 Province of the

EASTERN CAPE

EDUCATION

**DIRECTORATE SENIOR CURRICULUM MANAGEMENT (SEN-FET)**

**HOME SCHOOLING SELF-STUDY WORKSHEET**

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| **SUBJECT** | English FAL | **GRADE** | 12 | **DATE** | 30.03.2020 |
| **TOPIC** | Reading Comprehension | **TERM 2**  **REVISION** | (Please tick)  √ | **TERM 2 CONTENT** | (Please tick) |
| **TIME ALLOCATION** | 50 Minutes | **TIPS TO KEEP HEALTHY**  1. **WASH YOUR HANDS** thoroughly with soap and water for at least 20 seconds. Alternatively, use hand sanitizer with an alcohol content of at least 60%.  2. **PRACTICE SOCIAL DISTANCING** – keep a distance of 1m away from other people.  3. **PRACTISE GOOD RESPIRATORY HYGIENE**: cough or sneeze into your elbow or tissue and dispose of the tissue immediately after use.  4. **TRY NOT TO TOUCH YOUR FACE.** The virus can be transferred from your hands to your nose, mouth and eyes. It can then enter your body and make you sick.  5. **STAY AT HOME.** | | | |
| **INSTRUCTIONS** | * On the following pages there is a passage and questions for a Reading Practice Activity. * Answer all the questions in your OWN WORDS, unless you are asked for a quotation. * For multiple-choice questions, write only the question number and the letter (A-D) of the correct answer. * Remember with multiple-choice question, only one of the choices provided is the correct answer. * Mark your answers for ALL of the questions. * Read the **NOTES ON CONTENT** at the bottom to assist you with the general approach to comprehension questions. |

**Read TEXT below and answer the set questions**

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| **IT’S GERM WARFARE!**   1. The Covid-19 outbreak is a variation of the cold virus collectively known as coronavirus. It might not leave you feeling bad initially, but you would become infectious before you begin to feel ill. This was the first challenge in identifying the virus soon enough. People get colds all the time and generally do nothing about it. 2. So what made this one different? There are three response levels to an outbreak. Endemic infections occur only in a local area and don’t typically have very high infection rates. The corona (‘crown’) in coronavirus refers to the unique spikes present on its exterior. New variations of virus evolve every season, but our bodies can learn to identify and deal with them sooner, while a ‘novel’ version is unknown to our body’s defence system, infecting us and making us infectious to others. 3. An epidemic occurs when a virus has been allowed to spread beyond its place of origin. A new virus in a country with a large and highly mobile population can spread beyond borders and, if it then takes hold elsewhere, it becomes a pandemic. 4. There are a number of reasons for a pandemic. First is the size of the population and China is often a virus ground zero. The United States is a big country, but actually only ten of its cities each has more than a million people, while China has 65 cities with more than a million residents. 5. Another reason is how we contract the new virus, typically from other animals. All animals can be infected but, usually , the strain of the virus is specific to the animal it infects. Sometimes a variation in an animal virus allows it to infect humans. It is usually a chance mutation, but it requires that the animal and human are in close proximity. 6. Covid-19 (SARS-CoV-2) appears to have existed in bat populations but was able to be carried by other animals (possibly pangolins or other animals traded at markets), which allowed the virus to spread to humans. This leads to the third reason, human and animal interaction. As humans move into what was once wildlife areas, the risk of a virus jumping species increases. It could be proximity or eating the animals that allows the initial infection. In Africa, the ebola virus is carried by bats but can infect primates and some buck. Fluids from an infected animal or bat that is eaten allow the virus to spread. In the same way, our regular contact with chickens, ducks and pigs has resulted in avian flu and swine flu. 7. The final factor amplifies the impact of an outbreak – humans can get infected and then travel the world in a matter of days. And when a new strain can move to new populations so quickly, everyone has to work together to identify and immediately report any potential outbreak, risking a false alarm over not reporting it.   Adapted from an article by Colin Cullis in Country Life, April 2020. |

 **Individual activity:**

**Questions**

Refer to paragraph 1.

