + writes + a letter. (A.V)

A letter + is + written + by him (P.V)

Form -Subject + am/is/are + Past Participle.(P.V)

(2) Present Continuous Tense -He + is+ writing + a letter. (A.V)

A letter + is + being + written + by him. (P.V)

(3) Present Perfect Tense – He + has + written + a letter (AV)

A letter + has + been + written + by him (PV)

Form -S + has/have +been + Past Participle. (P.V)

Note: Present Perfect Continuous tense has No Passive Voice.



PAST TENSE

(1) Simple Past- He + wrote + a letter. (A.V)

A letter + was + written + by him (P.V)

Form-S + was/were + Past Participle. (P.V)

(2) Past Continuous — He + was + writing + a letter. (A.V)

A letter + was + being + written + by him. (P.V)

Form-S + was/were + being + Past Participle. (P.V)

(3) Past Perfect- He + had + written + a letter. (A.V)

A letter + had + been + written + by him (P.V)

Form-S + had + been + P.P. (P.V)

Note: Past Perfect Continuous tense has No Passive Voice

FUTURE TENSE

(1) Simple Future Tense- He + will + write + a letter. (A.V)

A letter + will be+ written+ by him. (P.V)

Form-S +will/shall +be +Past Participle. (P.V)

(2) Future Perfect- He + will + have + been + written + a letter (A.V)

A letter +will have+ been+ written +by him. (P.V)

Form-S+ will/shall +have +been +Past Participle. (P.V)

Note: The future continuous and future perfect continuous have No Passive Voice.

Rule: When an imperative 'command' is to be transformed, the form will be:

Let + S + Be + Past Participle.

Hang him. (A.V)

Rule: When interrogative sentence is to be formed, the form will be:

Q. word + auxiliary verb + S + P.P

Who killed the snake? (A.V)

By whom +was +the +snake +killed? (P.V)



Summary of Rules with Examples in Tabular Form:

Tense	Simple	Continuous	Perfect	Perfect Continuous
A.V. Present	S + V in the Present He + reads + a book	S + am/is/are + ing He + is + reading a book	S + has/have + PP He + has + read + a book	S + has/have + been + ing He + has + been + reading + a book
P.V.	S + am/is/are + PP A Book + is + read + by him	S + am/is/are + being + PP A book + is + being + read + by him	S + has/have + been + PP A book + has + been + read + by him	No Passive
A.V. Past	S + V in the Past He + read + a book	S + was/were + ing He + was + reading + a book	S + had + PP He + had + read + a book	S + had + been + ing He + had + been + reading + a book
P.V.	S + was/were + PP A book + was + read + by him	S + was/were + being + PP A Book + was + being + read + by him	S + had + been + PP A book + had + been + read + by him	No Passive
A.V. Future	S + Will/shall + root of the verb He + will + read + a book	S + will/shall + be He + will + be + reading + a book	S + will/shall + have + PP He + will + have + read + a book	S + will/shall + have + been + ing He + will + have + been + reading + a book
P.V.	S + Will/shall be + PP A letter + will be + read + by him	No Passive	S + will/shall + have + been + PP A letter + will + have + been + read + by him	No Passive



Conversion of a Simple Sentence into a Compound Sentence

A simple sentence consists of just one subject and one predicate. A compound sentence consists of two or more co-ordinate clauses, each of which has its own subject and predicate.

Compare:

Simple: Climbing up the tree, he plucked some mangoes. (One finite verb – One main clause)

Compound: He climbed up the tree and plucked some mangoes. (Two finite verbs – Two main clauses)

Here the simple sentence is transformed into a compound sentence by changing the participial phrase 'climbing up the tree' into the clause 'he climbed up the tree'. Thus a simple sentence can be converted into a compound sentence by expanding a word or phrase into a clause and by using a coordinating conjunction to connect the clauses. More examples are given below:

Simple: Being ill, he didn't attend the party.

Compound: He was ill and didn't attend the party.

Simple: Besides being pretty, she is clever.

Compound: She is not only pretty but also clever.

