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English – I (Basic English)
Ms. Karthika Sathyananthan
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Lecture No. 57
Reading

Hello, all I welcome you to this module on Reading.

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- The objective of this module is to
- Improve our reading skills
 - Work on a few grammar exercises (related to word class) from the context of the passage.



The objective of this module is to improve our reading skills, alongside our Reading, we also work on a few grammar exercises related to the word class from the context of this passage.

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WHY READING?



- It gives great ideas and authentic language.
- Books are easily available.
- It is easy to use , re-use and re-re use.
- It is considered one of the best ways to learn and improve any language.

Do a bit of research on the benefits of reading and share some interesting facts in the discussion forum!



So, before I get started with the passages, let me briefly talk to you about the importance of Reading. Why reading? The first and foremost reason is that it gives us great ideas and authentic language. You must be hearing that from your school days your, your parents; your teachers would be telling you that it is one of the best ways to learn and enhance your language to improve your language.

The second reason why you should read is because books are available around us very easily. And books are non-exhaustible resources. You can read, reread, reread, read until you are satisfied, and you can pass it on to your friends. You can borrow books from your friends; Reading is an easy exercise if you decide to allot some time on a daily basis for this skill. Do a bit of research on the benefits of Reading and share some interesting facts about what you have come across in the discussion forum.

While surfing the internet, something that I found interesting was the fact that Reading can help prevent Alzheimer's disease. So, alongside our life insurance and health insurance policies, that also have a reading policy. So, that we keep our minds young and fresh, dedicate a minimum of 15 minutes a day to read. I am sure this exercise will enrich your language and your life.

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WHY READING?



If you think that you do not like reading books, then, perhaps, you are yet to find your personal style – but keep trying and keep searching for what is right for you.

Remember, a book is one of the most powerful things in the world, offering you new opportunities to learn, grow and be inspired!

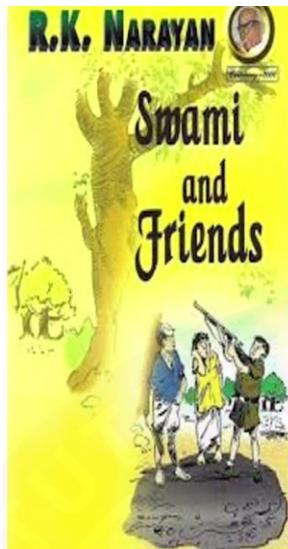


A lot of students complain that they find reading boring activity. Well, one reason is because they have not found their personal style. So, it is important when you are planning to take up reading as a serious business; you need to find you need to discover your personal style. Not everyone is interested in poetry. Not everyone is interested in fiction. Not everyone is interested in nonfiction. So, read through various genre and find out your personal style.

Is it poetry that interests you? Is it fiction that interests you? Is it short stories that interest you, is it nonfiction that interests you? Is it editorials, or current affairs that interest you? Find your personal style, and choose the right material and begin reading on a daily basis. Remember, a book as one of the most powerful things in the world, offering you new opportunities to learn, grow and be inspired.



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**SWAMI AND
FRIENDS**
by
R.K. Narayan

Unit 1



Now today we will look at a few passages from this book titled Swami and friends. It is written by R. K. Narayan. So, we are looking at the first unit.

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R K Narayan is a great storyteller, he tells the story of common things around common people in their daily life. Here, who do you think Swami is? Who are his friends? What may be there about them to read? Discover here. The story looks at the world of adults from the point of view of young people.

- What in your opinion is one that young people dislike most and that they like most?



Who is R.K Narayan? R. K. Narayan is a great storyteller. And he tells the story of common things or common people and their day to day lives. Here from the title, who do you think Swami is? Who are his friends? What may be there about them to read? Discover here. The story looks at the world of adults from the point of view of young people. Now here is a question for you to think. What is your opinion is one thing that young people dislike most? And what is that one thing that they like the most?

