

Ms. Chérifi

## 1 Coronavirus Disease (COVID-19)

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes. At this time, there are no specific vaccines or treatments for COVID-19. However, there are many ongoing clinical trials evaluating potential treatments.

The most common symptoms of COVID-19 are fever, tiredness, and dry cough. Some patients may have aches and pains, nasal congestion, runny nose, sore throat or diarrhea. These symptoms are usually mild and begin gradually. Some people become infected but don't develop any symptoms and don't feel unwell. Most people (about 80%) recover from the disease without needing special treatment. Around 1 out of every 6 people who gets COVID-19 becomes seriously ill and develops difficulty breathing. Older people, and those with underlying medical problems like high blood pressure, heart problems or diabetes, are more likely to develop serious illness.

### Protection measures for everyone

- Regularly and thoroughly clean your hands with an alcohol-based hand rub or wash them with soap and water.
- Maintain at least 1 meter distance between yourself and anyone who is coughing or sneezing.
- Avoid touching eyes, nose and mouth. Hands can transfer the virus to your eyes, nose or mouth. From there, the virus can enter your body and can make you sick.
- Stay home if you feel unwell. If you have a fever, cough and difficulty breathing, seek medical attention and call in advance.

[https://www.who.int/health-topics/coronavirus#tab=tab\\_1](https://www.who.int/health-topics/coronavirus#tab=tab_1)

### 1) Are the following sentences true or false?

1. Coronavirus disease (COVID-19) is not infectious.
2. COVID-19 virus never causes respiratory illnesses.
3. COVID-19 virus can't be transferred through eyes touching.

### 2) Answer the following questions according to the text:

1. Who are more likely to develop serious illness because of coronavirus?
2. What are the most common symptoms of COVID-19?

### 3) Match each word with its definition

- |               |  |
|---------------|--|
| 1. Infectious | to get better after an illness, accident, shock etc                                      |
| 2. Recover    | something that is done to cure someone who is injured or ill .                           |
| 3. Treatment  | a chronic disease or illness is one that continues for a long time and cannot be cured . |
| 4. Chronic    | an infectious illness can be passed from one person to another.                          |

4. Give a definition for each of the following terms: droplets, cough, breathing, sneezing, alcohol-based hand rub.

## 2 Reading Disorders

Reading disorders occur when a person has trouble reading words or understanding what he or she reads. Dyslexia is a type of reading disorders. It generally refers to difficulties reading individual words and can lead to problems of text understanding.

Most reading disorders result from specific differences in the way the brain processes written words and texts. Usually, these differences are present from a young age. But a person can develop a reading problem from an injury to the brain at any age.

People with reading disorders often have problems recognizing words they already know and understanding texts they read. They also may be poor spellers. Not everyone with a reading disorder has every symptom.

Reading disorders are not a type of intellectual or developmental disorder, and they are not a sign of lower intelligence or unwillingness to learn.

### Types of Reading Disorders

**Dyslexia** is the most well-known reading disorder. It specifically impairs a person's ability to read. Individuals with dyslexia have normal intelligence, but they read at levels significantly lower than expected. Although the disorder varies from person to person, there are common characteristics: People with dyslexia often have a hard time understanding written words and naming objects quickly.

Most reading problems are present from the time a child learns to read. But some people lose the ability to read after a stroke or an injury to the area of the brain involved with reading. This kind of reading disorder is called **alexia**.

**Hyperlexia** is a disorder where people have advanced reading skills but may have problems understanding what is read or spoken aloud. They may also have cognitive or social problems.

#### 2) Are the following sentences true or false?

1. Reading disorders have nothing to do with a person's ability to understand what he or she reads.
2. **Dyslexia** is the rarest reading disorder.
3. **Hyperlexia** is a disorder where people have low reading skills and problems understanding what is read.

#### 3) Answer the following questions according to the text:

1. What does dyslexia refer to?
2. What are the causes of alexia?

#### 4) Match each word with its definition

Recognize relating to the ability to think and understand.

Intellectual to damage or weaken something so that it is less effective .

Impair to know what something is, because you have seen, heard or learned about it in the past.

- #### 5) Give a definition for each of the following terms: disorder, process, brain and unwillingness.

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### **3 Dysgraphia**

Learning disabilities in basic writing skills affect the learner's ability to write words with correct spelling, appropriate word choice and basic mechanics, such as letter formation, grammar, and punctuation.

People with learning disabilities in basic writing may not understand the relationship between letters and the sounds they represent and often cannot distinguish the correct written word from the incorrect word. Learning disabilities in basic writing are sometimes referred to as dysgraphia.