Simple: In spite of his illness he attended the class.

Compound: He was ill, but he attended the classes.

Simple: He must run fast to catch the train.

Compound: He must run fast or he will not catch the train.

Exercise

Convert the following simple sentences into compound sentences:

1. Being guilty he went into hiding.
2. Being innocent, he never thought of running away.
3. Besides being sent to prison, he was heavily fined.
4. The old man sat in a corner, drinking.
5. Owing to a friend's intervention, he was later released from jail.
6. Being lazy, he failed.
7. He fled for fear of being arrested.

Answers

1. He was guilty and went into hiding.
2. He was innocent and never thought of running away.
3. He was not only sent to prison but also heavily fined.
4. The old man sat in a corner and drank.
5. A friend intervened and he was later released from jail.
6. He was lazy and failed.
7. He feared that he would be arrested and fled.

How to convert a simple sentence to a compound sentence?

A simple sentence consists of just one clause. As the name itself indicates, it is the simplest type of sentences.

A compound sentence has at least two main clauses. It doesn't have a subordinate clause. Note that the clauses in a compound sentence are connected by a coordinating conjunction.

A simple sentence can be converted into a compound sentence by expanding a word or a phrase into a clause.

Study the example given below.

She must come in time to avoid punishment.

It can be converted into a compound sentence by expanding the infinitive phrase 'to avoid punishment' into a clause.

She must come in time or she will be punished.



More examples are given below.

Having taken his meals he threw away the crumbs to the sparrows. (Simple sentence)

He took his meals and threw away the crumbs to the sparrows. (Compound sentence)

Besides looting the shop, the robbers set it on fire. (Simple sentence)

The robbers not only looted the shop, but also set it on fire. (Compound sentence)

In spite of working hard, he failed. (Simple sentence)

She worked hard, still she failed. (Compound sentence)

DECLARATIVE SENTENCE

Definition: the declarative sentence or declaration is the most important type. You can, and often will write entire essays or reports using only declarative sentences, and you should always use them far more often than the other four types of sentences (declarative, interrogative, imperative, and exclamatory). A declarative sentence simply states a fact or argument, states an idea, without requiring either an answer or action from the reader, it does not give a command or request, nor does it ask a question. You punctuate your declarative sentences with a simple period.

Formation:

Subject + predicate

Declarative sentences consist of a subject and a predicate. The subject may be a simple subject or a compound subject.

For example:

- his name is jhon.
- In this sentence, the subject is "his name" and the predicate is "is jhon".
- Examples:
- mario plays the piano.
- i hope you can come tomorrow.
- we've forgotten the sugar.
- ottawa is the capital of canada.

COMPOUND-COMPLEX SENTENCES

Definition:

A sentence that contains an independent clause and at least one dependent clause. The complex sentence is one of the four basic sentence structures. The other structures are the simple sentence, the compound sentence, and the compound-complex sentence.

Examples and Observations:

- In the complex sentence John left when his sister arrived, the clause when his sister arrived is a dependent clause because it is preceded by the word when, which is subordinating. Dependent clauses are not complete sentences; they cannot stand alone as a complete sentence. For example, *When his sister arrived cannot stand alone. Dependent clauses must be attached to independent clauses in order to form a complete sentence. In the complex sentence above, John left is the independent clause."
- A complex sentence is one in English in which includes, at minimum, one clause and one independent clause. The dependent clause, which is also known as a subordinate clause, is connected by either a relative pronoun or a subordinate conjunction.
- The complex sentence can be contrasted with a simple sentence, which has no dependent clause. Other types of sentences include the compound sentence, which need to have at least two independent clauses, and the complex-compound sentence, which need to have at least two independent clauses, and at least one dependent clause.