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READ ALOUD AT A SLOW TEMPO



Chapter – 1 Monday Morning

It was Monday morning. Swaminathan was reluctant to open his eyes. He considered Monday specially unpleasant in the calendar. After the delicious freedom of Saturday and Sunday, it was difficult to get into the Monday mood of work and discipline. He shuddered at the very thought of school: that dismal yellow building; the fire-eyed Vedanayagam, his class teacher; and the Head Master with his thin long cane. ... By eight he was at his desk in his 'room', which was only a corner in his father's dressing-room. He had a table on which all his things, his coat, cap, slate, ink-bottle, and books, were thrown in a confused heap.



Let us get to the passage, read aloud at a slow tempo. I am going to do that for you. You can either read along with me or you can read later. But make sure that you read with pauses and you read slowly. Chapter 1 Monday morning. It was Monday morning. Swaminathan was reluctant to open his eyes. He considered Monday specially unpleasant in the calendar. After the delicious freedom of Saturday and Sunday, it was difficult to get into the Monday mode of work and discipline.

He shuddered at the very thought of school, that dismal yellow building, the fire-eyed Vedanayagam his class teacher, and the headmaster with his thin long cane. By eight, he was at his desk in his room, which is only a corner in his father's dressing room. He had a table on which all of his things his coat, cap, slate, ink-bottle, and the books were thrown in a confused heap.

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So, this is Swaminathan, sitting in front of the confused heap.

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ACTIVITY 1

- Words for Special Attention: Try and replace these words with simpler words and phrases: reluctant, considered, delicious, unpleasant, shuddered, confused.
- Difference between : Discipline & Freedom
- The story refers to a certain period of time. Which period? Is there anything in the preceding paragraph that indicates when it was written?



So, based on this, I have a few activity questions for you. Try and replace the given words with simpler words and phrases. What is the first word reluctant, the second word is considered third delicious, fourth unpleasant, fifth shuddered, and sixth confused. The second question is, what is the difference between discipline and freedom? And the third question is, the story refers to a certain period of time. Which period? Is there anything in the preceding paragraph that indicates when it was written?

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ANSWERS TO ACTIVITY 1

1. Reluctant- unwilling, considered-thought, delicious-tasty, unpleasant-boring/sad, shuddered-feared, unsure-confused
2. Discipline cuts freedom.
3. The story relates to India during the British Rule between 1920 and 1945. Students then used to go to school wearing caps; they wrote with ink kept in a pot. Swami has all that on his table.



Let us look at the answers. Swaminathan was reluctant to open his eyes, Swaminathan was unwilling to open his eyes. He considered Monday morning, specially unpleasant. So, he thought that Monday mornings were unpleasant. Delicious, was a word that you can replace it with tasty, unpleasant, meaning boring or sad. Shuddered, he fears at the thought of his school. Unsure, confused?

What is the difference between discipline and freedom? Or what is the relationship between discipline and freedom? Well, discipline cuts freedom. Now the third question, when was this written? Well, the story relates to India during British rule between 1920 and 1945. Students then used to go to school wearing caps. They wrote with ink kept in a pot and Swami has all of this on his table.

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READ AT A SLOW TEMPO



He sat on his stool and shut his eyes to recollect what work he had for the day : first of course there was Arithmetic—those five puzzles in Profit and Loss; then there was English—he had to copy down a page from his Eighth Lesson, and write dictionary meanings of difficult words; and then there was Geography. And only two hours before him to do all this heap of work and get ready for the school!

Fire-eyed Vedanayagam was presiding over the class with his back to the long window. Through its bars one saw a bit of the drill ground and a corner of the veranda of the Infant Standards. There were huge windows on the left showing vast open grounds bound at the other extreme by the railway embankment.



Now, getting to the next para, he sat on his stool and shut his eyes to recollect what work he had for the day. First, of course, there was Arithmetic. Those five puzzles and profit and loss. Then there was English; he had to copy down a page from his eighth lesson and write dictionary meaning of difficult words. And then there was geography. Only two hours before him to do all the heap of work and get ready for school.

Fire eyed Vedanayagam was presiding over with his back to the long window. Through its bars, one saw a bit of the drill ground and a corner of the veranda of the infant standards. There were huge windows on the left showing vast open grounds bounded the other extreme by the railway embankment. So, what is Swaminathan doing sitting inside the class, he is peeping outside the window, and he is describing what, what he sees outside the window.

