




Province of the
EASTERN CAPE
 EDUCATION

DIRECTORATE SENIOR CURRICULUM MANAGEMENT (SEN-FET)

HOME SCHOOLING SELF-STUDY WORKSHEET

| | | | | | |
|------------------------|--|---|--------------------|-----------------------|---------------|
| SUBJECT | English FAL | GRADE | 12 | DATE | 30.03.2020 |
| TOPIC | Reading Comprehension | TERM 1 REVISION | (Please tick) √ | TERM 2 CONTENT | (Please tick) |
| TIME ALLOCATION | 50 Minutes | <p style="text-align: center;"><u>TIPS TO KEEP HEALTHY</u></p>  <ol style="list-style-type: none"> 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 | <ul style="list-style-type: none"> • 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

FINDING HEALING!

1. Born during the apartheid era and raised by her mother's white employers, Rosie Motene hated being black. She associated her race with inferiority and did everything she could not to be associated with being black. This included avoiding her biological family.
2. Rosie was born a ball of energy. This made her mother's employers fall in love with her and offer to foster her. Although painful for her biological parents, the decision meant Rosie could have the kind of life that was only reserved for white people, with material comforts and excellent education. But reality was far from ideal, and Rosie's mother had to take a back seat in her child's life, turning her into a bystander. "My mother was a domestic worker in the home. My foster mother disciplined me and my mom stood by and watched," she recalls.
3. Other than hating being black, she refused to learn her home language, SeTswana. Her idea of hell was travelling to her ancestral village of Phokeng in the North West. "Being black during apartheid was bad enough, but being black in a white home brought the obvious differences and pain. When I was naughty, I was threatened that if I got naughty again, I would be sent to Phokeng, so I automatically began to see it as a place of fear and remorse," she recalls.
4. Rosie's moment of facing her heritage, more than ten years ago, was inspired by how lost and confused she felt. She did not understand her culture and an incident with her foster family left her feeling betrayed. Her psychologist advised her to write down her issues. "Working through the memories and pain made me realise that I was in denial about many things in my life, and my identity crisis was the major one. I needed to own up to the fact that I was ashamed of where I came from," she said. Acknowledging the trauma that she caused her biological mother was the most difficult thing she had to come to terms with.
5. Rosie only established a relationship with her mother after thugs broke into her foster parents' home in Emmerentia, Johannesburg. Her mother held Rosie's hands, which made her feel safe. However, it was only after moving to Phokeng in 2012 and cutting ties with her foster family, that she started having a relationship with her father.

“Some of my wounds have healed but there will always be a scar. The process takes time and then with the healing, you need to forgive yourself,” she shares.

[Adapted from Move! Magazine August 2018]



Individual activity:

Questions

Refer to paragraph 1.

1.1.1 Quote THREE consecutive words which prove that Rosie Motene was not happy with herself. (1)

2 Refer to paragraph 2.

1.2.1 Choose the correct answer to complete the following sentence:

The phrase, "ball of energy" implies being...

A passive

B sick all the time

C hyperactive

D bubbly

(1)

1.2.2 Why is the following statement FALSE?

Motene's mother was an active participant in her daughter's life. (1)

1.3 Refer to paragraph 3.

1.3.1 Why does Motene describe travelling to Phokeng as 'hell'? (2)

1.3.2 What do you think her foster parents wanted to achieve by distancing her from the ancestral home? (2)

1.4 Refer to paragraph 4.

1.4.1 Why was it important for Motene to consult a psychologist? (3)

1.4.2 To what extent did the psychologist assist her? (3)

1.5 Refer to paragraph 5.

1.5.1 Where did Motene's foster parents live? (1)

1.5.2 Using your own words, explain what is meant by: "Some of my wounds have healed but there will always be a scar." (2)

1.5.3 Do you believe that Motene needs to forgive herself? Discuss your view. (2)

1.6 Why is the title, "FINDING HEALING!" suitable for the passage? (2)



Notes on content

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 or spelling mistakes. (This applies particularly to names, places, dates or other relevant information.)
- ❖ If you are asked to supply a synonym or an antonym:
 - a. Replace it with the same part of speech e.g. a noun with a noun, an adverb with an adverb.
 - b. 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.