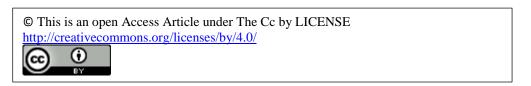# The Impact of Microselection and Cooperative Script Strategies on EFL Preparatory School Students' Achievement in Reading Comprehension

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Abstract

This study aims at finding out the impact of Microselection (MS) and Cooperative Script (CS) on EFL students' achievement in reading comprehension (RC). To achieve the aim of the study, a quasi-experimental nonrandomized control group, pretest-posttest design is employed. Three groups are randomly selected from the fifth preparatory stage in Asma Preparatory School for Girls for the academic year (2021-2022) to represent the sample of the study which is (90) students. The three groups (each group consists of 30 students) are submitted to the same pretest in RC to ensure equivalence among groups. Then the first group is taught according to MS strategy, whereas the second group is taught according to

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CS strategy and the third one is taught according to the conventional method. After achieving the validity of the test, a pilot study is conducted to (30) students of the fifth preparatory stage /Ali Alhadi Secondary School for Girls. Then the three groups are subjected to the same achievement post-test in RC. The data are analysed statistically by using ANOVA. The results show that there are statistically significant differences between the two experimental groups and the control group in achievement post-tests of RC, in favour of the two experimental groups. The results also show that the second group taught according to CS strategy is better than the first group taught according to MS strategy.

Key Word : Cooperative Script, Microselection, Strategy, reading comprehension.

اثر استراتيجيتي الاختيار الدقيق والنص التعاوني على تحصيل طلبة المدارس الإعدادية دارسي اللغة الإنجليزية لغة اجنبية في الاستيعاب القرائي

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المـستخلـص

تهدف هذه الدراســـة إلى معرفة أثر اســـتراتيجيتي الاختيار الدقيق والنص التعاوني على تحصيل طلبة المدارس الإعدادية دارسي اللغة الإنجليزية لغة أجنبية في الاستيعاب القرائي. ولتحقيق أهداف الدراسة، استعمل الباحث التصميم شبه التجريبي باختبار قبلي وبعدي ومجموعة ضابطة، وتم اختيار ثلاث مجموعات عشـــوائيًا من طالبات الصــف الخامس الإعدادي في إعدادية أســماء للبنات للعام الدراســي 2021–2022 لتمثيل عينة الدراســة التي مثلت 90 طالبة في ثلاث مجموعات (30 طالبة لكل مجموعة). وخضـــعت المجموعات الثلاث للاختبار القبلي في الاســـتيعاب القرائي نفسـه والغرض من ذلك تكافؤ المجموعات، ثم دُرِّســـت المجموعة التجريبية الأولى على وفق اســـتراتيجية الاختبار الدقيق، في حين دُرِّســـت المجموعة التجريبية الثانية على وفق اســـتراتيجية النص التعاوني وجاءت المجموعة الضـــــابطة على وفق الطريقة الاعتيادية. وبعد التحقق من صـــــدق الاختبارات، أجريت دراســـة اســـتطلاعية على 30 طالبة من الخامس الإعدادي / ثانوية علي الهادي للبنات. ثم خضـــعت المجموعات الثلاث للاختبار البعدي في الاســـتيعاب القرائي نفســـه. وتمّ تحليل البيانات

إحصـائيًا باسـتعمال قانون تحليل التباين الأحادي. وأظهرت النتائج وجود فروق ذات دلالة إحصـائية عند مسـتوى الدلالة0.05 بين المجموعتين التجريبيتين والمجموعة الضـابطة ولصـالح المجموعتين التجريبيتين في اختبار الاسـتيعاب القرائي البعدي ، وأظهرت النتائج كذلك أنَّ المجموعة التجريبية الثانية التي دُرّسـت على وفق اسـتراتيجية النص التعاوني أفضـل من المجموعة التجريبية الأولى التي دُرّسـت على وفق استراتيجية الاختيار الدقيق.

الكلمات الدالة: استراتيجية، الاختيار الدقيق، الاستيعاب القرائي، النص التعاوني.

