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## **Strategies for Developing EFL Primary School Pupils' Reading Skills (Action Research)**

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### **Abstract**

This action research aimed to investigate the effectiveness of close reading strategies in developing reading skills for 6<sup>th</sup> grade, primary stage students. The research focused on improving three reading sub-skills: skimming, scanning, and giving opinions. An action research design was employed. A pre/post reading skills test was administered to the research group students ( $n = 12$ ) before and after participating in close reading activities. The activities were designed to enhance skimming, scanning, and opinion formation through close textual analysis. The results of the pre and post-test revealed a significant improvement in research group students' reading skills. This suggests that the close reading strategy was effective in

developing reading comprehension skills for the research group students. In conclusion, this research demonstrates the potential of close reading strategies to enhance reading skills for primary stage students. The combination of close reading activities and a focus on specific skills like skimming, scanning, and forming opinions proved to be a successful approach for developing reading comprehension.

***Keywords:*** Close reading strategies, EFL students, reading comprehension skills.

## 1. Introduction

Reading is the foundation of language acquisition, especially for English as a Foreign Language (EFL) students. It unlocks a world of knowledge, strengthens communication skills, and fosters critical thinking. In addition, reading enhances fluency, improves comprehension, and broadens knowledge base. However, the path for EFL students can be riddled with obstacles. This research examines the importance of reading for EFL learners, explores the challenges they encounter, and introduces the close reading strategies as a valuable tool to overcome these hurdles.

One of the problems faced by EFL students regarding reading is limited vocabulary. Students have difficulty understanding unfamiliar words which can hinder comprehension and make reading a frustrating experience (Gu, 2001). Also, complex sentence structures can be challenging to decipher, leading to confusion and discouragement (Carrell, 1983). In addition, cultural references embedded within texts may not be readily understood by EFL students, creating

gaps in understanding (Schelling, 2003). Furthermore, difficulty with the language or limited access to engaging texts can lead to a lack of motivation to read (Anderson & Irvine, 1995).

**The problem of this research** is that students enrolled at the 6<sup>th</sup>, primary stage at Al Tahrir Primary School, Masr Al Gadida Educational Administration are weak in reading skills. This is evident in their inability to read sentences and words correctly and comprehensively. In addition, it is hard for them to understand the meaning which is not directly stated in the reading text.

A strategy that can be used to overcome these problems and develop reading skills for EFL students is close reading. Close reading is a focused approach to reading that equips students with the tools to analyze and interpret a text deeply. By employing close reading strategies, EFL students can overcome obstacles and gain a more nuanced understanding of the text. Here are some key aspects of close reading (Azizah, 2023):

- *Deconstructing Vocabulary.*  
Identifying unfamiliar words, breaking

down their components, and consulting dictionaries to grasp their meaning.

- *Sentence Analysis.* Understanding sentence structure, identifying grammatical elements, and recognizing how they contribute to the overall meaning.
- *Identifying Figurative Language.* Recognizing figures of speech like metaphors and similes, and deciphering their intended meaning within the text.
- *Critical Thinking.* Asking questions about the text, inferring meaning, and forming connections with prior knowledge.

Reading is a cornerstone of language acquisition for EFL students. By understanding the challenges they face and implementing close reading strategies, we can equip them with the tools to navigate the complexities of the English language and unlock a world of knowledge. Accordingly, this research aims to develop

students' reading comprehension skills through using ARCS strategies.

## 2. The Theoretical Framework

The process of analyzing and understanding written materials is called reading. There are different definitions of reading. Reading is the process of obtaining meaning through the decoding of symbols to achieve comprehension. It is an activity that can help pupils to become lifelong learners by refreshing and expanding their knowledge (Pustaka, 2018). According to David Pearson (2022), reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". This definition shows that reading has an interactive nature where readers are encouraged to search for the meaning inside the text with interest. Here, the students will get a text from the teacher and they will read the text and try to understand what the text is about. Proficient reading is dependent on the capability to recognize words easily, and readers should have the ability to extract the meaning and the main idea in what they read as reading means looking for roots of the tree of meaning (Zakir, 2019).

