

Teaching Language through Literature: Designing Appropriate Classroom Activities

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Abstract

The present study aims to emphasize the effectiveness of using literature in EFL classes through a case study on the project “Readers’ Development Program” of the British Council, Bangladesh executed in the Department of English at ASA University Bangladesh (ASAUB). The concept of teaching language through literature is implemented through various classroom activities from the simplified version of classic texts in English. It reviews the arguments for using literature in the language classroom. It is found that literary texts provide wide scope to explore multi-dimensional use of the language. Literary pieces especially stories are more attractive and fascinating than other teaching materials and allow group discussions and individual explorations. They offer real language use, which creates a feeling for the language in the students. In this study, tasks were designed for the students based on literary texts which provided ample opportunities for developing and practicing speaking, listening, reading and writing. Activities like role plays, group discussions and presentations reduced the level of anxiety in the students and they got involved into the language with enthusiasm and interest. It is suggested that selecting the texts properly and designing different set of activities according to the needs of the learners can facilitate language teaching and learning.

Key words: Authentic materials, EFL, literary texts, student-centered classroom activities, acquisition, feedback, schemata, cultural barrier, effectiveness.

Introduction

It is widely acknowledged that a literary text with richness and variety can be stimulating for language learners and can be used to elicit a wide range of responses from the learners which are facilitating for language teaching and learning. It can stimulate imagination of the learners, offer specimens of authentic use of language and provide ample opportunities for discussions. It ensures students’ personal involvement in the learning process and bridges the gaps between the cultures and makes them familiar with the norms and behaviors of the people of the target language. Thus the use of literary text in language class can act as a means of cultural enrichment. It helps the learners to get familiar with the socio-political backgrounds of target language society and also makes them understand how communication takes place in a particular community. This broadens their horizon of understanding the common human nature. Moreover, the learners learn to be more tolerable and sensible when they confront the differences in other culture and their

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own. Additionally, literature deals with universal issues with what students can relate them with less difficulty and simultaneously feel themselves as part of the whole humanity. Learners are also exposed to the various structures and functions of language through literary text.

Communicative Language Teaching also supports the use of literary text in language classroom. Long (cited in Alam, 2007: 377) stresses “communicative language teaching- favors group activities and language-learner interaction. Prediction, creating a scenario, debating topics on or around a text ... all seem to develop naturally out of a literature text, while they are either difficult or impossible with the type of text favored by ‘English for Specific Purposes’”. The real success of communicative approaches to language teaching lies in the ability to involve learners in the dialectic of meaning production which can be easily provided by literary text as it is more dialogic (Kramsch, 1993).

The present study also supports the positive view of using literature in language teaching after implementation of the technique on the undergraduate students of “The Readers’ Development Program” at ASaub. It shows that literary texts especially stories can be used in the language classroom effectively for developing the major skills as well as different sub-skills of the learners. Taking various factors into consideration, the paper also offers some practical suggestions for teaching language through literature in EFL context.

Objective of the study

The objective of the study is to re-examine the benefits of using literature in language classes. This study bridges the gap between the theory of teaching language through literature and its practice by applying the technique. It also aims to explore the appropriate classroom activities which facilitate language teaching and learning.

Research methodology

This paper projects from a thorough review of various books and articles on the same topic. Classrooms were also observed as the researchers are the teachers of the program. A pre-test (see appendix) was taken to learn about the proficiency of the learners and the areas in which they need special care and development. The test was of 40 marks with equal weight on grammar, reading comprehension, vocabulary and writing. To evaluate the speaking proficiency of the learners, interviews were taken and their problems were sought. The priority and the focus of the activities were determined on the basis of the average score obtained in each section of the test. The classroom activities and materials were designed accordingly.

Literature in language teaching

Many critics put objections against using literature for language teaching (see McKay, 1982). But researchers have responded to those objections logically and established the importance of using literary texts in EFL classrooms. They advocate that literature gives students exposure to

meaningful contexts full of descriptive language and interesting characters. Unlike the informational text the literary text provides fluid and dynamic reality. It introduces a profound range of vocabulary, dialogues and prose that can be used to prepare student-centered interesting activities in the language classroom.