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ACTIVITY 2

- Some words occur again and again. Make a list of these words.
- Some other words come only once or twice. Make a list of these words as well. Do you see any difference between the two lists?
- Find the meaning of 1) is 2) was 3) the 4) of 5) and 6) chair 7) smile 8) slowly 9) beautiful 10) angry
- How old do you think Swami is?



Now comes the activity. Some words occur again and again. Make a list of these words. So, let us take the previous paragraph, the paragraph that I just read out, analyze this para and see the words that recur.

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ACTIVITY 2

- Some words occur again and again. Make a list of these words.
- Some other words come only once or twice. Make a list of these words as well. Do you see any difference between the two lists?
- Find the meaning of 1) is 2) was 3) the 4) of 5) and 6) chair 7) smile 8) slowly 9) beautiful 10) angry
- How old do you think Swami is?



And you make a list of these words and on a separate list find words that come only once or twice. So, make a list of two sets of words, one that occurs again and again. That is the words that occur, and the other list should have words that occur only once or twice at max. Now the third question is find the meaning of 1 is, 2 was, 3 the, 4 of, 5 and, 6 chair, 7 smile, 8 slowly, 9

beautiful, 10 angry. The fourth question is, how old do you think Swaminathan is? Let us check the answers.

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ANSWERS TO ACTIVITY 2



1. Some Words that recur: He, his, to, what, had, for, the, of, was, in, and, then, a, from, of, before, over, with, a, were, on, at, by, the, etc.
2. Other Words: sat, stool, shut, eyes, recollect, work, day, first, course, Arithmetic, hose, five, puzzles, Profit, Loss, English, copy, page, Eighth Lesson, write, dictionary, meanings, difficult, words, Geography, two, hours, do, all, this, heap, work, get, ready, school, Fire-eyed, Vedanayagam, presiding, class, back, long, window, its, bars, one, saw, bit, drill, ground, corner, veranda, Infant, Standards, huge, windows, left, showing, vast, open, grounds, bound, other, extreme, railway, embankment.



Some words that recur, he, his, to, what, had, for, the, of, was, in, and, then, from, of, before, over, with, a, were, on at, by, the etcetera. The words that do not recur are sat, stool, shut, eyes, recollect, work, they etc. So, the list as given here.

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- The first list : pronouns, determiners, prepositions, conjunctions, auxiliary verbs etc. The second list : verbs, nouns, adjectives and adverbs.
- The second list has a greater number of words than the first list. All the words belonging to pronouns, determiners, prepositions, conjunctions and auxiliary verbs put together is lesser than all the words belonging to verbs, nouns, descriptive adjectives and adverbs put together.
- The class of words that is present in the second list readily accepts new words. One can add infinite number of words to this list. Whereas the class of words in the first list do not accept new words. (Read about open class words and closed class words)



Now analyze the words in the first list. They belong to pronounce determiners, prepositions, conjunctions, auxiliary verbs, etcetera. Whereas the second list contains words belonging to

Verb, nouns, adjectives and adverbs. That yet another thing that you, you will notice is that the second list has a greater number of words than the first list. All the words belonging to pronounce determiners prepositions, conjunctions and auxiliary verbs put together, is lesser than all the words belonging to verbs, nouns, descriptive adjectives and adverbs put together.

So, the class of words that is present in the second list readily accepts new words. One can add an infinite number of words to list, to this particular list. Whereas, the class of words in the first list do not accept new words. Can you add new words to prepositions? No? Can you add new words to auxiliary verbs? Can you add new words to Pronounce? Can you add new words to determiners? No. But it is possible that you can add new words to adjectives to nouns to verbs, etcetera.

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- It is difficult to describe the meaning of the first five words whereas one can easily describe the meaning of the next 5 words. The words whose meaning can be easily described fall into the open category while the words whose meaning cannot be described easily fall into the closed class. Words can also be classified as functional words and lexical words. (Read more about lexical words and functional words)
- Swami is taught profit and loss, etc. So, he may be in class seven, which means he may be about 12 or 13.



So, the words that readily accept new words are called Open class words. And the words that do not accept other words are new words or closed class. The third question was to describe the meaning of those 10 words if you notice that the first 5 words, it is very hard to describe the meaning. Whereas, you can easily describe the meaning of the next 5 words. The words whose meaning can be easily described fall into the open category, while the words whose meaning cannot be described easily fall into the closed category.

