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BSc Degree

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Basic English
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Reading

(Refer Slide Time: 00:14)



SWAMI & FRIENDS
CHAPTER 3



Welcome to the class. Today, we are going to look at a couple of passages. We are going to look at these passages for learning to speak English, learning to understand English. In short, we are going to see how these passages help us learn English.

In addition or along with that, we are going to specifically focus on how to learn to read properly, how to make our reading more effective for us. Please understand, reading helps you understand things better. The more you understand about the nuances of reading, it helps you get things better, and the moment you get things better, you process them faster, your output becomes much better. And given the process of learning language, it shows up its multitudinal impact on various aspects of learning the English language.

So let us look at these passages, and we will go through a few things that we can learn from these passages. We have specifically designed certain activities for this, for these passages, and with, that I also request you to read passages or things on your own and apply some of these and maybe more.

You can be more creative in terms of looking at a passage, you can be more detailed, and you can find out more things that you learn after reading or while reading a passage. So our purpose is to show you a real activity, real example with which we learn how to read, and that is the goal of this class as well. Let us look at the passage.

(Refer Slide Time: 02:39)



Read the following:

**Swaaminathan ran daun gruve street, turnd tu
his riet, threded his vai thru Abu Lane, stud
befor a lo rufed, dingi howse and gev a lo visil.**

What is wrong about the lines given above? If the lines are readable to us, then have you ever wondered why the spelling of words is different from the way we pronounce them?



So first of all, I want you to read this one line. Look at it carefully at the screen, and when you read this passage, you will find something odd. But before you find something odd, read it first and then see what is odd about it, what is wrong about this. And if these lines are readable to us, then why does spelling matter?

Okay, so let me read it for you. Swaminathan ran daun gruve street, turnd tu his riet, threded his vai thru Abu Lane, stud befor a lo rufed, dingi howse and gev a lo visil.

The point is if things are written this way we can still read, and if we can read then why do, why is we must focus on the spelling of words? You can find a lot of reasons and answers to these questions yourself.

One of the things that I can add here is, in English, writing has a special convention. We need to follow the standardized spelling of words for the purpose of writing, and which in turn also has an impact on reading as well.

We can categorically show that when we look at the word Swaminathan, we are not looking at every single letter of this word. We are looking at a few things, and we can make it out that it is Swaminathan. When we read other words also, we do the same thing.

So if we are used to the conventionalized standard spelling of a word, it becomes easier to read. In the absence of such a thing, we may have to struggle, but we can still read, and that is the message out of it.

In other words, we have also been paying attention and a lot of focus on the following. When we write English, we do not write words according to the sounds of the word. So there is, there is a mismatch between sounds available in the world and the way those sounds are represented with symbols and the way we write.

To be able to speak well, to be able to read well, to be able to write well, we need to understand this dichotomy, and we need to understand standardization, convention. At the same time, we also need to understand that when we speak, we speak sounds, not letters, not symbols. And with that, with that thing in mind, we bring your attention back to reading, and we are going to look at another passage.

So please think about this issue more, and I am sure it will help you. If you have questions, do ask us. We will detail these things further.

(Refer Slide Time: 07:03)

Read out aloud at a slow tempo



Swaminathan ran down Grove Street, turned to his right, threaded his way through Abu Lane, stood before a low roofed, dingy house, and gave a low whistle. He waited for a second and repeated it. The door chain clanked, the door opened a little, and Mani's head appeared and said: 'Fool! My aunt is here, don't come in. Go away and wait for me there.' Swaminathan moved away and waited under a tree. The sun was beating down fiercely. The street was almost deserted. A donkey was standing near a gutter, patiently watching its sharp shadow. A cow was munching a broad, green, plantain leaf. Presently Mani sneaked out of his house.



Now, let us read this passage. We have taken the first line from this passage for this purpose, and I am going to read this passage for you. As usual, I suggest you pause this passage for some time and read it aloud for yourself for a couple of times before you go to the next slide to see the activities that we have designed for you. So let us read it, I will do it for you, and here we go.