Alam (2007: 381) points out that, literary texts “stimulate the imagination, offer learners specimens of real language use, allow for group discussions and individual exploration, and are intrinsically more dialogic”. Kramsch (1993:131) argues that literary texts can provide learners with “opportunities for the dialogic negotiation of meaning”. She further observes that literary text gives students “access to a world of attitudes and values, collective imaginings and historical frames of reference that constitute the memory of a people or speech community” (Kramsch, 1993:175).

Literature provides authentic material. The learners are exposed to actual language samples from real life and literature acts as a beneficial complement to such materials. Brumfit and Carter (1986:15) assert the point that “a literary text is authentic text, real language in context, to which we can respond directly”. Such a text securely grips the reader’s imagination and makes scopes for the examination of the language as well.

Literature helps students develop interpretative abilities. Lazar (1993: 19) says, “Literature is a particularly good source for developing students’ abilities to infer meaning and to make interpretations. This is because literary texts are often rich in multiple levels of meaning, and demand that the reader/learner is actively involved in ‘teasing out’ the unstated implications and assumptions of the text.”

According to Povey’s (1972) observation “literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax” (cited in McKay 1982: 529). The rich context that literature provides makes individual lexical or syntactical items more memorable. A substantial and contextualized reading broadens and enriches students’ writing skill by making them familiar with various features of writing style such as the formation and function of sentences, structural variation, cohesive and cohesion. Collie and Slater (1987: 4) suggest that “in reading literary texts students have also to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses, forms and conventions of the written mode: with irony, exposition, argument, narration ,and so on.”

Literature enables students to get familiar with universal issues and thereby motivates them into reading. Collie and Slater (1987) argue that literature offers a bountiful and extremely varied body of written material that deals with enduring human issues. “Though the world of literature is a created one, it depicts contextually vivid characters from varied social backgrounds. A reader can discover their thoughts, feelings, customs, possessions; what they buy, believe in, fear, enjoy; how they speak and behave behind closed doors. This vivid imagined world can quickly give the foreign reader a feel for the codes and preoccupations that structure a real society.” (Collie and

Slater, 1987:4) Thereby it increases learner's insight into target language society and bridges the cultural gap.

Canagrajah (1999: 176) emphasizes that learners should learn "to use English not mechanically and diffidently, but creatively and critically". While developing students' English language skills, literature simultaneously appeals to their imagination, develops cultural awareness and encourages critical thinking. Literature can be helpful in the language learning process by ensuring reader's personal involvement in the learning process. While core language teaching materials concentrate on language as a rule-based system and as a socio-semantic system, literature enables learners to achieve control over foreign language, going beyond mechanical aspects of the language system. Engaging imaginatively with literature the reader begins to 'inhabit' the text. This technique "can have more beneficial effects upon the whole language learning process, as long as the reader is well-motivated, and as long as the experience of engaging with literature is kept sufficiently interesting, varied and non-directive to let the reader feel that he or she is taking possession of a previously unknown territory" (Collie and Slater, 1987: 6).

Van (2009) in a research shows the relevance and efficacy of using literature with right approach for language learners arguing that the use of literary text with apt theoretical approach can make it more effective for the EFL classroom. Van (2009) mentions that in Reader-Response approach to literature activates students' schemata and personalizes the learning experience that increases their participation and motivation. This approach encourages language learning through student-centered and process-oriented activities. The use of Widdowson's (1983) comparative approach enables students to identify different types of language usage and levels of discourse. In this technique, literature is compared to excerpts from other texts, such as news reports, tourist brochures or advertisements that help students to recognize the differences between literary and non-literary language and the various ways language is used to accomplish things. Thus students learn to appreciate the power and versatility of all types of language to express the complete range of human feelings and experiences. Language-based approach is another effective approach that facilitates students' responses and experiences with literature and provides more language access for the learners (Littlewood, 1986). Using this approach, various language instruction activities can be incorporated in language classroom. It can include brainstorming to activate background knowledge and make predictions, rewriting the ends of stories or summarizing plots, cloze procedures to build vocabulary and comprehension, and jigsaw readings to allow students to collaborate with others, form opinions and engage in spirited debates. They acquire the confidence to develop, express and value their own response. Thus the use of literary texts with effective approach can make learners more conscious, reflective and creative and thereby accelerate their language learning process.