Reading is essential for the growth of students' mental, behavioral, and educational attitudes (He, 2014; Baffoe & Okae-Anti, 2020; Hassan et al., 2021), as it enables the individual to effectively consolidate information and understand words (Sabbah, 2016; Al-Jarf, 2019). Individuals read for multiple reasons such as developing knowledge, entertainment, happiness, relaxation, and others (Whitten et al., 2016). However, Erguvan (2016) points out that reading is an active part of life that is not limited to pleasure when needed. In addition, Chotitham and Wongwanich (2014) posit that reading helps develop critical and evaluative abilities that are used to solve problems by visualizing the context. Furthermore, Erdem (2015) and Pretorius and Klapwijk (2016) specify that reading is essential for success because it starts from the beginning of school and continues throughout life.

Reading improves all language skills, including listening, speaking and writing. The information gained through reading contributes to effective communication in different contexts. Reading exposes EFL students to different vocabulary and makes them explore the words in various contexts

which helps students to gain new vocabulary and terms. Reading involves a complex process to understand the text by creating the meaning of the text (Broughton et al., 1980; Dzulfikri & Saukah, 2017) through which students can gain new experience and knowledge.

The purpose of EFL reading is to examine and provide foreign language learners with a complete framework for reading English as a foreign language and developing their reading skills as well as the ability to read academic texts through the amount of vocabulary and communicative competence that students need to acquire in order to enhance their reading and comprehension skills by teaching them how to read and letter sounds (phonics). In addition, reading aims at developing their ability to understand written materials by expanding their vocabulary with words they already know through the number of new words and structures that they would learn. In addition, one of its important goals is to help learners improve their skills to be skilled readers and discover students' motivations in reading to enrich the interaction between children in learning English as a foreign language.

## **Reading sub–skills**

Reading skills are the cognitive processes that a reader uses in making sense of a text (Beatrice, 2008). They help the reader to avoid useless information, highlight the main points, and improve critical thinking skills and concentration areas. This research focused on three reading sub–skills, namely, skimming, scanning, and giving opinion.

### **Skimming and scanning**

Skimming and scanning are two reading skills that involve rapid eye movements and the use of keywords to navigate through text quickly, each serving distinct purposes. Skimming allows readers to quickly grasp the overall information of a passage, while scanning helps in locating specific details (Fatmawan, Dewi, & Hita, 2023).

Skimming and scanning are effective reading strategies. Implementing these strategies has been shown to improve students' reading comprehension, particularly in tasks related to speed reading and reading improvement. Consequently, skimming and scanning techniques are beneficial in reducing the time required for reading tasks.

In a study conducted by Lilis, Endah, and Ririn (2023), the researchers aimed to investigate the impact of utilizing skimming and scanning strategies on enhancing reading comprehension among students attending the English club at Senior High School (Zainul Hasan 1 Genggong). The problem of that study was that many students continue to face difficulties in reading, which is crucial for their academic progress and language development. To address these challenges, effective teaching methods are required to improve reading comprehension skills, which formed the central focus of that research. The research employed a pre–experimental research design, utilizing a single–group pre–test and post–test methodology. The sample comprised 30 students who received targeted instruction on skimming and scanning strategies over a period of four weeks. The data collected from the pre– and post–tests were analyzed using the Paired Sample T–Test. The alternative hypothesis, which suggests that skimming and scanning techniques have no significant effect on reading comprehension, is rejected if the Sig (2–tailed) value exceeds 0.05. Conversely, if the Sig (2–tailed) is less than 0.05,

the alternative hypothesis is accepted, indicating a significant effect of skimming and scanning techniques on students' reading comprehension.

