Play in ECD

The importance of play

Terminology

development	**shapes**	**quantity**
concentrate	**communicate**	**feelings**
respect	**group**	**balance**
movement	**games**	**friendship**

- Play is important for the **total development of the child.**

- By observing a child while playing, one can learn a lot from the child.

- A child's whole being is visible in his/her play.

Why is play important for the development of a child?

1.) For intellectual development

* To learn quantiti
* To learn shapes.
* To concentrate.
* To make decisio

2.) For language development

* Communicate with friends while playing.
* Learn new words.
* Learn how to use the language.

3.) For emotional development

* To express feelings.
* To learn how to respect oth
* To experience pleasure.
* Learn how to deal with ten
* To develop a self-image.

4.) For social development

* Acceptable / unacceptable behaviour.
* To be able to play in a group.
* To learn about taking turns.
* To learn how to make decisions.

5.) For physical development

* For eye-hand coordination.
* To learn about left and right.
* To learn about balance and movement.

6.) Play and creativity

* Children can be creative through play.
* They can create their own games.

7.)Play and self-image

* Through play children master success.
* They get confidence when they succeed.

8.) Play and sexuality

* The children learn about different sexes through play.

Gross motor activities

Gross motor activities are the activities where the larger muscles of the body are used.

Examples are:

- Walk
- Run

- Jump
- Crawl
- Roll
- Ball games
- Beanbags
- Hoops

Balls

A Balls are one of the first and most basic toys a child plays with.

A A child already starts playing with a ball when they are still babies

A . Then the ball will be SOFT and SMALL, to ensure the child can handle the ball.

A Babies and toddlers won't play together with balls, they will each have their own ball and play next to one another.

A They do not have the skill to throw and catch yet, however one can roll a ball to them.

A Older children love to play with balls.

A As their ability to control their larger (gross motor) muscles improve, they will be able to control the ball better and do more activities.

Activities with balls

- Catch and throw, alone or to one another
- Throw ball against the wall and catch without bouncing
- Throw ball against the wall and catch after bouncing
- Push ball along with head
- Dribble the ball with hand through obstacles
- Pass ball over head, through legs etc. when standing in a line
- Use ball as object to aim and throw/roll something over…etc.

Beanbags

+ It is better to teach a child the ability of catch and throw with a beanbag, because it is easier to catch and can't roll away.

+ A child needs to feel they can control an object and succeed in the game, or they will not have the confidence to try the next level e.g. catch

+ Beanbags are easy to make and available most toy shops.

+ A teacher must just check for safety, the filling can come out and be harmful to children.

+ Different colours of beanbags will add to a bigger variety of activities.

Activities with beanbags

- Balance on different parts of body while standing, walking, running crawling etc.
- Push beanbag along with nose when crawling
- Pinch between knees or ankles and jump
- Throw into a container from different distances
- Throw though a hoop from different distances and heights
- Throw at one another

- Throw up into the air and catch….etc.

Fine motor activities

- Fine motor skills are the movements of the smaller muscles of the body.

- It controls the hand, fingers, thumbs and writs movements.

- These skills are very important because little hands need to develop **dexterity** (skills to perform certain tasks) and strength.

Examples are:

- Drawing and colouring
- Paint with fingers or brushes
- Use of scissors
- Stringing of beads, pieces of cold drink straws, etc.
- Puzzles & logo blocks
- Fastening buttons
- Tying shoe laces
- Making bows
- Tightening screws
- Open and close of zippers
- Pegboard gam

Importance of play

Worksheet 1

Name:

……………__________……………___________________________…………

……………__ Date: ……………______……………………………..

Question 1 - Word search

Search the following words and colour them in different colours **(10)**

**** play ** success ** quantity ** balance**
**** ball ** puzzles ** creative ** movement**
**** games ** friendship**

u	c	k	e	c	n	a	l	a	b
f	r	i	e	n	d	s	h	i	p
t	e	d	n	g	p	b	p	o	u
n	a	p	l	a	y	e	i	g	z
e	t	z	z	m	p	q	a	p	z
m	i	s	s	e	c	c	u	s	l
e	v	u	l	s	x	z	t	u	e
v	e	n	l	f	s	a	u	s	s
o	q	u	a	n	t	i	t	y	l

m	**l**	**f**	**b**	**a**	**n**	**t**	**d**	**c**	**o**

Play in ECD

Demonstration (Activity 1.2)

Ball activities

Name:

_____

__ Date: _____

Demonstrate two ball activities.

One for the 0-2 year age group and one for the 3-6 year group.

Try something new and creative.

Evaluation

Innovative ball activities	**2**	
Level of activity for 0-2 year olds	**1**	
Level of activity for 3-6 year olds	**1**	

Enthusiasm and energy	**1**	
Total	**5**	

Play in ECD

Demonstration (Activity 1.2)

Bean Bag activities

Name:

_____

__ Date: _____

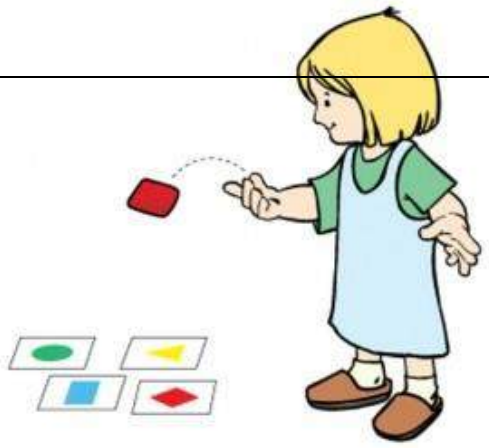
Demonstrate two bean bag activities.

One for the 0-2 year age and one for the 3-6 year group.

Try something new and creative.

Evaluation

Innovative bean bag activities	**2**	
Level of activity for 0-2 year olds	**1**	
Level of activity for 3-6 year olds	**1**	
Enthusiasm and energy	**1**	
Total	**5**	



Importance of play

Spelling test

Name:

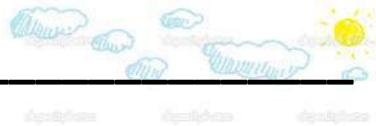
_____

__ Date: _____

1) ……._____
___…….