Section One

1.Introduction

      Reading comprehension is a dynamic process in which the construct of meaning is achieved through the interaction of three variables: a) reader knowledge to recognise words, the knowledge of the world and the linguistic knowledge, b) reader's interpretation of the language used by the author to establish meaning and c) the situation. Thus, the reading process includes many subprocesses like those related to word recognition or those that are related to comprehension (Mario, 1990:14). understanding what is described in the text as a whole is preferred over deriving meaning from individual words or sentences. Children can create models to help them understand the material in a text or they can depict the text's ideas while reading (Nahida and Yaareb, 2020:122).

      Reading comprehension is a problematic area for EFL preparatory school students as well as other students in different grades. One of the problems students encounter in RC is text difficulties. Students find RC activities are not easy to comprehend because they are unable to grasp accurately the context of the text (Dunia and Hussam,2022:2). Text difficulties, as Westwood (2008:34-37) states, relate to difficulties of comprehension which in turn are caused by limited knowledge of vocabulary, limited knowledge of vocabulary, the failure of recalling information after reading and inappropriate use of suitable reading strategies. As a result, the researcher in this study chooses two strategies that help students retain information after reading. MS strategy works at the sentence level and it is selected by the researcher since comprehension difficulties are the result of weak word recognition skills, as Westwood maintains. In addition, comprehension relies on the reader ability to integrate the word and sentence meanings into a meaningful whole

(Oakhill et al.,2015:5). The other strategy, CS, has been selected since literature about comprehension indicates that the construction of meaning is achieved by the interaction between the reader's prior knowledge and the text which this strategy relies on. This strategy is a type of cooperative learning which is based on pair work.

1.1 Aim of the study

The current study aims at finding out the impact of MS and CS strategies on EFL students' achievement in RC.

1.2 Hypotheses of the Study

The forgoing stated aim is supposed to be achieved by verifying the following main hypothesis:

1-There are no statistically significant differences at the level of significance (0.05) among the mean scores' achievement of the three groups in RC post-test. From this main hypothesis, the researcher derives the following sub-hypotheses:

A- There is no statistically significant difference at the level of significance 0.05 between the mean scores' achievement of the first experimental group which is taught according to MS strategy and that of the second experimental group which is taught according to the CS strategy in RC post-test.

B- There is no statistically significant difference at the level of significance 0.05 between the mean scores' achievement of the first experimental group which is taught according to MS strategy and that of the control group which is taught according to the conventional method in RC post-test.

C- There is no statistically significant difference at the level of significance 0.05 between the mean scores' achievement of the second experimental group which is taught according to CS strategy and that of control group which is taught according to the conventional method in RC post-test.

1.3 Limits of the Study

This study is limited to:

1-Students at the 5th preparatory stage during the academic year 2021-2022.

2-The reading texts exist in the 5th preparatory stage textbook (English For Iraq /Student book and Activity Book).

Section Two

2.The Definitions and Processes of Reading Comprehension

Anderson (2003: 68) states that comprehension is the goal of reading. Considering the term 'comprehension', writers stress the importance of constructing meaning out of texts when they define 'comprehension'. For instance, Cooper (2000: 12) contends that comprehension is a process that a reader is able to construct meaning through interacting with the text. McNamara (2007: xi) denotes that comprehension is the capability of going beyond words, to comprehend ideas and relationship between ideas expressed in the text.

Processes in RC are classified by Grabe and Stoller (2020: 10) into three divisions: lower-level processes, higher- level processes and underlying general cognitive processes.

According to Schmitt and Rodgers (2020: 266), there are three levels relate to lower-level processes, the first is the quick and automatic word recognition. Syntactic parsing is the second level which assists in removing ambiguity of word meaning that has various meanings in different contexts (Grabe, 2009: 30). A third-lower processing skill is 'semantic proposition formation'. It is 'the process of combing word meanings and structural information into basic clause-level meaning units '(Schmitt and Rodgers, 2020: 267). Schmitt and Rodgers (ibid.) state that higher – level processes involve creating a summary model of what the text perhaps mean in addition to a more elaborated interpretation of how the text meaning is understood. Grabe and Stoller (2020: 11) clarify the notion of general cognitive processes as 'genetically wired abilities for mental processing', of all kinds and most are seen as 'parts of humans' more primal survival mechanisms'. The ability of students for learning is influenced by a number of general cognitive processes that develop over time and with experience.