In conclusion, their study proved the usefulness of these strategies by demonstrating that students who were trained in skimming and scanning significantly improved their reading comprehension. The acceptance of the alternative hypothesis is further corroborated by the Sig (2-tailed) value of 0.000, which is less than the crucial threshold of 0.05. The Paired Sample T-Test's statistically significant results offer compelling proof of the value of skimming and scanning strategies in improving pupils' reading comprehension abilities. Their findings highlight the importance of integrating skimming and scanning strategies into curriculum planning and instruction to address reading comprehension challenges among students, especially in EFL contexts (Lilis, Endah, & Ririn, 2023).

To sum up, skimming and scanning are two important reading sub-skills that represent efficient approaches that aid in saving time during reading (Fatmawan, Dewi, & Hita, 2023).

## **Giving opinion**

Giving opinion looks at first as a general term not a skill in reading as it develops other skills in language. The most important thing that giving opinion develops is critical thinking. It opens an enormous gate into establishing new topics and ideas which enables students to read professionally. This skill also helps while making group discussions to know others' ideas and perspectives (Bråten et al, 2009).

## **Problems faced by EFL primary stage students concerning reading**

*Poor Reading Comprehension Performance of EFL Learners.* The ability to comprehend text is essential for reading. However, for many learners of English as a Foreign Language (EFL), achieving proficient reading comprehension remains a significant hurdle. This challenge is not merely about decoding words but involves a deeper issue of insufficient development in critical reading skills. Critical reading is an active process that requires readers to engage with texts on a deeper level, analyzing, synthesizing, and evaluating information beyond the surface meaning. The study by Gutiérrez Martínez and Ruiz de Zarobe

(2017) delves into this issue, highlighting the impact of strategic training on improving EFL learners' reading comprehension performance.

Poor reading comprehension performance of EFL learners often stems from a foundational gap in critical reading skills. This deficiency manifests in several key areas:

*1. Analytical Skills.* Many learners struggle to dissect texts to understand the underlying messages or the intentions of the author. This inability to analyze texts critically hampers their understanding and engagement with the material.

*2. Synthesizing Information.* EFL learners frequently find it challenging to integrate information from various parts of a text or multiple texts. This skill is crucial for understanding complex arguments or narratives and for academic research.

*3. Evaluating Content.* Another significant challenge is the learners' difficulty in assessing the credibility, relevance, and significance of the information presented. This evaluative skill is essential for navigating the vast amount of information available in today's digital age.

*4. Beyond Decoding.* While decoding is a necessary skill for reading, relying solely on it without developing higher-order cognitive skills can lead to superficial reading. Learners may be able to pronounce words correctly but fail to grasp the text's deeper meaning or implications. Poor reading comprehension skills extend beyond individual learner outcomes. They affect classroom dynamics, learner engagement, and overall educational achievement. Learners with inadequate reading comprehension skills are more likely to disengage from the learning process, leading to a lack of participation, lower academic performance, and diminished motivation. Furthermore, these challenges can aggravate educational inequities, as learners with better-developed language skills advance more rapidly, leaving others behind.

This highlights the need for targeted interventions that focus on developing reading skills among EFL learners. By addressing these foundational gaps, educators can enhance learners' ability to engage with texts meaningfully, fostering a more inclusive and effective learning environment.



Another problem that also leads to poor reading comprehension is limited vocabulary and morphological awareness. Without a robust vocabulary and an understanding of word structures, learners struggle to grasp the meaning of texts. This difficulty is compounded in academic environments, where complex texts demand a high level of language proficiency. Furthermore, a limited vocabulary forces learners to spend more time decoding individual words, significantly reducing reading speed. Additionally, a lack of morphological awareness hampers their ability to understand and rearrange phrases, affecting their reading fluency and comprehension.

Addressing these challenges requires targeted educational strategies that focus on expanding learners' vocabulary and enhancing their understanding of new words. In addition, teachers should use strategies that allow learners to read texts critically and think of deeper meaning beyond the reading texts. By doing so, educators can provide learners with the tools they need to better comprehend reading texts. One strategy that can greatly enhance students' reading comprehension is close reading.