2) ……._____
_____…….

3) ……._____
_____…….



4) ……._____
……

5) ……._____
___……

6) ……._____
_____……

7) ……._____
_____……

8) ……._____
_____……

9) ……_____
_……

10)……_____……
……

Total: / 10

SHAMPOOING

TEXT BOOK

Prepare the workstation

- Set all required tools, equipment and products

Meet and greet the client

- Prepare the client

- Assist client to the work station
- Gown the client
- Remove hair accessories
- Detangle appropriately (brush or comb hair)
- Do basic analysis of scalp (dandruff, oily, dry, and normal) product build up, normal) and hair (chemically damaged, heat and sun damage.

Shampoo Procedure:

1. Great client
2. Take client to shampoo area
3. Place a towel around client shoulders
4. Analyse clients hair
5. Mix water to the correct temperature
6. Wet hair while protecting client from water spillage
7. Apply chosen shampoo do massage movements: effleurage, rotary, tap movement and the stroking movement.
8. Rinse the hair thoroughly
9. Apply the Condition, comb through
10. Rinse thoroughly
11. Towel dry the hair and wrap a towel skilfully to avoid client getting wet
12. Assist client back to the workstation

SHAMPOOING

ACTIVITY BOOK

Activity 1

Analyse each other's scalp and hair

Analysis sheet

Learner name: _____ Group: _____

Date _____

Face, Scalp and Hair Analysis (Tick the correct one)

Facial shape	Long	Square	Round	Oval	Diamond	Pear	Heart
Conditioning of Scalp	Dry	Oily	Flaky	Normal			
Conditioning of Hair	Very dry	Dry	Normal				
Porosity of Hair	Very porous	Porous	Non porous				
Elasticity of Hair	Good	Moderate	Poor				
Hair texture	Fine	Medium	Coarse				

Treatment	**Product use**	**How often**	**Remarks**
Shampoo			
Conditioner			
Special treatment			
Heat: drier, flat iron, hot rollers, hot brush, tongs.			

Explain your current home care routine

Medical History

Any medical conditions:
Allergies:

Contra Indications

Indications	**Comments**
Open cuts and abrasions	
Any diseases or disorders	
Raised nodules	
Moles or warts	
Recent scare tissue	

Recommended home care advice

/ 18

Activity 2

Identify products using pictures and salon products

SHAMPOO
CONDITIONER

/ 10

Activity 3

Practical shampooing exercises

Perform a shampooing and conditioning service			
LEARNER NAME :			**Assessor Feedback**
Preparation of client *[Client is positioned at the basin to ensure comfort]*	**5**		
Product selection *[Appropriate shampoo and conditioner is selected according to hair and scalp analysis and client requirements]*	**15**		
Shampooed and conditioned *[Hair is shampooed and conditioned according to industry standards.]*	**15**		
Rinsing *[Hair is rinsed, towel dried and combed according to industry standards]*	**10**		
Section Total:	**45**		

DIE ANKERSKOOL / SCHOOL

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

SACE

Name: _____

Competition in the ecosystem

Nutritional relationships

1. Organisms are depending on each other because they provide food for each other.
2. The way in which they depend on each other is called nutritional relationships.
3. In a food chain, most animals (except humans) are mass eaters.
4. The fuel they eat, supply energy that keeps them alive.

Symbiosis

Plants and animals rely on each other to survive and this is known as symbiosis.

Different types of symbiosis

Mutualism

- A symbiosis from which both organisms receive benefit

Example:

1. Bees suck nectar from flowers whilst bees pollinate the flowers at the same time.
2. Oxpecker birds eat ticks from the cattle and in this way the cattle are free from disease bearing ticks.

Commensalism

- A symbiosis from which only one organism receive benefit

Example:

1. Birds use trees to make their nests
2. Orchids use the branches of trees to grow on.

Parasitism

- A symbiosis from which one organism receives benefit and the other organism is harmed.

Example:

1. Ticks on a dog can make a dog sick,
2. Threadworms in people and animals.

Mating behaviour

1. Mating or breeding is one of the most important characteristics of the living organisms. If plants and animals don't mate, they will become extinct.

Find a companion

- To find a companion is the first step of breeding.
- The male usually has to attract the female in the animal world.
- The female chooses the male that will be able to provide the best for her and their offspring, e.g. the best hunter. She does this to provide the best chances of surviving for her offspring.
- Males attract females in different ways.
- Normally it includes flattering. Flattering is when the male wants to impress the female to mate with him.
- He does things that will catch her attention to make surer she wants to mate with him.
- In the human world flattering normally includes presents e.g. flowers or chocolates to impress a girl.

Examples of flattery:






Raising their young

1. If pbreeding was successful, babies will be born or they will hatch from eggs.
2. Most of the babies can't provide for themselves while they are little. Their parents care for them and we call this parenting.
3. Some animals like certain fish and reptiles don't care for their young.

4. When their young hatch they must take care of themselves.

Most animals care for their young until their young:

1. Can find food
2. Are aware of danger.
3. They can take care of themselves.

All birds are good parents. They sit on their eggs to keep them warm until it's time to hatch. They take food for their young and keep them warm with their feathers.

A baby kangaroo – called a joey- stays in its mother's pouch and drinks her milk and is kept save and warm. The joey stays in her pouch for four months.