- An independent clause, one of the two critical parts of a complex sentence, is on its own a simple sentence. It is a clause which is complete in-and-of itself, with both a subject and a predicate. For example, the sentence, *I like to write letters*, is an independent clause. Two independent clauses may be linked together to form a compound sentence, as in, *I like to write letters, and she sure likes to tango*. In the compound sentence, two individual sentences, *I like to write letters*. and *She sure likes to tango*. are connected via a coordinating conjunction, *and*.
- Complex sentence. For example, the dependent clause may act as the subject in a complex sentence.
- The word "and" is simply a conjunction that joins the two clauses together, while "before" in the complex sentence above was part of the independent clause. A complex-compound sentence can then be formed by joining these two elements together, allowing for two or more independent clauses and at least one dependent clause to form a single sentence.

ACTIVE AND PASSIVE VOICE

There are two ways to express an action of a subject in relation to its object

- Active voice
- Passive voice

In "active voice" subject acts upon object, while in "passive voice" object is acted upon by subject. It can also be said, in "active voice" subject does a work on object, while in "passive voice" object is worked on by subject. The normal structure of an active voice sentence is *subject+verb+object* but in passive the normal structure of sentence is reversed according to certain rules and becomes like *object+verb+subject*. The real meaning of a sentence does not change if the sentence is expressed either by active voice or by passive voice. The **active voice** is mostly used in writing because it gives a direct and more concise meaning. Passive voice is used sometimes due to the following reasons.

1. When intentionally hiding the subject of sentence. For example, a student who failed in exam might say, *some chapters were not studied*.
2. Another example. *Women were not treated as equals*
3. When passive voice better explain thought of sentence. For example, to say, *cloth is sold in yards*, is more meaningful than to say, *Shop keepers sell cloth in yards*.
4. When passive voice better emphasizes the main thought of the sentence. For example, a man who is being teased by another person might say in anger, *"you will be beaten by me"*
5. When subject is not exactly known. For example, *His watch was stolen*. It is not known that who stole his watch, the subject (thief) is not exactly known so it is better to use passive voice for such sentence. There are certain rules for expressing a thought in passive voice or for changing a sentence from active voice to passive voice.

Fundamental Rules for changing from active voice to passive voice

1. The places of subject and object are interchanged i.e. the object shifts to the place of subject and subject shifts to the place of object in passive voice. **Example.**
Active voice: I write a letter.
Passive voice: I letter is written by me.
Subject (I) of sentence shifted to the place of object (letter) and object (letter) shifted to the place of subject (I) in passive voice.
2. Sometimes subject of sentence is not used in passive voice. Subject of sentence can be omitted in passive voice, if without subject it can give enough meaning in passive voice. **Examples.**
Passive voice: cloth is sold in yards
3. **3rd form of verb (past participle)** is always used as main verb in sentences of passive voice for all tenses. Base form of verb or present participle will be never used in passive voice.



The word “by” is used before subject in sentences in passive voice. **Example.**

Active voice: He sings a song.

Passive voice: A song is sung *by* him.

4. The word “by” is not always used before subject in passive voice. Sometimes words “with, to, etc” may also be used before subject in passive voice.

Examples.

Active voice: The water fills the tub.

Passive voice: The tub is filled *with* water.

Active voice: He knows me.

Passive voice: I am known *to* him.

5. Auxiliary verbs are used passive voice according to the tense of sentence.

Note: First 5 rules are usually same for all tenses in passive voice. Rule No. 6 is about the use of auxiliary verb in passive voice which differs for each tense. The auxiliary verbs of passive voice are used according to tense of sentence of its active voice form. The auxiliary verb for each tense is given in the following table with explanation and examples.



CLAUSE

Clause

"A clause is a group of related words containing a subject and a predicate"
For example, *he laughed*.

A clause refers to a group of related words (within a sentence **or** itself as an independent sentence) which has both subject and predicate.

Example

I will meet him in office.

The part of above sentence "I will meet him" is a clause because it has a subject(I) and a predicate(will meet him). On the other hand, the rest part of above sentence "in office" lacks both subject and predicate(verb) such group of word is called phrase.

A clause may stand as a simple sentence or may join another clause to make a sentence. Therefore, a sentence consists of one, two or more clauses.

Examples.