## **Close Reading Strategies**

Close reading is concerned with comprehension of EFL complex texts. It also develops higher-order thinking. Therefore, close reading looks like doing an investigation to a text. It begins with interpretation of a text then analyzing it until the students understand to reach the meaning. As a result, repeated reading will provide a long cognitive process of critically analyzing a text (Fisher & Frey, 2023).

Another definition of close reading is that it is the habit that teachers transplant to get production of their effort which is students have the ability to understand complex texts. This is achieved by using some strategies like annotating, coding text, double entry journal and four A's protocol (Boyles, 2014; Lehman & Roberts, 2014).

The aim of using close reading strategies is to help the reader to gain more information from the text and form deep understanding of the text. The reader by the help of close reading can focus on the details and interpret them accurately. It also helps the reader on different levels like help him/her to make overall meaning of a text and

then go into its components and analyze it (Fisher, & Frey, 2012).

Close reading has several elements that help the reader to make better understanding of the text. Repeated reading helps readers to analyze the complex texts (Monobe et al., 2017). Read aloud also helps in enriching the element of cooperation between the students in the classroom and also makes them depend on themselves rather than depending on the teacher all the time (Reynold, 2021). The approach to close reading described is indeed a structured one, emphasizing different aspects of comprehension and engagement with the text in each step. Below is a summary of the steps (Fisher, & Frey, 2012; Shanahan, 2012):

*1. First Read.* Students focus on understanding key ideas and details. Teachers guide students in annotating the text and asking relevant questions.

*2. Second Read.* Students dive deeper into the text's structure. Students work with partners to dissect and understand the organization of the text.

*3. Third Read.* According to Shanahan (2012), this step is about synthesizing knowledge and

ideas. Fisher and Frey (2012), however, suggest that the third read should be about extracting meaning from the text.

Fisher and Frey also mention a Fourth Read, where readers are encouraged to find inspiration and draw personal connections from the text. This multi-step process not only aids in comprehension but also helps students develop a more nuanced appreciation of the text.

Several studies have been conducted to investigate the effect of close reading strategy. Piyasakulchai (2021) explored the impact of close reading instruction on English reading comprehension among Thai secondary school students. The study found that students improved their English reading comprehension after participating in the program. Close Reading strategies, such as rereading the text, considering the author's intent, and highlighting key words or phrases, were helpful for students when dealing with complex or confusing texts.

According to Monobe et al. (2017), the use of repeated reading, a component of close reading instruction, can address several challenges. Research indicates that repeated reading improves

students' reading confidence and competence when dealing with complex English texts. Similarly, read-aloud activities, another element of close reading, not only reduce the teacher's role but also foster collaboration among students, leading to enhanced reading motivation (Reynold, 2021).

In conclusion, close reading offers a powerful approach to empower EFL students on their reading journey. By dissecting vocabulary, analyzing sentence structures, deciphering figurative language, and encouraging critical thinking, close reading equips students with the tools to overcome the challenges they face. This translates into a deeper understanding of the English language, fostering not just improved comprehension but also enhanced fluency and a broader knowledge base. Ultimately, the aim of close reading is to develop practical teaching methods that leverage this strategy to maximize the benefits of reading for EFL students, leading to greater success in their overall language learning experience.

### **3.Methods of Research and the Tools Used**

This research is an action research project that was conducted by a group of fourth year student-teachers during their teaching practice at Al-Tahrir Primary School, Masr El Gadida Educational Administration, as their graduation project. The research group was a class of students enrolled at grade 6 (n= 12). During the experimentation period, the students practiced several reading texts according to the close reading strategies.

**The research attempted to answer the following question:**

What is the effect of using the close reading strategies on developing EFL reading skills as a whole, and with regard to each sub-skill for 6<sup>th</sup> grade, primary stage students?