2.1 Levels of Reading Comprehension

Wyse et al., (2013: 157) distinguish between literal and inferential level of comprehension. They argue that literal level is achieved when text comprehension occurs at a 'surface level', whereas in inferential level, readers have the ability to engage deeply with the text and grasp 'nuances implied' but not explicitly stated by the text. Brassell and Rasinski (2008: 17) mention a critical comprehension that is to judge the information exist in the text. Westwood (2001: 21) mention a fourth level of comprehension which is a creative level. A reader in a creative level has the ability to develop new ideas from the information or ideas that he/she has read in a particular text.

2.2 Assessing Reading comprehension

Assessing RC is a complex and challenging task since there are many cognitive processes included in this complicated ability. Rollins (2010: 5) states that the main idea is what the writer wants readers to comprehend or remember about a selection. Other reading tasks are also important like sequencing, realizing inference and conclusion, and employing context clues. Brown and Lee (2015: 422) argue that there are four types of reading performance serve as organizers of different assessment tasks: perceptive, selective, interactive and extensive reading. It is worth mentioning that some writers link assessment with various types of comprehension. For example, De Lopez et al., (1997: 31) content that RC questions can be linked with Barrett's taxonomy. For the current study, the achievement RC test is linked with Bloom Taxonomy of cognitive domain.

2.3 The concept of Microselection Strategy

Microselection is a cognitive strategy and it is one aspect of microprocesses in Irwin's (1986) model of comprehension which is introduced by cognitive psychologists along with integrative processes, macroprocesses, elaborative and metacognitive processes that work simultaneously and complete each other. In MS, as an aspect of microprocesses, readers are unable to remember every single idea in a passage. Instead, they are selective even at the individual sentences (Irwin, 1986: 44). Reading one sentence is relatively easy to recall details, as opposed to reading a long passage which makes remembering difficult (Klingner et al., 2007:10). Microselection refers to a strategy that focuses on locating the

main idea in individual sentences through key words. This is a prerequisite for teaching students to find the main idea in longer reading text. Beginning with individual sentences, students successfully move this ability to comprehending longer reading passages (Herrell and Jordan, 2006:34).

2.4 Steps followed in Modelling Microselection in the Classroom

Herrell and Jordan (2012: 266-267) propose the following steps for modelling MS in the classroom;

1-Present the concept of microselection. The teacher explains to the students that understanding important words in a sentence is essential for understanding the meaning of the whole sentence.

2-Model locating of key words. Teachers can read a sentence from a reading text, write important words (key words) of a sentence on the board and explain how you can restate the sentence by remembering the key words without saying it exactly as written.

3-Direct students in rehearsing microselection. Teachers start practising by asking students to read a sentence and locate the key words to remember. Then they ask them the meaning of the sentence without repeating the original one. Teachers continue practising students many times till they are sure the majority of the students comprehend.

4-Put students in pairs for additional practice and have them read the passage one sentence at a time. One student in each pair identifies the key words, whereas the other student restates the sentence using her/his own words.

5- Negotiate the procedure. The teacher can bring the group back together and ask them to share the key words they choose in each pair. If they do not agree, the teacher can encourage them to defend their choices.

2.5 The concept of Cooperative Script

Slavin (2018: 29) defines CS as a learning method in which students work together in pairs to summarize a section of materials and support each other's understanding and recall important concepts and facts involved in the reading material. Dechant (1991:406-

407) states this strategy works at the paragraph level which requires comprehending of the relationships of sentences to the previous and next text as well as the knowledge of intersentence relationship.

This strategy is included within cognitive elaboration theory identified by O'Donnell and O'Kelly (1994) and O'Donnell (2000) which emphasizes the efficiency of elaboration in the process of learning and thinking. For promoting learning tasks, elaboration gets the individual ready for cognitive restructuring and rehearsal. If information is to be stored and connected to information previously retained in memory, the learner requires some form of cognitive restructuring or elaboration of material (Tran,2013:107).

2.6 Steps of Applying Cooperative Script in the Classroom

The following procedures are proposed by Herrell and Jordan (2006: 65):

1-The teacher models the strategy by choosing a partner and asking students to read the same paragraph in a silent way. The teacher takes the role of a summarizer (recaller) and sums up the paragraph asking the partner for misstatements and omissions.