1.1.1 Quote SIX consecutive words which define the Covid-19 outbreak. (1)

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1.1.2 What makes the virus spread so fast and unnoticed? (2)

1.2 Refer to paragraph 2.

1.2.1 Choose the correct answer to complete the following sentence:

The word “novel” implies ………

* + - 1. new and unusual
      2. dangerous
      3. longstanding
      4. violent (1)

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1.2.2 Why is the following statement FALSE?

Endemic infections occur beyond the virus’s place of origin. (1)

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* 1. Refer to paragraph 3.

1.3.1 Mention two factors that promote the spread of a virus. (2)

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1.3.2 How does an epidemic become a pandemic? (2)

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* 1. Refer to paragraph 4.
     1. Explain the difference in the rates of infection between China and the United States of America? (3)

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* 1. Refer to paragraph 5.
     1. Mention one factor of animal to human infections. (2)
  2. Refer to paragraph 6.

1.6.1 What animals are known to have been the original carriers of Covid-19? (1)

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1.6.2 Give two examples of animal and human interactions which allow the virus to spread to humans. (2)

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1.7 Refer to paragraph 7.

1.7.1 Do you agree that it is better to identify and immediately report any potential outbreak? Substantiate your answer. (3)

TOTAL = /20/



**Notes on content**

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| **Comprehension** is the decoding and understanding of spoken, written and visual texts. Comprehension skills are not only for the classroom, but are life skills that need to be developed. **Reading therefore becomes very important.**   1. **Read through the passage quickly.**    * Get an outline or a general picture of the passage.    * Try to picture what you are reading. This helps you to focus and read for meaning. 2. **Take Note:**     * The title may offer a clue to the contents and purpose of the passage.    * The author may help you to identify the time, style and often the subject.    * The introduction often creates the atmosphere and provides the setting for what is to follow.    * The conclusion usually ties up the intention of the author. 3. **Ask yourself these questions:**     * Who - is the writer? Who are the characters?    * What - is the main idea of the passage?    * Where - does it take place? (Setting)    * When - does it take place? (Setting – Time, Date, Era)    * Why - has this passage been written? What is the writer’s intention?    * How - does the writer express himself? What language devices are used? 4. **Read through the comprehension questions**:    * When you do this, keep the passage in mind.    * This will give you clues leading to the answers in the passage.    * Many teachers and learners prefer reading the questions before reading the passage.   5. **Read the passage again**   * This time you should be aware of what has been asked. * Highlight the main idea in each paragraph – each paragraph presents a new idea. * The first sentence **is often** the key sentence. * Words and ideas that were at first confusing or difficult, may now become clearer in context. * The more familiar you are with the passage, the easier it should become to interpret and understand what you are reading.   **Practical Advice when responding to an exam question paper**   * Each question usually contains a question word – underline this. * Each question usually contains a key word or key idea – circle this. * Try to remember whether you read this fact near the beginning, middle or end of the passage. * Put your eyes into ‘Search Mode’ and look down the middle of the paragraph to find the sentence containing the key word or key idea. Read the whole sentence in order to get a complete picture. * Do not copy directly from the text but refer to it in order to avoid careless factual of spelling mistakes. (This applies particularly to names, places, dates or other relevant information.) * If you are asked to supply a synonym or an antonym:   1. Replace it with the same part of speech e.g. a noun with a noun, an adverb with an adverb.   2. Take the word that you have chosen back to the passage. Replace the original word with this synonym and see if it is appropriate.   **Answering Techniques:**  It is important to interpret and follow the instructions exactly as they are given:   * Does the answer need a full sentence, a word or a phrase? * Avoid starting sentences with conjunctions such as because, and, but and so.    The mark allocation is usually a suggestion of the number of points needed.   * Your numbering must correspond to the numbering of the questions – if the number is 1.1.1 you must not answer 1 or A. * If you are asked to describe in three sentences what the character looks like, do not give two or four. * Do not give one word answers if you are asked for a sentence. * Each answer must be written on a new line. * When quoting from the text, enclose the quote with “inverted commas”.    When asked to describe the tone of any text, use one adjective.   * Edit your work to check that you have answered correctly. Spelling and Language errors result in unnecessary loss of marks.   **Write clearly and neatly to avoid possible discrepancies.**  Comprehension skills should be practiced whenever possible, not only in test situations. Comprehension skills are reinforced daily:   * When listening to conversations, instructions or the radio. * When watching television programmes or films. * When reading books, newspapers or magazine articles. |