Worksheet 11: Date: _____

Question 1: True and false

1. Plants and animals don't rely on each other to survive. _____

2. All birds are good parents._____

3. Bees suck nectar from flowers whilst bees pollinate the flowers at the same time that helps with the reproduction process. _____

4. The male choose the female that will be able to provide the best for her, example the best hunter._____

5. The joey stays in his mother's pouch for nine months. _____

(5)

Question 2: Fit column A to column B

	Column A			Column B
1.	Flattering		a.	Orchids that grow on the branch of a tree
2.	Mutualism		b.	Their parents look after them
3.	Mass eaters		c.	Make babies
4.	Parenting		d.	Animals
5.	Reproduction		e.	Flees on a dog
6.	Food		f.	Plants and animals need each other
7.	Nutritional relationship		g.	Energy to survive
8.	Parasitism		h.	Attract partner for breeding
9.	Commensalism		i.	Both organisms benefit
10.	Symbioses		j.	Need each other for survival

(10)

Question 3: Answer the following

1. What must a baby animal be able to do before parenting stops?

_____

_____

_____(3)

2. Name the three types of symbiosis that you will find in nature.

_____

_____(3)

3. How does birds look after their young?

_____

_____

_____(3)

4. Name four ways in which animals use flattering.

_____

_____

_____(4)

5. Explain what commensalism is and give an example.

_____

_____(2)

Total: 30

DIE ANKERSKOOL/ SCHOOL

GAUTENG PROVINCE

SACE

Afrikaans ETA **SL 1**

Huiswerk

1. Rangskik die volgende woorde in alfabetiese volgorde:

Stewels	1._____
bymekaar	2._____
vreugde	3._____
aarde	4._____
luuksheid	5._____
bedelaars	6._____
aard	7._____
luukse	8._____
vrede	9._____
stywe	10._____

2. Rangskik die volgende woorde in alfabetiese volgorde:

tert	broer	koerant
hond	mat	kiestand
band	blaar	bobbejaan
seun	trein	koevert

bed voorskoot vlooi

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Aktiwiteit 2: Ek verjaar

Kyk na die prent en beantwoord die vrae.

1. Is mamma en papa by die partytjie?_____
2. Is daar lekkers op die tafel?_____
3. Is daar 'n hond by die partytjie?_____
4. Sien jy koeldrank?_____
5. Het iemand 'n ballon?_____
6. Is daar kerse op die koek?_____
7. Hoeveel meisies is by die partytjie?_____
8. Hoeveel seuns is by die partytjie?_____
9. Hoeveel presente is op die tafel?_____

Aktiwiteit 3: Tyd: Maande en dae van die week

Kom ons kyk of jy nog die maande van die jaar kan onthou.

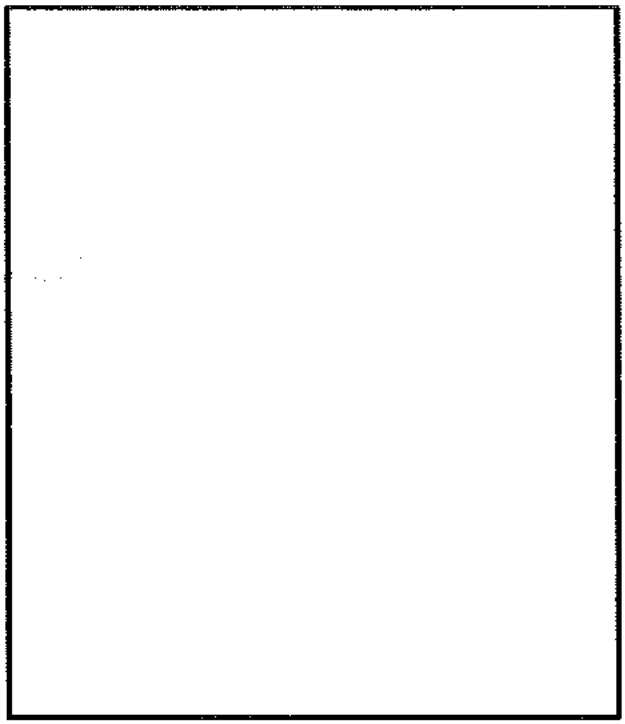
Skryf die Afrikaanse woord langs die Engelse woord.

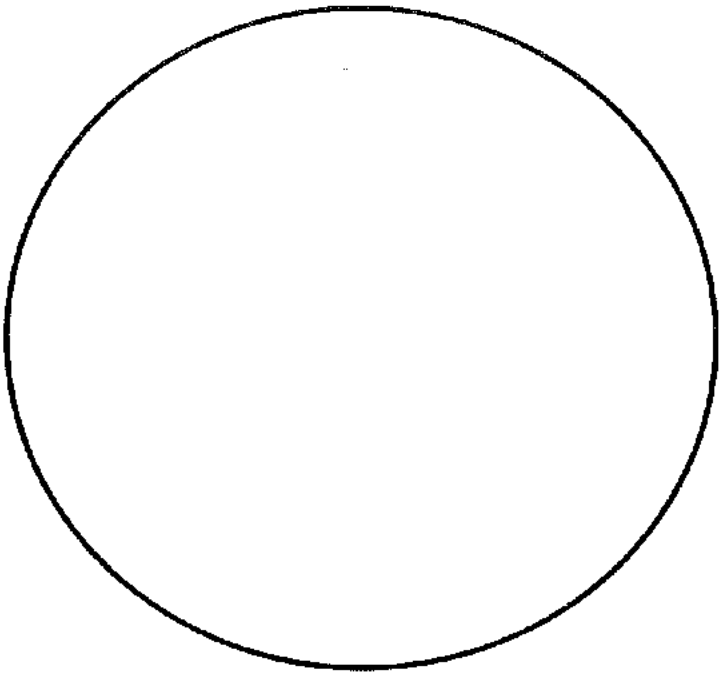
1. January _____
2. February_____
3. March _____
4. April _____
5. May _____
6. June _____
7. July _____
8. August_____
9. September_____
10. October_____
11. November _____
12 December _____

Aktiwiteit 4: Kan jy dit uitsorteer?

Die woorde het deurmekaar geraak. Skryf die maande in die blok en die dae van die week in die sirkel.

Desember, Maandag, Mei, Woensdag, Saterdag, Julie, Dinsdag, Oktober, Sondag, Februarie, Donderdag, Augustus, Vrydag, Maart, Junie





Aktiwiteit 5: Soek nou hierdie woorde en onderstreep dit:

bul	bos	haas	gras	aap	tak	nar
kat	blom	boom	bul	aap	bul	aap
bul	boom	nar	kat	hek	bul	

Die kwaai bul loop in die bos. Daar naby wip die haas in die gras. Die aap sit op die tak.