**In order to answer the research question, the following hypothesis was tested:**

1- There is a statistically significant difference between the mean ranks of the research group participants' scores on the pre and post-administration of the reading skills test, as an

overall score and with regard to the score of each sub-skill, in favor of the post-administration.

The research used quantitative and qualitative methods to better examine the problem and assess the effectiveness of the suggested strategy, i.e. close reading strategy.

**Qualitative data sources**

Qualitative data sources included the student teachers' observation of primary stage students' reading practice. During reading activities, we observed that students were weak in reading which appeared in their inability to give their opinions when asked and the difficulty in spelling and pronunciation and consequently the difficulty in answering questions related to reading.

**Quantitative data sources**

Quantitative data sources included a pre-post reading comprehension skills test.

**The pre/post reading comprehension skills test**

The pre/post reading comprehension test (Appendix A) was designed by the student-teachers and administered to the research group students in order to assess their reading skills before

and after implementation of the close reading strategy.

**Description of the test**

The test included two reading comprehension texts, each of which is followed by 5 questions that the students were required to answer in writing.

Table 1 illustrates the test specifications.

**Table 1**

***Pre/post reading comprehension skills test specifications***

Question number	The sub-skill it assesses	Score
1	Skimming	1
2	Scanning	1
3	Scanning	1
4	Giving opinion	1
5	Giving opinion	1
6	Skimming	1
7	Scanning	1
8	Scanning	1
9	Giving opinion	1
10	Giving opinion	1
<b>Total score</b>		10

The results of the pre/post-test were analyzed statistically. The following section presents a description and analysis of the research results.

#### **4. Results of Research**

This research aimed to verify the following hypothesis:

There is a statistically significant difference between the mean ranks of the research group participants' scores on the pre and post-administration of the reading skills test, as an overall score and with regard to the score of each sub-skill, in favor of the post-administration.

##### **Verifying the first null hypothesis:**

The first null hypothesis states that “there is no statistically significant difference between the mean ranks of the research group participants’

scores on the pre and post-administration of the reading skills test, as an overall score and with regard to the score of each sub-skill.”

To verify this hypothesis, the mean ranks of the research group participants' scores before applying the suggested close reading strategies were compared to the mean ranks of the same research group participants' scores after applying the strategies on the reading skills test. Wilcoxon Test was used to reveal the significance of differences between the two administrations.

Table 2 shows the results concluded:

**Table 2**

*The significance of differences between the mean ranks of the research group participants' scores on the pre and post-administration of the reading test as a total score and with regard to each subskill*

*(n= 12 degree of freedom=11)*

SKIL	Ranks	Number ( N )	Mean Rank	Sum of Ranks	mean		Std. Deviation		Z - value	Sig.	Effect size
					PREE	POST	PREE	POST			
Skimming	Negative Ranks	0	0.00	0.00	1.33	1.75	0.65	0.45	2.236	0.025	-0.62 Small
	Positive Ranks	5	3.00	15.00							
	Ties	7	0.00	0.00							
	Total	12									
Scanning	Negative Ranks	2	7.50	15.00	9.83	7.92	13.45	10.55	0.420	0.674	-----
	Positive Ranks	6	3.50	21.00							
	Ties	8	0.00	0.00							
	Total	12									
Giving opinions	Negative Ranks	3	4.83	14.50	6.17	4.75	8.91	6.41	0.058	0.932	-----
	Positive Ranks	4	3.38	13.50							
	Ties	5	0.00	0.00							
	Total	12									
Overall Reading Skill	Negative Ranks	0	0.00	0.00	6.08	23.42	2.71	27.22	2.809	0.005	0.55 Medium
	Positive Ranks	10	5.50	55.00							
	Ties	2	0.00	0.00							
	Total	12									

Table 2 shows that:

- Regarding the skill of (skimming), the significance level for this skill is lower than 0.05, which means that there is a significant difference between the mean ranks of the research group participants' scores on the pre and post-administration of the reading skills test with regard to skimming at the 0.05 level, in favor of the post-administration.
- Regarding the (overall reading skill), the significance level for this skill is lower than 0.05, which means that there is a significant difference between the mean ranks of the research

group participants' scores on the pre and post-administration of the reading skills test with regard to overall reading skill at the 0.05 level, in favor of the post-administration.