- | | |
|---|-----------------|
| • He is sleeping. | (one clause) |
| • The kids were laughing at the joker. | (one clause) |
| • The teacher asked a question, but no one answered. | (two clauses) |
| • I am happy, because I won a prize. | (two clauses) |
| • I like Mathematics, but my brother likes Biology,
because he wants to become a doctor. | (three clauses) |

Clauses are divided into **main clause (also called independent clause)** and **subordinate clause (also called dependent clauses)**.

Types of Clauses

There are two major types of clauses main (or independent) clause and subordinate (or dependant) clause.

Main Clause and Subordinate Clause – Comparison

1. He is buying a shirt which looks very nice.

The above sentence has two clauses "He is buying a shirt" and "which looks very nice". The clause "He is buying a shirt" expresses a complete thought and can alone stand as a sentence. Such a clause is called **main or independent clause**.

While the clause "which looks very nice" does not express a complete thought and can't stand as a sentence. It depends on another clause (main clause) to express complete idea. Such a clause is called **subordinate or dependent clause**.

Main or Independent Clause

"Main (or independent) clause is a clause that expresses a complete thought and can stand as a sentence.

Examples

- I met the boy who had helped me.
- She is wearing a shirt which looks nice.
- The teacher asked a question but no one answered.
- He takes medicine because he suffers from fever.
- He became angry and smashed the vase into peaces.



In the above sentences each underlined part shows main clause. It expresses complete thought and can stand as a sentence that is why a main or an independent clause is normally referred as a simple sentence.

Subordinate or dependent Clause

Subordinate (or independent) clause is a clause which does not express complete thought and depends on another clause (main clause) to express complete thought. Subordinate clause does not express complete idea and can't stand as a sentence. A sentence having a subordinate clause must have a main clause.

Example

He likes Chinese rice which tastes good.

The clause "which tastes good" in above sentence is a subordinate clause because it does not express complete thought and can't stand as a sentence. It depends on main clause (he likes Chinese rise) to express complete thought.

Examples.

I met the boy who had helped me.

I bought a table that costs \$ 100.

He takes medicine because he suffers from fever.

The teacher asked a question but no one answered.

Subordinate (or dependent) clauses are further divided into three types,

1. Noun Phrase, 2. Adjective Phrase, 3. Adverb Phrase

DIRECT AND INDIRECT SPEECH

Introduction

There two ways to convey a message of a person, or the words spoken by a person to other person.

1. Direct speech
2. Indirect speech

Suppose your friend whose name is John tells you in school, "I will give you a pen". You come to home and you want to tell your brother what your friend told you. There are two ways to tell him.

Direct speech: John said, "I will give you a pen".

Indirect Speech: John said that he would give me a pen.

In direct speech the original words of person are narrated (no change is made) and are enclosed in quotation mark. While in indirect speech some changes are made in original words of the person because these words have been uttered in past so the tense will change accordingly and pronoun may also be changed accordingly. In indirect speech the statement of the person is not enclosed in quotation marks, the word "that" may be used before the statement to show that it is indirect speech. Indirect speech is also called reported speech because reported speech refers to the second part of indirect speech in which something has been told by a person.

Reporting verb: The verb first part of sentence (i.e. he said, she said, he says, they said, she says,) before the statement of a person in sentence is called reporting verb.

Examples. In all of the following example the reporting verb is "said".

He **said**, "I work in a factory" (Direct speech)

He **said** that he worked in a factory. (Indirect speech)

They **said**, "we are going to cinema" (Direct speech)

They **said** that they were going to cinema. (Indirect speech)



Reported Speech: The second part of indirect speech in which something has been told by a person (which is enclosed in quotation marks in direct speech) is called reported speech. For example, a sentence of indirect speech is, *He said that he worked in a factory.* In this sentence the second part “*he worked in a factory*” is called reported speech and that is why the indirect speech as a whole can also be called reported speech.

Fundamental rules for indirect speech.

1. Reported speech is not enclosed in quotation marks.
2. **Use of word “that”:** The word “that” is used as a conjunction between the reporting verb and reported speech.
3. **Change in pronoun:** The pronoun (subject) of the reported speech is changed according to the pronoun of reporting verb or object (person) of reporting verb (first part of sentence). Sometimes the pronoun may not change.