Daar kom die nar en die wit kat ook aan. Hulle pluk die blom en gaan sit onder die boom.

Die kwaai bul snork en storm op hulle af. Die aap sien dit en spring op die bul. Die aap druk die bul se oë toe. Die bul storm teen die boom vas.

Die nar en die kat hardloop weg en klap die hek toe.

Almal lag vir die flou bul. Die bul het 'n les geleer!

Die Ankerskool/School

Skill level 1 **Naaldwerk**

Stryktoerusting

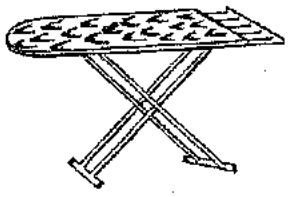
Basiese stryktoerusting

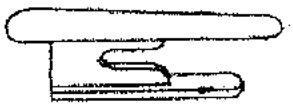
Strykyster – om mee te stryk, 'n stoomstrykyster werk die beste.

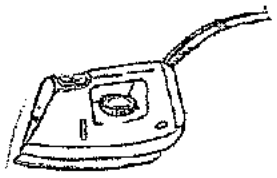
Strykplank – om op te stryk, sorg dat die oppervlak stewig en skoon is.

Moustrykplank – word gebruik om moue en klein kledingstukke te stryk.

Parslap – 'n wit katoen parslap word gebruik om kledingstukke te pars.







Isteam iron

Hoe om 'n strykyster te gebruik.

1. Gebruik gefiltreerde water en vul die yster se waterhouer.
2. Stel die yster op die korrekte temperatuur vir die tipe materiaal wat jy wil stryk en wag vir die liggie om af te gaan.
3. Indien jy meer as een artikel wil stryk begin met die een wat die laagste temperatuur nodig het.
4. Lê die materiaal plat op die strykplank en maak seker daar is geen voue. Stryk met sirkel bewegings.
5. Gebruik stoom om erge kreukels uit te kry.

Rules for safety.

1. Never put the iron down on the material.
2. Never leave the iron on without supervision.
3. Be careful not to trip over the electric cord.
4. Always place the iron upright.
5. Never leave the iron on for long periods, it uses a lot of electricity.

Good features of a well-ironed garment.

- It is flat, smooth and free of creases.
- Hems and seams should not show through on the right side.
- Fabrics with a dull surface should not be shiny.
- Stretchy fabrics should not be ironed out of shape.

IRONING TIME

N T M T Z R W B I C T D M L P V K I C S R
O C O N U U R V G I I B T D D M A C J W H
L N Q W Q D Y T R P U R D V U W Y I J A J
Y G V A E I S T K Y R S U X Z F J S T N U
N B I T P L O J N L Y W O T Z L A L D G I
D S M G G M S B V I X D J B V K G C A F M
T R I K S A X S X F M S W U I U V P A W A
I S N N R M U D N X A V Y N B Y T H D I P
J T O O Z I D X K J U F P U U K G C R H W
I A T C F D D S Z T R I H S V E Y D A B G
L E T A L P E L O S E Z T S I R C G O V Z
J L O M G Q U H U S L P A R Q U K Q B V P
L P C A B L E J R W V I E R X S X T W X K
I R Z P M W X E I U R F H J L S T A N D I
N A B F K V V X Z P H C H N J E O S W C X
E E L I W E H T N C L X R O V R U N W O I
N W A M R O F I N U H Q G M M P K I J I X
S R I K G G Q M D R J S S N H V T L Z L U
F E R N J T R V M T D R O C Z V G V D Y V
F D E V T C Q H Y A X K R B K C L R F D W
U N T O J U T S M I E O M R F G Q L C I G
C U A H P O I R O N C T B K V V E M V S J
U Y M I H J L C H S K H S P C X Q W W D F

BOARD
CABLE
COTTON
CUFFS
CURTAINS
FLEX
HEAT
HOT
IRON
LINEN
MATERIAL
NYLON
PLEATS
PRESSURE
REVERSE
SCORCH
SHIRT
SKIRT
SOLEPLATE
STAND
STEAM
TOWELS
UNDERWEAR
UNIFORM

DIE ANKERSKOOL / SCHOOL

GAUTENG PROVINCE

SACE

Wiskunde Skill Level 1

Naam / Van _____

Datum van inhandiging 18 Junie

Voltooi sonder sakrekenaar.

1. 6 + 7 = ___
2. 7 + 8 = ___
3. 15 + 21 = ___
4. 17 + 32 = ___
5. 43 – 16 = ___
6. 14 – 6 = ___
7. 19 + ___ = 30
8. 18 + 36 = ___
9. 52 - ___ = 38
10. ___ + 3 = 12
11. 25 + 23 = ___
12. ___ - 7 = 10
13. 13 - ___ = 2
14. 17 + ___ = 23
15. 15 + 27 = ___
16. 46 – 18 = ___
17. 16 + ___ = 39
18. ___ + 12 = 26
19. 13 + 24 = ___
20. 16 + ___ = 43
21. 42 – 36 = ___
22. 11 + 22 = ___
23. ___ + 6 = 21
24. 14 + ___ = 27
25. ___ + 11 = 28
26. 69 – 42 = ___
27. 24 - ___ = 10
28. ___ - 2 = 16
29. 31 + 14 = ___
30. ___ - 3 = 18
31. 18 – 7 = ___
32. 7 + 14 = ___
33. 32 – 16 = ___
34. 26 - 14 = ___
35. 53 – 25 = ___
36. 8 + ___ = 31
37. 9 + 11 = ___
38. 15 + ___ = 43
39. 40 – 5 = ___
40. ___ + 7 = 12
41. 21 + ___ = 32
42. 34 - ___ = 17
43. ___ - 10 = 22
44. 26 + 15 = ___
45. ___ - 12 = 46
46. 15 + ___ = 26
47. 17 + 32 = ___
48. 12 + 34 = ___
49. 31 – 18 = ___
50. 17 - ___ = 3

Getalle, Bewerkings en Verwantskappe

Telgetalle

1.1 Onthou

a) 1; 2; 3; 4; .... staan bekend as **natuurlike getalle.**
b) 0; 1; 2; 3; 4; .... staan bekend as **telgetalle.**
c) getalle wat veelvoude van 2 is, met ander woorde eindig met syfers **0, 2, 4, 6 of 8** word **ewe getalle** genoem.
d) getalle wat nie veelvoude van 2 is nie, met ander woorde wat met syfers 1, 3, 5, 7 of 9 eindig word **onewe getalle** genoem.
e) as 2 of meer getalle bymekaar getel word, staan die antwoord bekend as die **som** van die getalle.
f) om die **verskil** tussen twee getalle te bereken, beteken dat die getalle van mekaar afgetrek moet word.