- Regarding the two skills (scanning and giving opinions), the significance level for these two skills is higher than 0.05, which means that there are no significant differences between the mean ranks of the research group participants' scores on the pre and post-administration of the reading skills test with regard to scanning and giving opinions.

To measure the effect size, the researchers depended on Hassan (2016, 279–280) who posited that when the Wilcoxon Test is used and the results reveal a statistically significant difference between the ranks of correlated pairs of scores or between pre and post-administration scores' ranks, we can identify the degree of correlation between the dependent and independent variables through Matched-Pairs Rank Biserial Correlation calculated as follows:

$$(1)..... r = (4(T1) / n(n+1)) - 1$$

r = the degree of correlation

T1= the sum of positive ranks

n = the number of pairs

(r) can be interpreted as follows:

$(r) < 0,4$  signifies a small effect size

$0,4 \leq (r) < 0,7$  signifies a medium effect size

$0,7 \leq (r) < 0,9$  signifies a large effect size

$(r) \geq 0.9$  signifies a very large effect size

By calculating the effect size, it was concluded that:

- The effect size for (skimming) was (-0.62) which shows that the effect size for this skill is weak.
- The effect size for (overall reading skill) was (0.55) which shows that the effect size for this skill is medium.
- There is no effect size for the development of the skills of (scanning and giving opinions).

This shows that using the close reading strategies had a medium effect on developing the EFL reading skills as a whole for the research group students.

However, it had varied effects on developing each of the reading skills. Hence, the research question “what is the effect of using the close reading strategies on developing EFL reading skills as a whole, and with regard to each sub-skill for 6<sup>th</sup> grade, primary stage students?” was answered.

## **5. Interpretation of Results**

As presented in the statistical analysis, the results of the study regarding the reading comprehension skills show that there is a significant difference between the mean scores of the study participants on the pre and post-reading comprehension skills test in favor of the post-administration scores. This shows that the students’ reading comprehension skills were developed during the implementation of this research. This refers to the effectiveness of close reading strategy in developing the students’ reading comprehension skills.

Before we apply this strategy, we noticed that student were facing difficulties in reading any text, which included difficulties in pronunciation and even spelling. After applying close reading

strategy, we noticed that they had more vocabulary and learned the correct way of reading a passage including thinking and defining the main idea.

The steps of close reading strategy were applied based on the review of literature and previous studies. An instance regarding the strategy’s implementation is presented henceforth. In the beginning, we selected a passage from the students’ schoolbook titled “my favorite video game”. The students started to respond and participate with us according to the instructions given. In the First Read, they were asked to focus on understanding key ideas and details.

The student-teachers (researchers) guided the research group students in annotating the text and asked relevant questions. The students read the passage and underlined the important parts like main idea, the evidence that support main idea, difficult words and confusing parts for them. In the Second Read, the students dug deeper into the text’s structure. Students worked with partners and understood the organization of the text.



The passage discussed here included narrative voice and tone. They defined who speaks and what characters in the passage represent the narrative voice. In the tone they determined if the message of passage is clear or ambiguous. In the Third Read, according to Shanahan (2012), this step is about synthesizing knowledge and ideas. After determining the elements of the passage, this becomes clear to students in third read. They already extracted meaning from the text. In the Fourth Read, the student started to say sentences in English expressing the connection between the passage and their life, such as playing video games and how they spend spare time.

This multi-step process gives accurate results and benefits. It had a clear effect on the students' reading comprehension skills, especially skimming, scanning, and giving opinion. Skimming was developed for the students as this skill is practiced all the time. Hence, it was easier for them to answer questions related to this skills.