So, words can also be classified as functional words and lexical words. And this is your first home task read about lexical words and functional words. So, prepositions fall under the category of functional words and not lexical words, whereas nouns fall under the category of lexical words and not functional words. Do read up on them. Then there was a question on Swami's age. So, Swami is thought, profit and loss. So, he must be in class six or seven. Which means is about 10 or 12, or maybe 13 at max. Let us get to the next passage.

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READ AT A SLOW TEMPO



To Swaminathan existence in the classroom was possible only because he could watch the toddlers of the Infant Standards falling over one another, and through the windows on the left see the 12.30 mail gliding over the embankment, booming and rattling while passing over the Sarayu Bridge. The first hour passed off quietly. The second they had Arithmetic. Vedanayagam went out and returned in a few minutes in the role of an Arithmetic teacher. He droned on monotonously. Swaminathan was terribly bored. His teacher's voice was beginning to get on his nerves. He felt sleepy. The teacher called for home exercises. Swaminathan left his seat, jumped on the platform, and placed his note-book on the table. While the teacher was scrutinizing the sums, Swaminathan was gazing on his face, which seemed so tame at close quarters. His criticism of the teacher's face was that his eyes were too near each other, that there was more hair on his chin than one saw from the bench, and that he was very very bad-looking. His reverie was disturbed. He felt a terrible pain in the soft flesh above his left elbow.



To Swaminathan existence in the classroom as possible, only because he could watch the toddlers of the infant standards falling over one another, and through the windows on the left, see the 12.30 male gliding over the embankment booming in rattling while passing over the Sarayu bridge. The first hour past of quietly the second, they had Arithmetic. Vedanayagam went out and returned in a few minutes in the role of an arithmetic teacher.

He droned on monotonously. Swaminathan was terribly bored. His teacher's voice was beginning to get on his nerves. He felt sleepy. The teacher called for home exercises, Swaminathan left his seat, jumped on the platform and placed his notebook on the table. While the teacher was scrutinizing the sums, Swaminathan was gazing on his face, which seems so tame at close quarters.

His criticism of his teacher's face was that his eyes with two near each other, and there was more hair on his chin than one saw from the bench. And that he was very, very bad looking. His reverie was disturbed. He felt a terrible pain in the soft flesh, about his left elbow.

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ACTIVITY 3



In the following paragraph, write within brackets (A) after adjectives, (Av) against adverbs, (N) after nouns, and (V) after verbs. Consult a dictionary if required.

To Swaminathan existence in the classroom was possible only because he could watch the toddlers of the Infant Standards falling over one another, and through the windows on the left see the 12.30 mail gliding over the embankment, booming and rattling while passing over the Sarayu Bridge. The first hour passed off quietly. The second they had Arithmetic. Vedanayagam went out and returned in a few minutes in the role of an Arithmetic teacher. He droned on monotonously.



So, here comes Activity 3. In the following paragraph, write within brackets, adjectives A after adjectives, Av after adverbs noun N after nouns, and V after verbs. Consult a dictionary or look into a dictionary if required. So, this is a para. "To Swaminathan existence in the classroom as possible, only because he could watch the toddlers if the infant standards falling over one another, and through the windows on the left, see the 12.30 male gliding over the embankment booming and rattling while passing over the Sarayu bridge.

The first hour passed off quietly, the second they had Arithmetic. Vedanayagam went out and returned in a few minutes in the role of an Arithmetic teacher. He droned on monotonously." So, find the adjectives, adverbs, nouns, and words. And mark them.

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ANSWERS TO ACTIVITY 3

To Swaminathan (N), existence (N) in the classroom (N), was possible only because he could watch (V) the toddlers(N) of the Infant Standards (N) falling (V) over one another, and through the windows (N) on the left see (V) the 12.30 mail gliding (V) over the embankment, booming (V) and rattling (V) while passing over the Sarayu (N) Bridge. The first hour passed off quietly. The second they had Arithmetic (N). Vedanayagam (N) went out and returned in a few minutes in the role of an Arithmetic (N) teacher (N). He droned (V) on monotonously (Adv).