1.2 Voltooi die volgende sinne.

a) Die grootste 4-syfertelgetal is _____
b) Die verskil tussen die grootste 4-syfertelgetal en die grootste 3-syfertelgetal is _____
c) Die ewe getalle tussen 2465 en 2472 is _____
d) Die twee onewe getalle net voor 5600 is _____
e) Die tiende telgetal is _____
f) Die som van die grootste ewe 3-syfertelgetal en die grootste onewe 2-syfertelgetal is _____

2.2 **Voltooi:**

a) In 6584 , is die waarde van syfer 6 _____ en die waarde van syfer 8 is _____
b) 4 duisende + 3 tiene = _____
c) 60 honderde en 43 tiene = _____
d) 600 + 50 + 4 = _____
e) 870 = (8 × _____) + (7 × _____)
f) 3745 word geskryf 3 × _____ + 7 × _____ + 4 × _____ + _____

2.3 In die getal

a) 9582 is daar _____ duisende of _____ honderde of _____ tiene.
b) 1547 × 10 is daar _____ tiene of _____ ene.
c) 6 × 10 × 10 × 10 is daar _____ honderde of _____ tien of _____ ene.

3.1 Die getal wat

a) 10 meer is as 1896 is _____
b) 10 minder is as 3708 is _____
c) 100 meer is as 4590 is _____
d) 100 minder is as 5786 is _____

3.2 Plaas die simbool > of < tussen elke paar getalle om korrekte sinne te maak.

a) 1679 _____ 1697 | b) 2987 _____ 2887

c) 4852 _____ 4528 | d) 7543 _____ 7534

3.3 Skryf die volgende getalle in **stygende** volgorde van grootte.

a) 4765 , 4657 , 4576 , 4756 _____

b) 9821 , 9218 , 8912 , 9128 _____

c) 5836 , 5683 , 5386 , 5863 _____

4. Skryf die volgende **4 getalle** in elke getalry neer.

a) 658, 668, 678, _____

b) 523, 573, 623, _____

c) 847, 852, 857, _____

d) 740, 765, 790, _____

e) 5641, 5541, 5441, _____

f) 1321, 1316, 1311, _____

g) 3982, 3932, 3882, _____

h) 7413, 7408, 7403, _____

5.1 **Voltooi:**

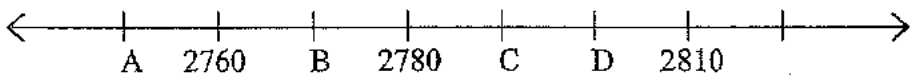
a) 2476 ≈ _____ tot die naaste 10. | b) 2476 ≈ _____ tot die naaste 100.

c) 8751 ≈ _____ tot die naaste 10. | d) 8751 ≈ _____ tot die naaste 100.

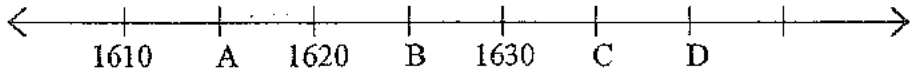
e) 6913 ≈ _____ tot die naaste 10. | f) 6913 ≈ _____ tot die naaste 100.

5.2 Skryf die getalle wat deur die letters op elke getallelyn voorgestel word, bo die letters neer.

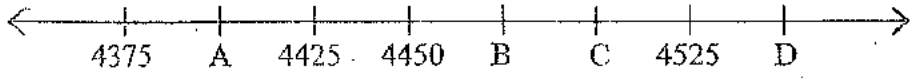
a)



b)



c)



Getalle, Bewerkings en Verwantskappe

Getalsinne

Inhierdie afdeling sal jy werk konsolideer wat jy in Graad 4 geleer het, naamlik

1. die volgorde waarin 2 getalle bymekaar getel of van mekaar afgetrek kan word.
2. hoe getalle gegroepeer kan word as 3 of meer getalle opgetel of afgetrek moet word.
3. die volgorde waarin 2 getalle vermenigvuldig of gedeel kan word.
4. hoe getalle gegroepeer kan word as 3 of meer vermenigvuldig of gedeel moet word.
5. die optellings eienskap van 0 en die vermenigvuldigings eienskap van 1.
6. optel gebruik om berekeninge wat aftrek behels, te kontroleer en omgekeerd.
7. die optel en aftrek van
   a) 10e b) veelvoude van 10 c) veelvoude van 100.

1.1 **Voltooi:**

a) $75 + 25 =$ _____ en $25 + 75 =$ _____ beteken dat $75 + 25 =$ _____

b) $220 + 180 =$ _____ en $180 + 220 =$ _____ beteken dat _____

c) $364 + 236 =$ _____ en $236 + 364 =$ _____ beteken dat _____

d) As x en y enige telgetal voorstel is $x + y$ _____ $y + x$.

1.2 Plaas = of ≠ tussen die gegewe uitdrukkings om korrekte getalsinne te maak.

a) $80 - 40$ ____ $40 - 80$ b) $295 - 259$ ____ $259 - 295$

c) As x en y enige telgetalle voorstel is $x - y$ ____ $y - x$.