Background of the "Readers' Development Program"

"Readers Development Program" is a project run at ASA University Bangladesh and many other institutions as a part of the "Learning English through Entertainment" program of British Council. The program was launched in 2008 in Bangladesh. The program was offered to 21 schools (both

Bengali and English medium) and 3 private universities in Bangladesh. The purpose of the program in Bangladesh is to develop the students' overall English language skills which is very important for their future development as they are potential professionals of this country. The stories retold in simple English by native speakers were selected for the program. The program is also supported by teaching and testing materials for the instructors. It is also supplemented with audio materials and web sites for the learners.

In this program there are books for students with different levels of language proficiency—starter, beginner, elementary, pre-intermediate, intermediate and upper. To determine the language proficiency of the learner a simple test is performed centrally at the beginning of the program and books suitable for them are assigned. A similar test, after they have read all the books of the series, is administered by the British Council to evaluate the students' progress.

The program was launched at ASA University Bangladesh in the Fall Semester 2010. The university is now offering the program only to the 1st year undergraduates in English though there is a provision that this program can be run with the departments of Law, Pharmacy, Sociology and BBA. The students are given books such as *Heidi*, *The Woman in Black*, *Far from the Madding Crowd* and *The Mark of Zorro* from the Macmillan Readers series according to their proficiency in English. Having finished reading a book they can take another one. The books also have supplementary tests added to them.

The present study was carried out at only one institution, i.e. ASA University Bangladesh. It does not include the rest of the educational institutions using the program.

The Study

(i) Participants

The subjects of the study were the first year undergraduates of English at ASA University Bangladesh. Around 20, 25 and 35 students who were in the first, second and third semesters respectively in Summer Semester 2011 participated in the study. The students completed one or two modules of the program and were doing the second or the third modules at the time of doing the research. The 1st semester students were doing the program for the first time.

Various factors related to the participants such as a prior idea of their future courses, their level of motivation, their attitude towards the course, their expectations from the courses are taken in consideration when the students (EFL / ESL) are to be taught language through literature. The participants in this particular study have a very pragmatic attitude towards their studies. After completion of the course they will continue their university studies majoring in English Literature or Linguistics where they will have to encounter literature at its various forms. So for this particular group of learners, the objective of the program can range from attaining proficiency in language skills to getting an introduction to literature itself.

(ii) Materials and classroom activities: some considerations

Classroom activities were designed for the students after a test was performed to find out the language deficiencies of the students. From the test it was found that the vocabulary of the students was poor. They had a lot of errors in grammatical forms. They had problems with tense, word-class, subject-verb agreement, word-choice, word order and sentence structure. Problems with spelling, incoherence, comprehension and rephrasing were also noticed in the writings of the students. In reading comprehension students often copy sentences from the text in order to answer questions due to the lack of analytic ability. On the other hand, when they tried to write on their own, often they could not write what they intended to. Out of fear many of the students did not even attempt to answer all the questions. The errors were addressed by the instructors and measures were taken accordingly while selecting the classroom activities.

The students were given lessons one hour a week, supplemented with the text and other related materials, such as other contextual and culture friendly stories, rhymes and jokes. Mixon and Temu (2006) points out that the use of local or national stories ensures that the students know the background culture and may already know the story. Writing their opinions on a certain behavior of a character in the text or on any simple incident from the text, the students learned to express in their own ways. Often the class switched to common everyday topics which were discussed by the students in their individual turns. This was met with enthusiasm by them as they got friendly feedback about their opinions from their friends and also technical solutions and supports about using the language from the instructor without being discouraged at any point. “The most important thing is that sometimes the students blossom more with this kind of activity and are able to express themselves.” (Lems, 2001:4). He also suggests the importance of having a warm classroom rapport which rather accelerates the progress of the learners. Again, the lesson has to be fully integrated with the syllabus and including class journals would offer another outlet to those students who don’t speak much in the class (Lems, 2001). Sharing the stress and success of the learners through plenty of encouraging and short in-class practice helps the students a lot. These were considered seriously while they were taught in the class. The various themes in the story and the style and the pictures that support the stories help the students get involved with the text.