Let us check the answers. Swaminathan, existence, classroom, toddlers, infant standards, Sarayu, Vedanayagam and Arithmetic, teacher, are all nouns. Then there is Verb, watch, see, gliding, booming, rattling, droned, they are all Verb. And there is an adverb that is monotonously. So nouns are names of nouns are names, or place or names of things, etcetera. Name place thing animal. Now that is a game that we play? So, that is a game that we have played in school. I am not sure how many of you have done that. But that would be an ideal definition of nouns, name, place, thing, animal. Anything that falls into these are noun.

Verbs are typically actions. Any action you do is a verb. So, if you see, you are watching, or you are doing something. So, it is a verb, seeing, falling, booming, rattling, droned all of these are Verb.

Now	let	us	come	to	the	final	passage.
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READ AT A SLOW TEMPO

The teacher was pinching him with one hand, and with the other, crossing out all the sums. He wrote 'Very Bad' at the bottom of the page, flung the note-book in Swaminathan's face, and drove him back to his seat. Next period they had History. The boys looked forward to it eagerly. It was taken by D. Pillai, who had earned a name in the school for kindness and good humour. He was reputed to have never frowned or sworn at the boys at any time. His method of teaching History conformed to no canon of education. He told the boys with a wealth of detail the private histories of Vasco da Gama, Clive, Hastings, and others.



The teacher was pinching him with one hand and with the other, crossing out all the sums. He wrote very bad at the bottom of the page, flung the notebook in Swaminathan's face and drove him back to his seat. Next period, they had a history, the boys looked forward to it eagerly. It was taken by D. Pillai, who had earned a name in the school for kindness and good humour. He was reputed to have never frowned or sworn at the boys at any time.

His method of teaching history conformed to no canon of education. He told the boys with a wealth of detail and private histories of Vasco de Gama, Clive, Hastings and others.

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READ AT A SLOW TEMPO

When he described the various fights in History, one heard the clash of arms and the groans of the slain. He was the despair of the head-master whenever the latter stole along the corridor with noiseless steps on his rounds of inspection. The Scripture period was the last in the morning. It was not such a dull hour after all. There were moments in it that brought stirring pictures before one: the Red Sea cleaving and making way for the Israelites; the physical feats of Samson; Jesus rising from the grave; and so on. The only trouble was that the Scripture master, Mr Ebenezer, was a fanatic.



When he described the various fights in history, one heard the clash of arms and the groans of the slain. He was the despair of the headmaster, whenever the latter stole along the corridor with nicely steps on his rounds of inspection. The Scripture period was the last in the morning. It was not such a dull hour, after all, they were moments in it the broad stirring pictures before one the Red Sea cleaving and making way for the Israelites, the physical fields of Samson, Jesus rising from the grave and so on. The only trouble was a scripture Master, Mr Ebenezer was a fanatic.

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Scripture master: Mr. Ebenezer



That is Mr Ebenezer, the scripture master.

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ACTIVITY 4



On the basis what you have read, fill in the blanks in the box (below).

NAME OF THE TEACHER	SUBJECT	LOOKS	OTHER ASPECTS
I			
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-----	-----	-----	-----



Now on the basis of what you have read, filling the blanks, name of the teacher so we have mentioned a couple of teachers in the passage just given or read out to you, what are the subjects that they teach? How do they look? And are there other aspects that you can use to describe them?

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ANSWERS TO ACTIVITY 4



On the basis what you have read, fill in the blanks in the box (below).

NAME OF THE TEACHER	SUBJECT	LOOKS	OTHER THINGS
I			
1. D. Pillai	History	Never frowned	Kindness and good humour
2. Mr. Ebenezar	Scripture		Fanatic



Well, let us check the answers. D. Pillai, he was teaching history, to talk about looks, he never frowned, was a very pleasant character. What are other things that you can use to describe him? He was a very kind and good humoured person. Then we have the scripture teacher, Mr Ebenezar, the subject he teaches is Scripture. The one thing that the previous paragraph says about him is that he is a fanatic. So, they have not talked about how he looks. So, let us leave that blank.

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Swaminathan



So, with that, we come to the end of this module. I will meet you with a different module on a different day. Until then, stay safe. Take care. Bye.