2-The teacher explains the goal of the strategy to students telling them it assists them in recalling and summarizing the reading texts.

3-Students train the strategy by dividing the class into pairs. The teacher instructs the recaller to summarize the assigned paragraph orally without looking at it, whereas the listener follows a long in the book to notice any misstatement or omission of important concepts or ideas made by the recaller.

2.7 Previous Studies

The strategies in this study are employed by different researchers to see their effects on various variables, not only in RC. For example, they are employed in speaking, writing, vocabulary, etc. Siska Anggraini 's (2017) study focuses on finding out the effect of using CS strategy on students' RC at State Senior High School 1 Lintau Buo Tanah Datar Regency. Quasi experimental design is employed in this study and subjects are students in

the 10th grade. The sample is randomly selected from State Senior High School. Al-Nuimmy's (2021) study aims at finding out the effect of MS strategy on EFL pupils' vocabulary. Experimental design is used in this study and pre-test and post-test are employed. The results of these studies indicate the positive effect of these strategies on students' achievement in areas they investigate.

Section Three

3. Experimental Design

A quasi-experimental nonrandomized control group, pretest-posttest design is employed in this study (Ary et al., 2010:316). In this design, Students are randomly assigned to two experimental groups and a control group and subjected to the same pre-tests in RC. Ninety students represent the sample of the study from Asma Preparatory School for Girls who are put in three groups, each group consists of 30 students. The population involves all EFL preparatory school students of the fifth grade in Samarra city-Salahaddin Governorate, during the academic year (2021-2022).

3.1 Groups Equalization

The three groups are equalized in terms of age, parents' academic attainment, students' previous scores in English and pretest scores in RC. The researcher also attempts to control the effects of extraneous variables jeopardizing internal validity of the experiment that may confuse the implementation as well as the results of the experiment such as maturation, history, instrumentation, selection biases, experimental mortality and instructor.

3.2 Instrument of the Study

The tool of this study includes an achievement test in RC. (See Appendix A). Basic content analysis of the test and syllabus of the textbook 'English for Iraq' for the 5th preparatory stage, Student Book (SB) and Activity Book (AB)(units 5,6,7,8) has been constructed to measure students' achievement in RC. The behavioural objectives of this textbook have been prepared by the researcher relying on Bloom's Taxonomy. See Table (1)

Table (1)

Table of Specifications

Content	No. of behavioural objectives	Relative weights of Content	Objectives Level						Total
			Knowledge 27%	Comprehension 36%	Application 11%	Analysis 10%	Synthesis 8%	Evaluation 8%	
Unit 5	27	27%	2	2	1	1	-	-	6
Unit 6	31	32%	3	4	1	1	1	1	11
Unit 7	29	30%	2	4	1	1	1	1	10
Unit 8	11	11%	1	1	-	-	-	-	2
Total	**98**	**100%**	8	11	3	3	2	2	**29**

3.3 Scoring Scheme of Reading Comprehension Test

The entire test has been scored out of (50) marks. The first question in passage 1 and 2, which is in multiple choice format, is scored out of six marks. Each correct answer is given one mark and zero for the wrong one. The second question in both passages, which is in WH question form, is given 12 marks. Two marks are allotted for the very good answer, one mark is allotted for good answer and zero is given for the weak answer. The third question in passage 2 is to write a summary focusing on the main idea of the passage and the supporting details. Ten marks are allotted for this question. The scoring scheme of Imao (2001:184, as cited in Brown and Abeywickrama,2018:223) is followed in evaluating the summary.

3.4 Test Validity

Validity is the degree to which a test measures the purpose for which it is intended to measure and how can be applied successfully (Richards and Schmidt, 2013: 622). The validity of the RC test is achieved by face validity through exposing it to a jury of specialists in the fields of ELT and linguistics. Content validity is achieved by constructing the table of specification based on Bloom's Taxonomy of cognitive objectives which ensures content analysis.