In case of teaching language through literature, the text acts as a material to promote critical thinking and to develop language. The stories of reasonable length that are loaded with vocabulary, and have compelling topics are encouraging for the students. The work must be integrated properly with the syllabus so that it holds some importance for the learners, and they enjoy it with a sense of seriousness and significance. The students’ proficiency level should also be taken into consideration before selecting a text for them. McKay (1982: 536) rightly points out “success in using literature greatly depends upon a selection of text which will not be overly difficult on either a linguistic or conceptual level”.

Stories can both entertain and educate young learners. As Mixon and Temu (2006) mention in their essay, there is strong support for story telling in pedagogical theory. Zipes and Morgan (cited in Mixon and Temu, 2006) find stories to be a basic part of the whole language approach to learning, reaching the “whole person” and appealing to the subconscious. Stories that are based

on real- life incidents experienced by students themselves can help the learners appreciate and respect the culture and the values of various groups.

According to Krashen (1982), stories lower the young learner's affective filter, allowing them to learn more easily. Again, as the themes of folk stories and myths are universal, people everywhere appreciate tales from other groups even if they aren't from the listener's own culture. It enhances the esteem of the learners who are pleased to find that they are learning 'English' from a story that comes from their own part of the world.

Since the ultimate goal of the EFL classrooms is "acquisition" of English, the teaching has to provide the students with language input and activities that best aid them in their learning process (Kellem, 2009). He further argues that the two main pedagogical approaches to teaching literature have their roots in literary criticism, the first one is stylistics and the second is the reader response. Stylistics is the direct application of linguistic evidence to interpret and analyze literature and stylistic analysis strongly represents the EFL instructional perspectives (Short, 1996 cited in Kellem, 2009). Through stylistic analysis the students can have the opportunity to explicate the formal features of English including the levels of phonology, vocabulary, grammar and discourse and relate them to an understanding of the texts. Responding aesthetically to literature facilitates students' enjoyment and engagement with literature. Again the freedom of expression of the learners ensures a collaborative learner-centered classroom that takes into account the EFL students' individual differences learning goals and affective factors.

Taking these into consideration, the following activities were designed and implemented in the classes to suit the needs of the learners so that they could get the required input for optimum benefit.

(a) Guessing from the Title

Using the title to kindle students' curiosity about the story is an effective warm-up activity. It makes them interested about the story and enhances their involvement.

The title of the story can be introduced in the class and the learners are made to speculate what the story is about and the various ideas that might come up in the book. This helps them to think more about the text.

For example, the students were told to look at the title *The Woman in Black* which they were going to read, and they were asked what the story might be about. They said, "The story is going to be about a woman in black dress that has magical power. The woman in black may be a witch."

(b) Visual prompts

Various pictures and visual prompts can trigger the imagination of the learners. An easy beginning is to show them the cover design of the book and ask them to say what they feel about it. Several other specific questions can be asked to bring out particular answers related to the society, people, class, country or other information. The different responses were recorded on the

board and discussed one after another and gradually the original title in relation to the story is unleashed.

For example, the students were asked to guess about the story of *Heidi* from its cover design which appears in figure 1 below. One of the students said “The little girl is fair. She is wearing a nice dress. The story might be about a girl who takes care of the goats.”