Swaminathan ran down Groove Street, turned to his right, threaded his way through Abu Lane, stood before a low-roofed, dingy house, and gave a low whistle. He waited for a second and repeated it. The door chain clanked, the door opened a little, and Mani's head appeared and said: 'Fool! My aunt is here, do not come in. Go away and wait for me there.' Swaminathan moved away and waited under a tree.

The sun was beating down fiercely. The street was almost deserted. A donkey was standing near a gutter, patiently watching its sharp shadow. A cow was munching a broad, green, plantain leaf. Presently Mani sneaked out of his house.

Now, when you read this passage, you need to pay attention to them, and we have particularly designed this passage in this order because we have learnt things that have applications in these passages. We have talked about nouns and adjectives, we have talked about multiple adjectives modifying one noun. You will find an example of that in this passage.

At the same time, you will be curious to see, or maybe under that curiosity, you can find a sentence for yourself, or you can create the sentence for yourself where you can make a sentence with one adjective, modifying multiple nouns. So you will find these examples in this passage. I read it one more time for you.

Swaminathan ran down Groove Street, turned to his right, threaded his way through Abu Lane, stood before a low-roofed, dingy house, and gave a low whistle. He waited for a second and repeated it. The roof chain clanked, the door opened a little, and Mani's head appeared and said: 'Fool! My aunt is here, do not come in. Go away and wait for me there.' Swaminathan moved away and waited under a tree.

The sun was beating down fiercely. The street was almost deserted. A donkey was standing near a gutter, patiently watching its sharp shadow. A cow was munching a broad, green, plantain leaf. Presently Mani sneaked out of his house.

A very simple passage. While learning several things out of this passage, you can also take time out to look at the brilliant style of narrating and storytelling by Narayanan. What you, what you see here when you read this passage, the use of words and simplicity of language has the capacity to take you in that time; to take you in the story; you become a spectator of the story. I am sure you would have figured this out by yourself.

This is in addition to what we have to learn through this passage, and it is important to pay attention to that. So when he says, when he describes these things, Groove Street, turned to his right, threaded his way through Abu Lane, stood before a low-roofed, dingy house, and gave a low whistle. Look at the use of adjectives; look at the arrangement of these things.

This gives you a picture of a house; you can create a picture of this house. How the door opens, how a friend sneaks out his head and talks to another friend, and then he gives instructions, and then this guy moves ahead and talks and waits. He waits under a tree.

The description of the time, the sun was beating down fiercely, the street was almost deserted, helps you find out what time of the day that exactly was. It helps you understand the situation there, that street. There is a donkey standing somewhere; it is looking at its own sharp shadow,

then there is, there is a cow which is munching over a broad, green, plantain leaf. Look at broad and green as two adjectives modifying plantain leaf, and then Mani sneaks out of his house.

So these are some of the things that you can pay attention to. It, I could, I cannot stress enough the storytelling style of Narayanan. But let me help you do something more out of this which we can do to improve our reading, improve our language through these activities.

(Refer Slide Time: 13:49)

ACTIVITY



1. Put the letters in the right order. One has been done for you.

Doost	Stood
gtetur	
odbar	
dnure	
rpsha	
lteihsw	
stmola	



So remember we were talking about spellings and words and sounds; the spelling of words and sounds of the words in the beginning when we started? So what we have done here is we are giving you 1, 2, 3, 4, 5, 6 words and the letters, that is, the symbols these words are there where we have all altered the letters not the sounds. So we are talking about spellings.

So we have altered these things and what we want you to do in this one is to find out the correct order of these letters in the word. It is easy to guess; you can guess these words and put them next to each.

You will; when you do this exercise, you will learn the significance of a spelling, the conventional standardization of spellings, its role in learning to read, and at the same time, you get a chance to pay attention to sounds of these words and remind yourself, refresh your attention to the thing that when we speak, we speak sounds but when we read or write, we write spellings, and we use letters, which are also known as symbols for these purposes, that is, for the purpose of reading and for the purpose of writing.

It will be nice for you to do this thing. Read these words, very easy to figure them out, and you can work on this exercise yourself. For the purpose of this exercise, we have given you one word, so look at that. You have Doost. If you look for it, you can create a word 'Stood'. It is

presented in random order, the same way other words are done. You will get it; it will be a fun exercise.