3.5 The Pilot Administration of Reading Comprehension

RC test is administered on a pilot sample of thirty students chosen randomly from Ali Al-Hadi Secondary School for Girls on the 27 of April ,2022. It is found that the average time required for working out RC test is about sixty minutes. After that analysis of test items features which provide information about difficulty level and discrimination power of each item in the test has been done. It is found that difficulty level ranges between (0.43) to (0.70) and the discrimination power ranges between (0.40) to (0.67) which are both statistically accepted.

3.6 Test Reliability

Reliability denotes 'consistency, stability, and accuracy of a test's scores' (Spreen and Risser, 2003: 37). The reliability coefficient of RC test has been achieved by employing the Alpha Cronbach formula and it is found to be (0.85) which is statistically accepted.

3.7 Final Administration of the RC Test

The experiment has started on the 22nd of February, 2022 and ended on the 10th of May,2022. That is, it has been lasted for eleven weeks. Two lessons a week have been arranged on Monday and Wednesday for the control and the two experimental groups. The number of lessons for each group is 22 lessons. Accordingly, the total lessons are 66 lessons.

At the end of the experiment, the control and experimental groups are subjected to the same achievement post-test in RC. The test is administered on the 10th of May, 2022. At the end of the test, the researcher has collected the examinees' papers so as to be scored later.

Section Four

4. Analysis of collected Data and Results

One Way Analysis of Variance is used in order to verify the main hypothesis of the study which states 'there are no statistically significant differences at the level of significance (0.05) among the mean scores' achievement of the three groups in RC post-test'. The statistical results show that the mean score of the first experimental group is

(29.233) with a standard deviation of (9.676), whereas the mean score of the second experimental group is (34.066) with a standard deviation of (8.029), and that of the control group is (18.366) with a standard deviation of (5.176). See Table (2).

Table (2)

The Mean and Standard Deviation of the RC Post-test for the Three groups in the Study

Groups	NO.	Mean	Standard Deviation
Exp. 1 (MS)	30	29.233	9.676
Exp. 2 (CS)	30	34.066	8.029
Con.	30	18.366	5.176

Table (3) shows the computed F-ratio (31,471) is higher than the critical F-ratio value (3.071) at the level of significance (0.05) with two degrees of freedom (2.87). This means that there are statistically significant differences among the mean scores of the three groups. Thus, the main hypothesis of the is rejected.

Table (3)

ANOVA Results for the Groups of the Study in RC Post-test

Sources of Variance	Sum of Squares	Degree of Freedom	Mean Square	F-ratio	Sig. 0.05
Between Groups	3879,356	2	1939,678		
Within Groups	5362,200	87	61,634	31,471	Sig.
Total	9241,557	89			

Scheffe's method for multiple comparison is used for finding out the source of differences among the scores' achievement of the three groups and hence this test is used to verify the sub-hypotheses (A,B,C). Table (4) shows the following:

Table (4)
Scheffe's Post-Comparative Test for the Differences among the Three Groups in RC Post-test

Groups	No.	Mean	Scheffe Value		Sig. 0.05
			Computed	Critical	
Exp. 1 (MS)	30	29.233	4.833		Sig. for Exp.2
Exp. 2 (CS)	30	34.066			
Exp. 1 (MS)	30	29.233	10.867		Sig. for Exp.1
Con.	30	18.366		3.285	
Exp. 2 (CS)	30	34.066	15.700		Sig. for Exp.2
Con.	30	18.366			

A- The computed Scheffe's value for the difference in the post-test between the first experimental group and the second experimental group is (4.833) which is higher than the critical Scheffe's value (3.285). This means that there is a statistically significant difference between the mean scores' achievement of the first experimental group and that of the second experimental group in the RC post-test, in favour of the second experimental group which is taught according to CS strategy. Thus, the sub- hypothesis A which states ' There is no statistically significant difference at the level of significance 0.05 between the mean scores' achievement of the first experimental group which is taught according to MS strategy and that of the second experimental group which is taught according to the CS strategy in RC post-test' is rejected.

 B- The computed Scheffe's value for the difference in the post-test between the first experimental group and the control group is (10.867) which is higher than the critical Scheffe's value (3.285). This means that there is a statistically significant difference between the mean scores' achievement of the first experimental group and that of the control group in the RC post-test, in favour of the first experimental group which is taught according to MS strategy. Thus, the sub-hypothesis B which states 'There is no statistically significant difference at the level of significance 0.05 between the mean scores' achievement of the first experimental group which is taught according to MS strategy and that of the control group which is taught according to the conventional method in RC post-test' is rejected.