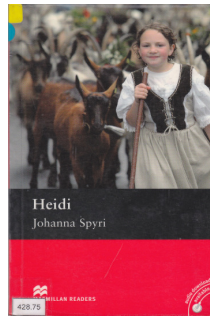


Figure 1: The cover page of *Heidi*

(c) Key Words

The teacher can mention some words and phrases from the text and ask the students to think about them and tell their denotative meanings. The deeper connotative meaning of the words in relation to the text is uncovered and the students can be taught from it. This explains the use of words in different contexts. Gradually they can relate the words with the story itself.

For example, the phrases and words like ‘madding crowd’, ‘promises’, ‘proposal’, ‘whistle’, ‘ghosts’, ‘scary’, ‘stormy night’, ‘shepherd’ and ‘countryside’ were asked from the text *Far from the Madding Crowd*.

(d) Listing words

Different ways of listing, for example, using separate colors for nouns or verbs, or circling the verbs and writing them, make the students concentrate more on the words. The teacher writes a word on the board and asks the students to give similar or opposite words. Listing words according to the grammatical class of words may also help the students.

(e) Using Total Physical Response

The students can be taught using Total Physical Response, that is, to act with some verbs in the foreign language which is fun and effective in case of acquisition. Through Total Physical Response the students were taught verbs with ease.

(f) Story telling with objects

Any simple object like a fork or a cup can trigger stories. Mixon and Temu (2006) provide an example story with the objects—a spoon, a girl, a banana, a car and a monkey. It says that a girl had a spoon and a banana in her hands. A fast car passed by her. She was scared. She dropped the

spoon and the banana. When she came back she found a monkey eating the banana with a spoon. She laughed at the monkey. This impromptu simple story helps the students feel confident that they can make stories too. So, the students can be divided into groups of four or five and made to make stories with objects.

(g) Thematic discussions

An easy warm-up activity is to give the students a general feeling for the ideas presented in the text. They first brainstorm and express their opinions about the themes. Students then interpret and discuss with each other about personal experience related to the themes of the story. In this way the background knowledge of the students is activated which helps them to analyze and understand.

(h) Reading the story aloud

Reading the text aloud helps the students to work on their pronunciation. Some sections of the story were read aloud by the teachers or students.

(i) Literary and non-literary texts

It is important for the students to realize the various usage of language in different types of text. This was illustrated in the classroom by showing the differences in the use of language between the story they were reading and newspapers, magazines and brochures. This helped them to learn to appreciate the power and versatility of all types of language.

(j) Relating the events from the story

Through this activity the students' imagination and their schemata are set into action. They try to contextualize and relate some of the events of the story to the similar situations or experiences they have gone through earlier. By reading the description of the sunset in a story, they can say or write what they know about the sky at sunset. They say about the various colors related to the sunset.

As for example, students were asked to read the first chapter titled "A Stormy Night" from *The Mark of Zorro* and write on a similar experience they have gone through. While working with *Room13 and Other Ghost Stories*, students were asked to share any similar weird experiences in which they encountered a ghost.

(k) Making a story time-line

This activity is to develop both the speaking and writing skills of the students. By making a story timeline, the students can list the events of the story in the order in which they occur. This helps them to learn about the concept of temporality in language. It also helps the students to know coherence and causal relationship in the text. They attain the ability to describe, or to narrate the events in sequential order.

(l) Retelling the story

Retelling a story is an effective technique to develop the speaking skill of the students. It makes them read, understand and try to present it in their own way. It also demonstrates their comprehension of the story.

In the class the students were asked to retell the story in relay chains, which helped them from getting bored and consequently they paid more attention to perform the best in their turn.

(m) Guessing appropriate words

Guessing the missing words from the context helps the learners to recollect many words. This is an effective vocabulary exercise. Similarly, asking the students to choose an appropriate word from a list helps them to contextualize and read the word in a line.