In following example the pronoun of reported speech is “I” which will be changed in indirect speech into the pronoun (Subject) of reporting verb that is “he”.

Example.

Direct speech: He said, “I am happy”

Indirect Speech: He said that **he** was happy.

Direct speech: I said to him, “you are intelligent”

Indirect Speech: I said him that he was intelligent. (“You” changed to “he” the person of object of reporting verb)

1. **Change in time:** Time is changed according to certain rules like now to then, today to that day, tomorrow to next day and yesterday to previous day.

Examples.

Direct speech: He said, “I am happy today”

Indirect Speech: He said that he was happy **that day**.

1. **Change in the tense of reported speech:** If the first part of sentence (reporting verb part) belongs to past tense the tense of reported speech will change. If the first part of sentence (reporting verb part) belongs to present or future tense, the tense of reported speech will not change.

Examples.

Direct speech: He said, “I am happy”

Indirect Speech: He said that he was happy. (Tense of reported speech changed)

Direct speech: He says, “I am happy”

Indirect Speech: He said that he is happy. (Tense of reported speech didn't change)

IDIOMS

What are Idioms?

Idioms are words, phrases, or expressions that are either grammatically **unusual**, as in, “Long time, no see!”, or their **meaning cannot be taken literally**, as in, “It's raining cats and dogs!” This expression does not mean that cats and dogs are falling from the sky, but it is a metaphorical expression (word picture) that means that it is raining very heavily.

SOME EXAMPLES OF ENGLISH IDIOMS



- After John had broken the window, he decided to **face the music** and tell his mother.
Meaning: 'to accept the unpleasant consequences of one's actions'
- Mary had to **learn** a very long poem **by heart**.
Meaning: 'to rote-learn something'
- When John asked Mary out, she **showed him the cold shoulder**.
Meaning: 'to show deliberate coldness or disregard'

WHY SHOULD YOU LEARN ENGLISH IDIOMS?

Idioms are an important part of **every** language. Therefore, as a language learner, knowing idioms is useful in at least two ways:

- 1) The more idioms you know, the more native-like your language will sound;
- 2) By learning idioms, you learn a lot about the culture of the community speaking the language you are learning.

Online idiom dictionaries: <http://dictionary.cambridge.org/> and <http://idioms.thefreedictionary.com/>.

Practice with Idioms

Choose the correct meaning of each idiom in the following multiple choice questions. Check your answers at the bottom.

1. Wow! It's raining cats and dogs today! I wish I'd brought my umbrella to school!
a. I forgot my umbrella today.
b. It's raining heavily.
c. Cats and dogs are falling from the sky.
2. When I told my mom I would be home around 2 am, she had a cow!
a. My mom bought a baby cow.
b. My mom is really strange.
c. My mom was really upset.
3. Jean: How did you know it was my birthday today.
Susan: Oh, a little birdie told me!
a. Jean told Susan it was her birthday.
b. An unnamed person told Susan about Jean's birthday.
c. Susan told Jean it was her birthday.
4. I never learned how to use a computer, so I lost my job. It's a dog-eat-dog world.
a. Only the strong or the best survive.
b. Dogs are eating dogs at the office.
c. Dogs like to eat dogs for lunch.
5. The "cream of the crop" means it is ____.
a. the worst
b. the best
6. To "egg on" means to ____.
a. encourage
b. discourage
7. If it's "just your cup of tea", it is ____.
a. perfect
b. all wrong
8. If you are "cool as a cucumber", you are ____.
a. panicked
b. calm
9. If you "have a finger in the pie", you are ____ in something.
a. involved



b. disinterested

10. "Use your noodle" means ____.

a. act

b. think

Answers: 1) b, 2) c, 3) b, 4) a, 5) b, 6) a, 7) a, 8) b, 9) a, 10) b.