C- The computed Scheffe's value for the difference in the post-test between the second experimental group and the control group is (15.700) which is higher than the critical Scheffe's value (3.285). This means that there is a statistically significant difference between the mean scores' achievement of the second experimental group and that of the control group in the RC post-test, in favour of the second experimental group which is taught according to CS strategy. Thus, the sub-hypothesis C which states 'There is no statistically significant difference at the level of significance 0.05 between the mean scores' achievement of the second experimental group which is taught according to CS strategy and that of control group which is taught according to the conventional method in RC post-test ' is rejected.

The obtained results refer that students taught according to MS and CS strategies record a remarkable improvement in the RC post-test, as compared with students taught according to the conventional method. These results may due to the fact that both strategies employed in this study are based on pair work which has many advantages like providing opportunities for students' discussion and problem solving, as opposed to the conventional method which is based on questioning and answering where students work in isolation. The obtained results also show that there is a statistically significant difference between the mean scores' achievement of students taught according to CS strategy and that of students taught according to CS in RC post-tests, in favour of the CS strategy.

Section Five

5. Conclusion

In the light of the obtained results, the following conclusions have been drawn:

1-The two strategies, namely MS and CS strategies have positive effects on EFL preparatory school students' achievement in RC.

2- Students in a CS strategy are little better than students in a MS strategy in RC post-tests. The superiority of CS strategy over the MS strategy may due to the fact that CS strategy works at the paragraph level and students engage in many cognitive, metacognitive, socio-cognitive and affective processes while employing this strategy, as opposed to MS strategy which does not have such processes.

3- The two adopted strategies enable students to comprehend the reading passages and go beyond the literal comprehension of the text. Students answer questions that require them to understand beyond the lines. They are able to sum up passages giving the main idea and supporting details as well.

5.1 Recommendations

In term of the obtained results and drawn conclusions, the following recommendations are suggested:

1-Teachers and educators are encouraged to employ pair works since working in pairs enhance students' cooperation, discussion, peer learning, communication skills, CT and learners' autonomy.

2- MS strategy can be beneficial in teaching students vocabulary items exist in their textbook whether in the reading passages or literary texts through locating key words.

3-Teachers can benefit from CS strategy in enhancing students' speaking as well as getting the main ideas of the reading texts since students orally summarize a section of material to their partners.

5.2Suggestions for Further Studies

  In the light of the findings of this study, the following suggestions are put forward:

1-A study is suggested to investigate the effect of MS and CS strategies on university students' speaking and higher thinking skills.

2-A study is to find out the effect of MS and CS strategies on secondary school students' achievement in literary texts.

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Appendix A/ RC Posttest

Read the following passages carefully

Passage No.1

Computers are machines that can help us in many ways. But they cannot think or do things on their own. Humans have to feed them with information and tell them what to do with it. For example, all the information and the office files can be stored in a computer's "memory". If a clerk were to trace any information from a particular file, the computer

would only take seconds to find it. The first computers were huge and costly. They filled up almost the whole floor of large offices. Later, because of the usefulness and demand for computers in business, scientists soon found ways to produce cheaper and smaller computers.

Today, computers are not only cheaper, but also more compact. They can just be placed on top of an ordinary writing table. Computers are not only used in offices by companies, but they are also used at home, by families who can afford them. People find them interesting and practical. They think that they are easy to carry and use.

Robots, on the other hand, are not mechanical people. They are only moving parts controlled by a computer. A robot can do the same work for twenty four hours, and yet, it does not complain or get tired. In the United States robots are computers that tell them where to guard and what to do. In Japan and in some places in America, robots are used in factories to **assemble** cars. As computers become more common businesses and factories, people fear that one day computers and computer controlled robots will put human workers out of work.