Learning disabilities in writing can have many causes. They may be hereditary, caused by differences in brain development, brain injury or stroke.

They are not solely the result of problems with expressive language or receptive language, visual or hearing problems, or hand-eye coordination.

Common characteristics of people with learning disabilities in basic writing skills include difficulty completing schoolwork, using writing in everyday situations, and being at risk for school failure. They may have difficulty producing letters on paper and may not understand the relationship between letters, words, and sounds. They may also have problems in basic reading because of the weaknesses in understanding letters and sounds connections.

All learning disabled students are at-risk for being underestimated by other students, adults, and teachers.

These children may become frustrated because of the effort they must put forth to get their work done. Students may avoid writing or may develop behavior problems to elude class work that involves writing. These frustrations can be magnified further if adults such as parents and teachers do not understand the source of their frustration. It is very important for adults to understand both this learning disability and the frustration that can arise in order to foster the self-esteem of the child.

<https://www.verywellfamily.com/what-are-basic-writing-disabilities-2162445>

#### **6) Are the following sentences true or false?**

1. People with learning disabilities in basic writing understand the relationship between letters and the sounds they represent.
2. People with learning disabilities in basic writing have difficulties using writing in everyday situations.
3. People with learning disabilities in basic writing are not as intelligent as their peers.

#### **2) Answer the following questions according to the text:**

1. What are the causes of learning disabilities in basic writing?
2. Do people with learning disabilities in basic writing face frustration? Why?

#### **3) Match each word with its definition**

5. Spelling                      passed from the genes of a parent to a child .
6. Hereditary                    a typical or noticeable quality of someone or something .
7. Characteristic                the activity of writing or naming the letters of a word. .
4. Give a definition for each of the following terms: injury, underestimated, deficit, frustration, foster.

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#### 4. Gifted and Talented Students

Recently, the meaning of *gifted* has included unusual talents in a range of activities, such as music, creative writing or arts (G. Davis & Rimm, 2004). Gifted and talented students learn more quickly and independently than students of the same age. They often have well-developed vocabulary, as well as advanced reading and writing skills. In addition, they are very motivated, especially on tasks that are difficult.

Contrary to a common impression, students who are gifted or talented are *not* necessarily socially awkward, less healthy, or narrow in their interests- in fact, quite the contrary (Steiner & Carr, 2003). They also come from all economic and cultural groups.

In spite of their obvious strengths as learners, such students often lose interest in school. A kindergarten child who is advanced in reading, for example, may make little progress at reading if her teachers do not recognize and develop her skill; her talent may disappear. Without understanding their unusual level of skill or knowledge, students who are gifted or talented can become bored by school, and eventually the boredom can cause behavior problems.

Partly for these reasons, students who are gifted or talented have sometimes been regarded as the responsibility of special education, along with students with sorts of disabilities. Often their needs are discussed, for example, in textbooks about special education, alongside discussions of students with intellectual disabilities, physical impairments, or major behavior disorders (Friend, 2008).

Supporting the gifted and talented usually involves a mixture of *acceleration* and *enrichment* of the usual curriculum (Schiever & Maker, 2003). **Acceleration** involves either a child's skipping a grade, but only up to a point: children who have skipped a grade usually function well in the higher grade, both academically and socially.

Unfortunately skipping grades cannot happen repeatedly unless teacher, parents, and the students themselves are prepared to live with large age and maturity differences within a single classroom.

Enrichment involves providing additional or different instruction added on to the usual curriculum goals and activities. Instead of books at more advanced reading levels, for example, a student might read a wider variety of types of literature at the student's current reading level, or try writing additional types of literature himself. Instead of moving to more difficult kinds of math programs, the student might work on unusual problems not assigned to the rest of the class. Like acceleration, enrichment works well up to a point. Obviously, acceleration and enrichment can sometimes be combined. <https://courses.lumenlearning.com/suny-educationalpsychology/chapter/gifted-and-talented-students/>

##### 1. Are the following sentences true or false?

1. Qualities of gifted and talented students can't be determined.
2. Gifted and talented students are never motivated to deal with hard tasks.
3. Acceleration and enrichment can be combined.

##### 2) Answer the following questions according to the text:

1. What does supporting gifted and talented students involve?
2. Can skipping grades happen repeatedly? Why?

##### 3) Match each word with its definition

Gifted	Lacking social skills, or uncomfortable with social interaction.
Grade	The time or state when someone or something is fully grown or developed.
Awkward	A school class or group of classes in which all the children are of a similar age.
Maturity	Having exceptional talent or natural ability.

4. Give a definition for each of the following terms: Instruction, curriculum, bored, acceleration, enrichment.