KINDS OF IDIOMATIC EXPRESSIONS

Phrases that carry different meanings than the literal definition of their component words are called idiomatic expressions or idioms. Idioms appear in all languages, and speakers use them to communicate ideas cleverly or quickly. Using and decoding idiomatic expressions helps non-native speakers sound more fluent and aids them in understanding others more efficiently. Learn about different kinds of idiomatic expressions used in English and when to use them.

Simile Idioms:

- Many idiomatic expressions get their meaning by comparing one object or action to another using the words "like" or "as." Over time, certain similes become standard methods for illustrating certain ideas. For example, when you use the expression "like two peas in a pod" you are describing how two things are similar or close in nature, by comparing them to peas which grow together in a pod. "Light as a feather" and "busy as a bee" are two other examples of simile-based idiomatic expressions.

Phrasal Verbs:

- Some idiomatic expressions function as verbs. Phrasal verbs usually contain one or more individual verbs and prepositions that, when used together in a sentence, act as a single verb. For example, people use the phrasal verb "to get away with" to mean "avoid punishment" as in the sentence, "She will get away with stealing that car." Because phrasal verbs are so widely used and seamlessly integrated into standard sentences, many people do not recognize them as idioms.

An idiom, also known as idiomatic expression, is a phrase or sentence, whose meaning is completely different from the literal meaning of the words comprising the idiom or idiomatic expression. However idioms and idiomatic expressions have become widely used because they convey clear and meaningful messages in very few words that would otherwise be lengthy to explain in non-idiomatic manner. Idioms are previously considered informal expressions but because of their widespread use idiomatic expressions have found acceptance in formal communications as well.

Here are examples of idioms and the meaning behind these idiomatic expressions:

Above and beyond – more than what is normally required. The off-duty policeman chased and caught the bag snatcher; his action was above and beyond what was expected of him since he was not on duty at that time.

Beyond the call of duty – in addition to what is required in the normal course of performing one's job. The fireman went back to the burning house to rescue the cat; he acted beyond his call of duty.

Above suspicion – having a reputation for honesty that no one would suspect you of wrongdoing. The teacher was elected club treasurer because she is known to be completely above suspicion.

Ace in a hole – something or someone held in reserve to turn things around later. The new recruit is the team's ace in the hole to improve their standing in the sports competition this year.



Acid test – a test whose result is considered to be conclusive or beyond doubt. The DNA result will be the acid test that will determine if the authorities caught the real culprit in the crime.

Across the board – Shared equally by everyone. The company management decided to give salary increases to the employees across the board.

Act as someone – to act or perform, temporarily or permanently, in the capacity of someone else. I'll act as your interim trainer until your regular trainer comes back from his business trip in the province.

Act of God – an event for which no person is responsible for; a natural event such as typhoon, earthquake, volcanic eruption, lightning, and similar acts of nature. The insurance company did not pay for the damage to their properties because it was caused by an act of God.

Act of war – an intentional act of hostility or violence so severe that war is considered to be an appropriate response. The attack on the Twin Towers in New York was considered by the Americans as an act of war by the terrorists.

Add fuel to the fire – to do something that makes a bad situation worse. The customer is already agitated so do not add fuel to the fire by ignoring his plea for help.

Afraid of one's own shadow – easily suspicious or frightened. Since you told him of the hair-raising urban legend about the jail escapee he has become afraid of his own shadow.

After all is said and done – when everything is discussed and acted on. After all is said and done, everyone went home satisfied with the result of the town meeting.

After hours – after the regular or normal time. Jim and Tom hang around the cocktail lounge after hours.

After the fact – after an incident has occurred. Jake expressed remorse for his crime after the fact.

Against someone's will – to do something without a person's agreement or consent. You cannot force him to join your activities against his will.

Against the clock – in a race with time; to get something done with urgency. The doctors operated on the accident victim against the clock.

PARAGRAPH WRITING

What are the characteristics of an effective paragraph?

1) Unity in paragraph

Unity in the paragraph means oneness of idea. A good paragraph possesses unity when all the sentences develop the main idea. Unity in the paragraph is achieved by the use of (1) a topic sentence with its controlling idea (2) supporting details, and (3) a clinching sentence.