(Refer Slide Time: 16:08)

2. Some words have more than one meaning. For example: **chain**



Meaning:	Noun-	<ul style="list-style-type: none"> A series of objects connected one after the other, ornamental and decorative forms etc.
	Verb-	<ul style="list-style-type: none"> to fasten or secure with a chain: <i>to chain a dog to a post.</i> to confine or restrain: <i>His work chained him to his desk.</i>

Look up the following words in the dictionary. They may have more than one meaning. List these meanings.

Ground	
Survey	
scrap	
tempting	
sternly	



Something else which is little more structural in nature and a little bit, we learn a little bit more out of this thing, and you see, what we learn out of it. You see, a lot of times, we find these things in language that one word has different meanings. Not only these, they have different meanings, but they have, they belong to different categories. They belong to different categories of words.

So we have given one example of the chain. So this word, chain, can be used in two different ways. So look at the meaning that we have given. First one is a series of objects connected one after the other, ornamental and decorative forms, etc.

So basically an object, we use the word chain for an object which is connected where the smaller and bigger objects are connected with one another. So it could come in a decorative form and ornaments are designed in such a way, but that is the actual purpose. So it is a nominal use of the word chain, and therefore it is a noun.

The same word, chain, can be used as a verb and we see, we mean when it becomes a verb, we mean to fasten or secure with a chain: to chain a dog or a, to a post; to confine or restrain: His work chained him to his desk. We can use this sentence his work; my work chained me to my desk. Chain a dog, chain your dog to a post. So this is the verbal use of the word chain.

So we have used, we have given you one example, and then we are giving you several more, at least five of them. Ground, survey, scrap, tempting, sternly. So the idea is we think these words have, these words can be used with two different meanings, two different categories.

So look up the following words in the dictionary, and this may have a list these, list the meanings to, that is, if you find two different meanings, list two different meanings of these words and see how helpful this is in learning what we are learning.

So these are some of the activities, these are some of the things that you can pay attention to when we are reading. All these words are used, all the words can be used in different passages in high-frequency; they are high-frequency words.

(Refer Slide Time: 19:28)

- Rajam's father lived in Lawley Extension (named after the mighty engineer Sir Frederick Lawley, who was at one time the Superintending Engineer for Malgudi Circle), which consisted of about fifty neat bungalows, mostly occupied by government officials. The Trunk Road to Trichinopoly passed a few yards in front of these houses. Swaminathan and Mani were nervously walking up the short drive leading to Rajam's house. A policeman in uniform cried to them to stop and came running towards them. Swaminathan felt like turning and fleeing. He appealed to Mani to speak to the policeman. The policeman asked what they were doing there. Mani said in a tone in which overdone carelessness was a trifle obvious: 'If Rajam is in the house, we are here to see him. He asked us to come.' The policeman at once became astonishingly amiable and took them along to Rajam's room.



Now, we take another passage, and we do a similar exercise. I hope you will, you would like to do these exercises, and not only you do these exercises with passages that we are giving you but also with everything else that you read for yourself. Here is another passage; let us read it slow and loud.

Rajam's father lived in a Lawley Extension, named after the mighty engineer, Sir Frederick Lawley, who was at one time, the superintending engineer for Malgudi circle, which consisted of about 50 neat bungalows, mostly occupied by government officials. The Trunk Road to Trichinopoly passed a few yards in front of these houses.

Swaminathan and Mani were nervously walking up the short drive leading to Rajam's house. A policeman in uniform cried to them to stop and come running towards them. Swaminathan felt like turning and fleeing. He appealed to Mani to speak to the policeman.

The policeman asked what they were doing there. Mani said in a tone in which overdone careless, carelessness was a trifle obvious: If Rajam if Rajam is in the house, we are here to see him. He asked us to come. The policeman at once became astonishingly amiable and took them along to Rajam's room.

You, when you read this, you understand the, again the entire picture becomes clearer to you. This is just one short excerpt from this story. We read it one more time carefully.

Rajam's father lived in a Lawley Extension, named after the mighty engineer, Sir Frederick Lawley, who was at one time, the superintending engineer for Malgudi circle, which consisted of about 50 neat bungalows, mostly occupied by government officials. The Trunk Road to Trichinopoly passed a few yards in front of these houses.