2. **Voltooi:**

a) $(76 + 24) + 53 =$ _____ $+ 53 =$ _____ en $76 + (24 + 53) = 76 +$ _____ $=$ _____
beteken dat $(76 + 24) + 53 =$ _____.

b) $(194 + 26) + 68 =$ _____ $+ 68$ en $194 + (26 + 68) = 194 +$ _____
$=$ _____ $=$ _____
Is $(194 + 26) + 68 = 194 + (26 + 68)$? _____

c) Is $(x + y) + z = x + (y + z)$ as x, y en z enige telgetalle voorstel? _____

d) $(120 - 40) - 10 =$ _____ en $120 - (40 - 10) =$ _____
beteken dat $(120 - 40) - 10 \neq$ _____

e) Is $(348 - 179) - 39 = 348 - (179 - 39)$? _____

f) Is $(x - y) - z = x - (y - z)$ as x, y en z enige telgetalle voorstel? _____

3.1 **Voltooi:**

a) $6 \times 3 =$ _____ en $3 \times 6 =$ _____ beteken dat $6 \times 3 =$ _____

b) $9 \times 7 =$ _____ en $7 \times 9 =$ _____ beteken dat $9 \times 7 =$ _____

c) $2 \div 1 =$ _____ en $1 \div 2 =$ _____ beteken dat $2 \div 1$ _____ $1 \div 2$

d) $6 \div 2 =$ _____ en $2 \div 6 =$ _____ beteken dat $6 \div 2$ _____ $2 \div 6$

3.2 p en t stel enige telgetalle voor. Is dit korrek om te sê dat

a) p vermenigvuldig met $t = t$ vermenigvuldig met p? _____

b) p gedeel deur $t = t$ gedeel deur p? _____

3.3 **Voltooi:**

a) $(5 \times 2) \times 3 =$ _____ = _____ en $5 \times (2 \times 3) =$ _____ = _____

b) $(4 \times 3) \times 2 =$ _____ = _____ en $4 \times (3 \times 2) =$ _____ = _____

Maak dit saak hoe die getalle gegroepeer word? _____

c) $(24 \div 6) \div 2 =$ _____ $\div 2 =$ _____ en $24 \div (6 \div 2) =$ _____ = _____

d) $32 \div (4 \div 2) = 32 \div$ _____ = _____ en $(32 \div 4) \div 2 =$ _____ = _____

Word die antwoord beïnvloed deur die manier waarop die getalle gegroepeer word? _____

3.4 k, m en n stel enige telgetalle voor. Is dit korrek om te sê dat

a) $(k \times m) \times n = k \times (m \times n)$? _____

b) $(k \div m) \div n = k \div (m \div n)$? _____

4. Merk elke korrekte sin met 'n "✔" en elke verkeerde een met 'n "✘".

a) Twee of meer getalle kan in enige volgorde bymekaar getel word.

b) Wanneer 3 getalle bymekaar getel word, kan ek hulle op enige manier groepeer.

c) $463 - 539 = 539 - 463$.

d) $79 - (40 - 16) = (79 - 40) - 16$.

e) Twee of meer getalle kan in enige volgorde vermenigvuldig word.

5.1 Vul die ontbrekende getal in elke getalsin in.

a) $536 -$ _____ $= 536$

b) $897 + 47 - 47 =$ _____

c) $139 + 21 -$ _____ $= 139$

d) $748 +$ _____ $- 52 = 748$

e) _____ $+ 63 - 63 = 831$

f) _____ $+ 469 - 33 = 469$

5.2 Vul die ontbrekende getal in elke getalsin in.

a)	$73 \times$ _____ $= 73$	b)	$48 \div$ _____ $= 1$
c)	$54 \times 9 \div$ _____ $= 54$	d)	$85 \times$ _____ $\div 6 = 85$
e)	$68 \div 4 \times$ _____ $= 68$	f)	_____ $\times 7 \div 7 = 38$

5.3 a) Enige telgetal – homself = _____.

b) Enige telgetal $x +$ _____ $= x$.

c) Enige telgetal ÷ deur homself = _____.

d) Enige telgetal $p \times$ _____ $= p$.

6. **Voltooi:**

a) $136 + 99 = 235$ beteken dat $235 - 99 =$ _____ en $235 -$ _____ $= 99$.

b) $238 + 168 = 406$ beteken dat _____ en _____.

c) $360 - 168 = 92$ beteken dat $360 - 92 =$ _____ en $360 = 92 +$ _____.

d) $400 - 72 = 328$ beteken dat _____ en _____.

e) $6 \times 7 = 42$ beteken dat $42 \div$ _____ $= 6$ and $42 \div$ _____ $= 7$.

f) $19 \times 4 = 76$ beteken dat _____ en _____.

g) $18 \div 3 = 6$ beteken dat $6 \times$ _____ $= 18$.

h) $63 \div 9 =$ _____ beteken dat $9 \times$ _____ $= 63$.

7. Voltooi die volgende so vinnig as wat jy kan.

a)	$7 + 3 =$ _____	b)	$13 + 7 =$ _____	c)	$28 + 2 =$ _____	d)	$54 + 6 =$ _____
	$6 + 4 =$ _____		$33 + 7 =$ _____		$68 + 2 =$ _____		$84 + 6 =$ _____
	$2 + 8 =$ _____		$26 + 4 =$ _____		$47 + 3 =$ _____		$31 + 9 =$ _____
	$5 + 5 =$ _____		$76 + 4 =$ _____		$87 + 3 =$ _____		$71 + 9 =$ _____
e)	$10 - 3 =$ _____	f)	$20 - 3 =$ _____	g)	$40 - 9 =$ _____	h)	$30 -$ _____ $= 6$
	$10 - 6 =$ _____		$30 - 4 =$ _____		$60 - 7 =$ _____		$50 -$ _____ $= 42$
	$10 - 8 =$ _____		$50 - 6 =$ _____		$30 - 5 =$ _____		$70 -$ _____ $= 63$
	$10 - 2 =$ _____		$70 - 8 =$ _____		$90 - 5 =$ _____		$90 -$ _____ $= 81$
i)	$70 + 30 =$ _____	j)	$230 + 70 =$ _____	k)	$500 - 20 =$ _____	l)	$100 - 8 =$ _____
	$60 + 40 =$ _____		$420 + 80 =$ _____		$800 - 90 =$ _____		$100 - 18 =$ _____
	$80 + 20 =$ _____		$740 + 60 =$ _____		$700 - 60 =$ _____		$100 - 38 =$ _____

m)	$100 - 85 =$ ____	n)	$100 - 58 =$ ____	o)	$100 - 34 =$ ____	p)	$100 - 81 =$ ____
	$300 - 85 =$ ____		$200 - 58 =$ ____		$300 - 34 =$ ____		$700 - 81 =$ ____
	$100 - 76 =$ ____		$100 - 69 =$ ____		$100 - 43 =$ ____		$100 - 92 =$ ____
	$400 - 76 =$ ____		$500 - 69 =$ ____		$400 - 43 =$ ____		$800 - 92 =$ ____