The following extract from *The Woman in Black* was given for exercise:

My name is Arthur Kipps. When I was a young man I worked ____ London. I ____ a solicitor. I ____ for the same company all my life. Fourteen years ago I bought this house ____ Monk's Piece. I live here ____ my dear wife Esme. Esme's first husband had died. She was a ____ when I married her. I became the ____ of her four young children. Our years at Monk's Piece have been happy ones. (Hill, 1990: 5)

(n) Role play

Through role play students get the scope to see the characters in the story more closely. This is an easy way to put the words of the text on the learners' mouth, that is, the students start to act as the characters do in the text. When the students focus on the mimicry of the words, they get used to them. Adopting the role of characters in the story forces the students to think about and act out their feelings and ideas in relation to the themes of the text. This activity helps their speaking skill and its sub-skills. It also makes the comprehension of the text easier.

Reading the text *Heidi*, the students came to learn about Heidi and her Grandfather. They knew that Heidi is a curious, little girl who always tries to know what and why. Similarly the students read that Grandfather is a sad and angry old man and answers the questions of Heidi with seriousness. The interested students in the class played the role of Heidi and Grandfather from a selected section of *Heidi*, where Heidi asked questions and Grandfather answered her.

(o) Letter writing

This might be a follow up activity and an effective way for the students to respond to the story. This enables the readers to place themselves in the situation of the story.

The students were asked to write a letter to the character telling them what they like or dislike most.

(p) Discussion questions

It is very important in language classes to give the students the freedom to express their opinions and discuss the thematic issues in the text in general. This helps them to relate their ideas with the

textual experiences. They put themselves in the place of the characters and imagine the situation and probable responses or reactions. They can predict and justify the course of actions. In the process they start to think and interpret critically.

As for example, the students were asked to mention the name of the character they like and dislike most in *Far from the Madding Crowd* and explain why.

(q) Rewriting a Story

This is one of the most frequently practiced activities in which the students write the stories they have read. Students were asked to rewrite the stories and submit assignments on them.

(r) Making Presentations

Making presentations facilitates multifaceted developments in the learners. So, simple projects were assigned and students were motivated to work on their own. They prepared power-point presentations individually on different aspects from the texts they have read in the program. The presentations were of 5-8 minutes. They were highly enthusiastic and made wonderful presentations.

Findings

The important findings of the study were drawn from the classroom observations. The problems and challenges were also identified and some suggestions are provided.

The researchers found that using literary texts in the language classroom is beneficial for the target students in EFL context. The program acted as an ice-breaker for those students who did not talk much earlier. They also enjoyed the classic stories retold by the native writers. The students were found quite interested to learn through the activities. As the students were many in number, group work/ pair work often helped to manage the class properly and increased student involvement. They enjoyed the role plays a lot and made successful power-point presentations.

Gradually the students have developed in vocabulary, grammar, syntax, semantics, speaking and comprehension of the language. Their communication skill has also improved noticeably. Their level of confidence has risen higher. They have learned to think critically and write answers properly.

However, the researches had to work with some challenges. The students had difficulty to comprehend various concepts as the stories are not from their part of the world. The students came across various unfamiliar words and could not grasp the appropriate meaning due to the cultural gap. Therefore, they could seldom activate their schemata since cultural barrier prevents the learners from getting directly involved in the text. Large class size and class duration of one hour per week sometimes became a challenge for the teacher. The students' motivation and low proficiency also posed challenges for the teacher.

Recommendation

In order to utilize the literary texts properly in the language classrooms and make the language learning experience enjoyable and fruitful, we would recommend the following:

- Students feel more at home with culture friendly texts. This activates students' schemata in reading literature and helps to personalize the learning experience which increases their participation and motivation. In case of Bangladeshi learners, incorporating popular Bengali folk tales, stories and poems translated in English can play a vital role in motivating the learners to learn English with ease and confidence.
- The activities should be learner-centered. Their interaction and participation should be ensured. A friendly rapport between the teacher and learners and among the learners should be maintained which is highly required for effective communication.
- Motivation of the learners can be enhanced through positive feedback. Their involvement should be encouraged and reinforced.
- Freedom of expression is to be ensured to facilitate students' communicative ability and thereby helping them to acquire the language with ease.
- A language class containing 15-20 students is preferable. This would help the teachers to give the students individual attention and proper feedback and carry out the tasks properly.