2) Coherence in the paragraph

The word "coherence" derived from "cohere" literally means "to hold together". If the sentences in the paragraph should relate to the topic sentence to effect a unified whole, these sentences should further be arranged in an orderly sequence and linked to one another to ensure a smooth progression of ideas from one sentence to another.

3) Emphasis in the paragraph



Emphasis is concerned with how important the ideas can be made prominent. Ideas in the paragraph are made emphatic through (1) position in the paragraph, (2) proportion in discussion, (3) the use of parallel grammatical structures, (4) the repetition of key ideas, and (5) the arrangement of ideas in a climate order.

Characteristics of a Good Paragraph

Many writers are eager to write their ideas into several paragraphs and to submit their work when it is over. However, you also need to learn on how to determine the quality of your paragraphs. Know how to determine the characteristics of a good paragraph.

Not all the paragraphs are the same. Some are good, others border on clutter.

1. Your paragraphs should be unified. That means all of your sentences are geared towards pushing a central idea. Which idea? Now's a good time to look at what you actually wrote on the topic sentence.
2. Your paragraphs should be clearly linked to the main thesis. If a paragraph has nothing to do with the main thesis, it shouldn't even appear on your paper. Make sure the relationship isn't lost on the reader.
3. Your paragraphs should be coherent. Each sentence on the paragraph should lead right into the next, demonstrating a logical organization that sufficiently develops the idea.
4. Your paragraphs should be well-developed. That means your ideas are sufficiently rounded out and adequately discussed, ably aided by supporting evidence and illustrations that clarify the main points for the reader.
5. Your paragraphs should be correct. By correct, we mean it demonstrates adherence to the proper rules of grammar and sentence structures. Readers should be able to read it, after all, without risk of misunderstanding

Characteristics of a Descriptive Essay

The descriptive essay genre encourages a writer to create a striking account of a chosen subject. A descriptive essay provides a good platform for a writer to express his or her feelings on a subject. As the name suggests, the essay is a description of an object, person, location, or experience. The essay generally includes an introduction, body and conclusion centered on a chosen theme. The writing style is expressive and may include descriptions, opinions, comparisons, personal perceptions and sensory perceptions. The main objective of a descriptive essay is to relate the unique qualities of the person, object, etc. vividly and comprehensively.

1) Capture Readers' Interest

A descriptive essay should make for interesting reading. To make the essay appealing, the writer needs to consider audience preferences, and use words and descriptions that pique readers' interest. For example, a descriptive essay about a car, written for potential customers, would describe technical and design specifications but would place greater emphasis on aspects that are more likely to concern or interest customers, such as gas mileage, speed, comfort, special features like a sun roof or add-on features like LCD screens.

2) Visualization

Descriptive essays are based more on "show" than "tell" -- giving readers a visual idea of the subject. For example, a "tell" sentence would be, "The sun disappeared into the water." The same sentence in "show" mode might read, "The setting sun disappeared in a blaze of red and gold glory, swallowed up, it would seem, by the vast expanse of the Pacific Ocean." Through vivid depictions, the writer conveys to readers individual impressions based on emotions or perceptions.



3) Perception: Descriptive essays make use of the five senses. The writer effectively conveys personal perceptions on the subject through the use of sensory details and figurative details. Sensory details are those that appeal to the five senses while figurative details involve the use of similes and metaphors to describe the subject. The use of sensory details makes the essay more vibrant and appealing to the readers' imagination. For example, graphic descriptions of odors -- pleasant or unpleasant -- allows readers to "experience" smells.

4) Objective vs. Subjective Viewpoint

A descriptive essay can be either objective (concrete, factual) or subjective (personal). The type of essay that a writer creates will be determined by the kind of emotion that the writer wants to elicit from readers. Presenting a purely objective can be difficult. Conversely, a writer can reduce subjectivity in an essay by including more objective factors, like size, color, shape and distance, exhausting them before injecting personal opinions or feelings.