8. Voltooi die volgende getalsinne.

a)	$700 + 300 =$ ____	b)	$840 + 160 =$ ____	c)	$910 + 90 =$ ____
	$400 + 600 =$ ____		$760 + 240 =$ ____		$310 + 690 =$ ____
	$800 + 200 =$ ____		$650 + 350 =$ ____		$510 + 490 =$ ____
	$500 + 500 =$ ____		$520 + 480 =$ ____		$710 + 290 =$ ____
d)	$1000 - 200 =$ ____	e)	$1000 - 640 =$ ____	f)	$1000 - 75 =$ ____
	$1000 - 400 =$ ____		$1000 - 560 =$ ____		$1000 - 275 =$ ____
	$1000 - 700 =$ ____		$1000 - 780 =$ ____		$1000 - 575 =$ ____
	$1000 - 900 =$ ____		$1000 - 820 =$ ____		$1000 - 875 =$ ____

9. Skryf 'n **getalsin** vir elk van die volgende.

a) 46 bygetel by 24 is gelyk aan 70. _____

b) 138 vermeerder met 26 is gelyk aan 164. _____

c) 349 verminder met 110 is gelyk aan 239. _____

d) 550 is 120 meer as 430. _____

e) 830 verminder met 410 is gelyk aan 420. _____

f) Tweemaal 60 bygetel by 180 is gelyk aan 300. _____

DIE ANKERSKOOL / SCHOOL

GAUTENG PROVINCE

SACE

Mathematics Skill Level 1

Name / Surname _____

Return Date 18 June

Complete without a calculator

1. 6 + 7 = ___
2. 7 + 8 = ___
3. 15 + 21 = ___
4. 17 + 32 = ___
5. 43 – 16 = ___
6. 14 – 6 = ___
7. 19 + ___ = 30
8. 18 + 36 = ___
9. 52 - ___ = 38
10. ___ + 3 = 12
11. 25 + 23 = ___
12. ___ - 7 = 10
13. 13 - ___ = 2
14. 17 + ___ = 23
15. 15 + 27 = ___
16. 46 – 18 = ___
17. 16 + ___ = 39
18. ___ + 12 = 26
19. 13 + 24 = ___
20. 16 + ___ = 43
21. 42 – 36 = ___
22. 11 + 22 = ___
23. ___ + 6 = 21
24. 14 + ___ = 27
25. ___ + 11 = 28
26. 69 – 42 = ___
27. 24 + ___ = 10
28. ___ - 2 = 16
29. 31 + 14 = ___
30. ___ - 3 = 18
31. 18 – 7 = ___
32. 7 + 14 = ___
33. 32 – 16 = ___
34. 26 - 14 = ___
35. 53 – 25 = ___
36. 8 + ___ = 31
37. 9 + 11 = ___
38. 15 + ___ = 43
39. 40 – 5 = ___
40. ___ + 7 = 12
41. 21 + ___ = 32
42. 34 - ___ = 17
43. ___ - 10 = 22
44. 26 + 15 = ___
45. ___ - 12 = 46
46. 15 + ___ = 26
47. 17 + 32 = ___
48. 12 + 34 = ___
49. 31 – 18 = ___
50. 17 - ___ = 3

3.2 Insert the symbol > or < between each pair of numbers to make correct sentences.

a) 1679 _____ 1697

b) 2987 _____ 2887

c) 4852 _____ 4528

d) 7543 _____ 7534

3.3 Write the following numbers in **ascending** order of size.

a) 4765 , 4657 , 4576 , 4756 _____

b) 9821 , 9218 , 8912 , 9128 _____

c) 5836 , 5683 , 5386 , 5863 _____

4. Write down the next **4 numbers** in each sequence.

a) 658, 668, 678, _____

b) 523, 573, 623, _____

c) 847, 852, 857, _____

d) 740, 765, 790, _____

e) 5641, 5541, 5441, _____

f) 1321, 1316, 1311, _____

g) 3982, 3932, 3882, _____

h) 7413, 7408, 7403, _____

5.1 **Complete:**

a) 2476 ≈ _____ to the nearest 10.

b) 2476 ≈ _____ to the nearest 100.

c) 8751 ≈ _____ to the nearest 10.

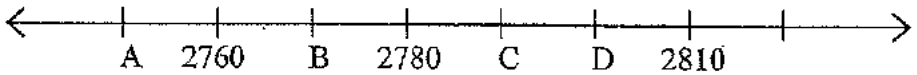
d) 8751 ≈ _____ to the nearest 100.

e) 6913 ≈ _____ to the nearest 10.

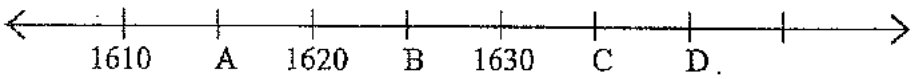
f) 6913 ≈ _____ to the nearest 100.

5.2 Write down the numbers represented by the letters, on each number line, above the letters.

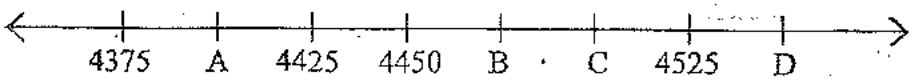
a)



b)



c)



Numbers, Operations and Relationships

Number sentences

In this section you will consolidate what you learnt in Grade 4 namely,

1. the order in which 2 numbers can be added or subtracted.
2. how numbers can be grouped if 3 or more numbers are added or subtracted.
3. the order in which 2 numbers can be multiplied or divided.
4. how numbers can be grouped if 3 or more numbers are multiplied or divided.
5. the additive property of zero and the multiplicative property of 1.
6. using addition to check calculations involving subtractions and vice versa.
7. the addition and subtraction "bonds" for
   a) 10 b) multiples of 10 c) multiples of 100.