As for the skill of scanning and giving opinion, they were the least developed skills. This could be referred to the fact that scanning needed

more time and practice, which was not allowed during the experimentation period representing one of the difficulties faced during this research. In addition, giving opinion was new for them. There is usually no focus at all on giving opinion in English classes at the school because the teachers give priority to other skills. Therefore, they hardly answered questions that required them to give opinion and they need much more time to practice it.

## **Problems faced during research implementation**

The researchers faced several problems during the research period. In fact, the skills targeted by the research needed more practice and time. The time specified for English classes was too little to develop all these skills and apply the strategy several times. In addition, at governmental schools, the students are often absent, so we faced a problem here too. However, we tried all our efforts during the time available.

## **6. Conclusion**

Based on the study results, there was a development of the students' EFL reading

comprehension skills as a whole. It can be concluded that the close reading strategies is effective in developing reading skills for primary stage students and hence it should be used frequently.

## **Recommendations**

Based on the attained results and the conclusions, the study recommends the following:

1. Students should be provided with more opportunities to practice reading.
2. Practicing is important to improve reading. Regular practice reinforces reading comprehension skills.
3. Implementing different reading strategies, such as close reading strategy, since it allows students to practice reading in an enjoyable way and results in positive outcomes
4. Teachers should select texts suitable for students' proficiency level in addition to texts already included in school curricula.
5. While practicing close reading strategy, teachers should provide students with clear instructions and divide the close reading

process into steps that students may easily understand and complete.

6. Teachers should present texts to EFL students which are interesting and easy to read for them and match their interests.
7. Asking questions while applying close reading strategy helps students to focus more and deepen their understanding of the text.

## **Suggestions for further research**

1. Replicating this study in an online and a blended context.
2. Investigating the effectiveness of close reading strategies at higher stages.
3. Exploring students' perceptions on the effect of close reading strategies.
4. Applying other strategies for developing reading skills at the same educational stage as well as other stages.
5. Replicating this study on a wider group of students.

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## Appendices

### Appendix (A): Pre/post reading comprehension skills test

#### (A) Read the following passage than answer the questions:

The jungle is a place full of life and wonders. It is home to many kinds of animals and plants. You can find big animals like elephants and lions, and small ones like frogs and insects. Trees in the jungle are very tall and thick, giving shelter to many creatures. You can find colorful birds that sing sweetly and monkeys that swing from branch to branch in the trees. It's not easy to live in the jungle. Animals have to find food and protect themselves from other animals. They also need to find a safe place to sleep at night. The jungle is a place of survival, where each animal and plant has a role to play. It is a very important part of our earth and we should take care of it.

#### **Answer the following questions:-**

- 1) Do monkeys move around in the trees?  
.....
- 2) What animals live in the jungle?  
.....
- 3) What is the main idea of the passage?  
.....
- 4) What is your favorite wild animal? Why?  
.....
- 5) Do you think wild animals can live on a farm?  
Why ? Why not?  
.....

#### (B) Read the following passage than answer the questions:

Healthy food makes our bodies strong. It's like fuel for our bodies, just like petrol for cars. Fruits and vegetables are very good for us. They have lots of vitamins to keep us healthy. Eating whole grains like rice and bread gives us energy to play and learn. We also need protein from foods like eggs, milk, and fish for strong muscles. Don't forget to drink lots of water too! Eating too much junk food can make us sick, so we should eat it only sometimes. Remember, eating healthy food makes us happy, active, and smart. So, let's choose healthy food every day.

#### **Answer the following questions:-**

- 1) What's the main idea of the passage?  
.....
- 2) What do fruits and vegetables provide us with?  
.....
- 3) Name some examples of healthy food.  
.....
- 4) Why do you think we should eat healthy food?  
.....
- 5) Do you think healthy food is important? Why? Why not?  
.....