Q1/Choose the most appropriate answer by writing down the number of

the item and the letter of the correct choice:(6 marks)

1- Humans have to feed the computers with information and tell them what to do because computers……
(a- can save time and work b-can not think or do things on their own c- can store office information in their memory d- can help us in many ways)
2- The first computers fill up almost the whole floor because
 (a-they were costly b- there is a demand for computers in businesses
 c- the office floor was small   d-they were huge)
3-Which of the following statements is not true?
(a-Robots are controlled by a computer   b-Robots are mechanical people
c-Robots do not get tired of working   d- Robots guard factories and museums
in the United States)
4-People are afraid of becoming out of job because of…………
a- computers b-robots c-computers and robots c-factories
5-The most appropriate headline for this passage is………
a-Computers and robots are today's technology   b-Computers cannot think
c-Robots are not human   d-factories and computers.
6-According to the context, the word **assemble** means……………
(a-break   b-divide   c-take down   d- put together)
Q2/Answer the following questions:(12 marks)
1- What is the main idea of the third paragraph?

2-Paraphrase this sentence so that it has the same meaning: **Today, computers are not only cheaper, but also more compact**

3-How could people reduce relying on robots?

4-In the second paragraph, there are facts and opinions. Differentiate between them.

5-What is the relationship between the use of robots by businesses and factories and people being out of work?

6-What is your opinion of the first computers? Give justifications.

Q3- The following sentences are the most important points in the passage. Put them in the same order as in the passage above. Number them 1 to 4. (4 marks)

- People are afraid of being out of jobs because of great dependence on computers and robots. ☐

-People should feed computers with information since they cannot do
 anything on their own. ☐

-Robots are moving parts and controlled by computers working for a long time without getting tired. ☐

-Since computers are greatly demanded in businesses, scientists invented
small computers and not expensive. ☐

Passage No. 2

Without a doubt, Harrods is London's most famous department store. It is situated in Knightsbridge, one of London's expensive areas. Harrods was founded in 1834 by Charles Henry Harrod. To begin with, the shop was just one room with two shop assistants and a messenger boy. In 1883, there was a fire and the shop burned to the ground. A new building was immediately constructed, however, and since then Harrods has gone from strength to strength.

 Today Harrods is a huge department store with 35,000 customers every day. During the sales, there are 300,000 customers a day. The shop has 4,000 people working in the store. The food department sells 250 different kinds of cheese and 130 different types of bread. The **confectionary** department sells 100 tonnes of chocolates per year.

 Harrods has a **motto** 'Everything for Everybody Everywhere'. If you are rich enough, you can buy diamond-covered shoes which cost a million pounds! And there are many more true stories about unusual things which have been sold to important customers. In the early 1900s, wealthy customers could even buy planes and sailing boats from Harrods. While it is true that Harrods sells just about anything you could want, it is one of the most expensive shops in Britain. So perhaps Harrods should change their motto soon.

Q1/Choose the most appropriate answer by writing down the number of the

item and the letter of the correct choice. (6 Marks)

1- Today Harrods is a ……………. which is situated in Knightsbridge, central London

(a-very big department store b- small department store c-rather small department store d- rather big department store)

2- In 1883, Harrods department store was rebuild because……………..

(a- the building was old b- there was a fire in the building c-the owner likes to rebuild it d- the building was small)

3-The number of customers of Harrods is increasing during………………

(a- the weekends b- Christmas c- the sale d-the night)

4-There are …………. go shopping at Harrods on a normal day.

a- 30,000 customers b-3000 customers c-4000 customers d-250 customers

5-The word **<u>confectionary</u>** in the second paragraph means……………

(a -sweets b-meet c-cheese d- cookies)

6-The passive form of: The department sells 250 different kinds of cheese is **Different kinds of cheese**…………….

(a-is sold b-are sold c-was sold d-were sold)

Q2-Answer the following questions. (12 Marks)

1-What is the main idea of the second paragraph?

2-Give a suitable headline to the passage.

3-How different is the department store from the one in your city?

4- Which paragraph in the text does show that Harrods sell different things?

5-Harrods should change their motto soon. What do you suggest the new motto of Harrods would be?

6-Do you agree with the writer that Harrod is for every one? Why or why not?

Q3-Write a summary of the text. Your summary should be about one paragraph in length (about 50 words) and should include your understanding of the main idea and supporting ideas and generating the new motto that Harrods suggest at the end of the passage. (10 Marks)