Conclusion

The present study suggests that EFL learners can be successfully taught English using the technique of teaching language through literature. Literary texts are found to be a good resource to facilitate language teaching and learning. In this study, classic stories used with the undergraduate learners at ASAUB for the purpose of teaching English are found beneficial. The texts provide authentic materials and offer rich context of language use. The literary texts help the students to learn the language in context and they feel comfortable and free. Students go beyond the surface meaning and dive into the underlying meaning. The universal issues discussed in literature expand the horizon of knowledge of the students and promote cultural enrichment. Literature fosters empathy, tolerance and awareness of global problems. Working with literature involves the students to use their interpretive ability which also instigates multidimensional development of the skills of language by stimulating imagination, broadening their mind. Multiple exercises and activities make the tasks interesting and cover all four language skills – reading, writing, speaking and listening. However, learners' proficiency, interest and age should be taken into consideration while selecting the text and classroom. It can be emphatically asserted that teaching language using literary text through appropriate classroom tasks is an effective way to teach the EFL learners.

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Appendix

The Pre-test

A. Reading Skill

Read the following passage and answer questions that follow:

We have a big, well-equipped library in our university. There is a librarian in charge of it. Pupils of the university may borrow books from this library, but they may not lend them to others without the permission of the librarian. Pupils may borrow two books at a time. They may keep these books for any length of time up to a fortnight. If they do not return them by the end of this period, they may be refused permission to borrow anymore.

The library has a reference section. The books in this section may not be taken away. There are also magazines and newspapers in the library. These, like the reference books, may not be borrowed.

There are a number of rules for behavior in the library. The librarian thinks that students ought to put back the books in their correct places on the shelves. They ought to leave the magazines and newspapers in good order. They ought to treat the books carefully and keep them in good condition. Students may not talk in the library or disturb others there. They ought also to keep reasonably quiet when they are passing along outside the library.

1. Answer the questions in brief:
 - a) Why do you think that borrowers may not keep their books for longer than a fortnight?
 - b) Why must students put books back in their proper places?
 - c) Why does the librarian not allow students to talk in the library?
 - d) Why may students not take reference books away?
 - e) Why ought borrowers to treat their library books carefully?
2. According to the passage, are these statements true or untrue?
 - a) Pupils may lend their library books to others.
 - b) Borrowers may keep books as long as they like.
 - c) Books in the reference section may not be taken away.
 - d) Books may not be taken down from the shelves.
 - e) Nobody may talk in the library.
3. Find words in the passage to complete the following sentences:
 - a) A librarian is a person who is _____ a library.
 - b) The books in the library are kept on _____.
 - c) Always try to keep the books that you borrow in _____.
 - d) Students may not keep their library books for longer than a _____.
 - e) Students can not take away books from _____ section.

B. Vocabulary

1. I was very _____ but I pretended that I was interested. (boredom, boring, bored)
2. What is the meaning of the word “hilarious”?
3. Suburb is (in / outside) the city?
4. I am sure she has good reason _____. (not/ be/ here)
5. What is the antonym of “human”?
6. I am very _____ about going to Mexico. (excitable, excited, exciting)
7. One of my teeth is _____. (loose, lose, loss)
8. The pipe in my kitchen is _____. (running/ leaking)
9. Her _____ (fail) in the exam surprised me.
10. He considered my _____ (decide) unfair.

C. Grammar

1. I am not good _____ cooking. (use appropriate preposition)
2. When I _____ (go) home, I will take some rest. (use the right form of verb)
3. The cost of all these articles _____ (have) risen. (use the right form of verb)
4. I _____ (pass) SSC in 2006. (use the right form of verb)
5. If I had lots of money, I _____ (will) travel round the world. (use the right form of verb)
6. He said he _____ (will) finish the work the next day. (use the right form of verb)
7. My car _____ (stole) yesterday. (use the right form of verb)
8. Do the work, _____? (use tag question)
9. What is the noun of the verb “cook”? _____
10. What is the name of the man _____ car you borrowed? (use relative pronoun)

D. Writing

Write a paragraph on “Your best friend”.