Swaminathan and Mani were nervously walking up the short drive leading to Rajam's house. A policeman in uniform cried to them to stop and come running towards them. Swaminathan felt like turning and fleeing. He appealed to Mani to speak to the policeman.

The policeman asked what they were doing there. Mani said in a tone in which overdone carelessness was a trifle obvious: If Rajam is in the house, we are here to see him. He asked us to come. The policeman at once became astonishingly amiable and took them along Rajam's room.

I request you to once again evaluate when I am reading it for you twice. I want you to find out differences. I am just giving you a clue, giving, inviting you to find out differences and see, list those differences for yourself, and learn from them.

When we read this thing, we get an idea of what was Lawley Extension, what was it named after, who lived in this place, what is the kind of place it describes, and then what Swaminathan and Mani were doing, why Rajam was living in that space, how policemen wanted to know, how he changed, how Mani spoke to the policeman, and how Swaminathan did not want to speak to the policeman. In fact, he even wanted to turn back and go away from there.

It gives you a nice description of certain elite places in our society, and it is a brilliant description of a place which is high-class where every other person ordinarily would not go. We are captured into this passage while we are reading this but when we come out of the description, that is, when we come out of the picture content that Narayanan builds here, we can look at some of the parts, sentences, words, etc. to use them to learn not only to improve our reading, improve our understanding but certain structural components for us to build our language.

(Refer Slide Time: 25:15)

ACTIVITY

3. Arrange the following words in the order in which they would appear in the dictionary. Write down some idioms or phrasal verbs connected to these words.

Close	Break	Give	Piece	Look	Take	Once
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For example: Close- a close call (Idiom)

Break	Break the ice (Idiom)
Give	Give away, give up, give out (Phrasal verb)
Piece	A piece of cake (Idiom)
Look	Look down, look into (Phrasal verb)
Take	Take along, take off, take after (Phrasal verb)
Once	Once in a blue moon (Idiom)



So here is what we want you to do after this passage. So you, there are several words given here; close, break, give, piece, look, take, once. Arrange the following words in the order in which they appear in the dictionary, that is, you have to arrange them in alphabetical order. Write down some idioms or phrasal verbs connected to these words.

So you, what you can do is you will, you may look at a dictionary; you, it may make you think a little bit. So when you think about these words, it will give you, you will get, maybe you will remember how you heard these words before, have you read these words in the context, and you will find certain things.

So, for example, the word break. So we use of idiom, break the ice. It is the initial effort to take the first turn to lead to something in an unknown situation. Such a thing is called break the ice. So that comes from this word, break.

When you see, look at the word give, it is a very productive and high-frequency word in the English language. We also use words like give away, give up, give out. These are some of the phrasal verbs that we create out of give.

Piece; again, we have an idiom out of it. You can, we say, piece of cake, meaning when something is too easy. We say this was a piece of cake for me. Look; it is verb again, and we can use several types of phrasal verbs like look down, look into. We also use words like look down upon, look after; these have different meanings. See, it is a very productive pattern again and a productive and high-frequency word one more time.

So we are only giving you a couple of terms here. What we want is we want you to work on a whole range of things, and when you work on a whole range of things, this will build your vocabulary, this will make you speaking impressive, effective, and you will have a lot of verbs

and lot of words at your disposal to you them in variety of contexts. You will never run of, run short of words.

So you can take another one like take; take along, take off, take after, and so on. Once; once in a blue moon, it is an idiom. This is used for rare occasions, for rare things. So this is what you can do with these exercises. So one more time before I stop, I would suggest you pay attention to certain structural components in everything that you read.

You cultivate a habit of reading; you pay attention to your reading, you pay attention to your pronunciations, you would pay attention to spelling. You pay attention to the style of writing; you pay attention to the content in terms of the message that the passage is trying to do. All these things are the complex cognitive process involved in the process of reading.

And along with that, you pay attention to the nuances, structural nuances which will help you improve other aspects of learning of language, like speaking and becoming creative, and making your language impressive.

In short, reading has no shortcut. It has to add multiple things to your success. Not just in the learning of language but in a great deal, to a great deal in several other aspects of your life. Thank you so much