1.1 **Complete:**

a) $75 + 25$ = _____ and $25 + 75$ = _____ means that $75 + 25$ = _____.

b) $220 + 180$ = _____ and $180 + 220$ = _____ means that _____.

c) $364 + 236$ = _____ and $236 + 364$ = _____ means that _____.

d) If x and y represent any whole numbers then $x + y$ _____ $y + x$.

1.2 Insert = or ≠ between the given expressions to make correct number sentences.

a) $80 - 40$ ____ $40 - 80$ b) $295 - 259$ ____ $259 - 295$

c) If x and y represent any whole number, then $x - y$ ____ $y - x$.

2. **Complete:**

a) $(76 + 24) + 53$ = _____ + 53 = _____ and $76 + (24 + 53) = 76 +$ _____ = _____

means that $(76 + 24) + 53$ = _____

b) $(194 + 26) + 68$ = _____ + 68 and $194 + (26 + 68) = 194 +$ _____

= _____ = _____

Is $(194 + 26) + 68 = 194 + (26 + 68)$? _____

c) Is $(x + y) + z = x + (y + z)$ if x, y and z represent any whole numbers? _____

d) $(120 - 40) - 10$ = _____ and $120 - (40 - 10)$ = _____

means that $(120 - 40) - 10 \neq$ _____

e) Is $(348 - 179) - 39 = 348 - (179 - 39)$? _____

f) Is $(x - y) - z = x - (y - z)$ if x, y and z represent any whole numbers? _____

3.1 **Complete:**

a) $6 \times 3 =$ _____ and $3 \times 6 =$ _____ means that $6 \times 3 =$ _____

b) $9 \times 7 =$ _____ and $7 \times 9 =$ _____ means that $9 \times 7 =$ _____

c) $2 \div 1 =$ _____ and $1 \div 2 =$ _____ means that $2 \div 1$ _____ $1 \div 2$

d) $6 \div 2 =$ _____ and $2 \div 6 =$ _____ means that $6 \div 2$ _____ $2 \div 6$

3.2 p and t represent any whole numbers. Is it correct to say that

a) p multiplied by $t = t$ multiplied by p? _____

b) p divided by $t = t$ divided by p? _____

3.3 **Complete:**

a) $(5 \times 2) \times 3 =$ _____ = _____ and $5 \times (2 \times 3) =$ _____ = _____

b) $(4 \times 3) \times 2 =$ _____ = _____ and $4 \times (3 \times 2) =$ _____ = _____

Does it matter which way you grouped the numbers? _____

c) $(24 \div 6) \div 2 =$ _____ $\div 2 =$ _____ and $24 \div (6 \div 2) =$ _____ = _____

d) $32 \div (4 \div 2) = 32 \div$ _____ = _____ and $(32 \div 4) \div 2 =$ _____ = _____

Is the answer affected by the way we grouped the numbers? _____

3.4 k, m and n represent any whole numbers. Is it correct to say that

a) $(k \times m) \times n = k \times (m \times n)$? _____

b) $(k \div m) \div n = k \div (m \div n)$? _____

4. Mark each correct sentence with a "✔" and each incorrect one with a "✘".

a) Two or more numbers can be added in any order.

b) When adding 3 numbers I can group them in any way.

c) $463 - 539 = 539 - 463$.

d) $79 - (40 - 16) = (79 - 40) - 16$.

e) Two or more numbers can be multiplied in any order.

5.1 Fill in the missing number in each number sentence.

a) $536 -$ _____ $= 536$

b) $897 + 47 - 47 =$ _____

c) $139 + 21 -$ _____ $= 139$

d) $748 +$ _____ $- 52 = 748$

e) _____ $+ 63 - 63 = 831$

f) _____ $+ 469 - 33 = 469$

5.2 Fill in the missing number in each number sentence.

a) $73 \times$ _____ $= 73$

b) $48 \div$ _____ $= 1$

c) $54 \times 9 \div$ _____ $= 54$

d) $85 \times$ _____ $\div 6 = 85$

e) $68 \div 4 \times$ _____ $= 68$

f) _____ $\times 7 \div 7 = 38$

5.3 a) Any whole number – itself = _____.

b) Any whole number x + _____ $= x$.

c) Any whole number ÷ by itself = _____.

d) Any whole number $p \times$ _____ $= p$.

6. **Complete:**

a) $136 + 99 = 235$ means that $235 - 99 =$ _____ and $235 -$ _____ $= 99$.

b) $238 + 168 = 406$ means that _____ and _____.

c) $360 - 168 = 92$ means that $360 - 92 =$ _____ and $360 = 92 +$ _____.

d) $400 - 72 = 328$ means that _____ and _____.

e) $6 \times 7 = 42$ means that $42 \div$ _____ $= 6$ and $42 \div$ _____ $= 7$.

f) $19 \times 4 = 76$ means that _____ and _____.

g) $18 \div 3 = 6$ means that $6 \times$ _____ $= 18$.

h) $63 \div 9 =$ _____ means that $9 \times$ _____ $= 63$.

7. Complete the following as quickly as you can.

a) $7 + 3 =$ _____	b) $13 + 7 =$ _____	c) $28 + 2 =$ _____	d) $54 + 6 =$ _____
$6 + 4 =$ _____	$33 + 7 =$ _____	$68 + 2 =$ _____	$84 + 6 =$ _____
$2 + 8 =$ _____	$26 + 4 =$ _____	$47 + 3 =$ _____	$31 + 9 =$ _____
$5 + 5 =$ _____	$76 + 4 =$ _____	$87 + 3 =$ _____	$71 + 9 =$ _____
e) $10 - 3 =$ _____	f) $20 - 3 =$ _____	g) $40 - 9 =$ _____	h) $30 -$ _____ $= 24$
$10 - 6 =$ _____	$30 - 4 =$ _____	$60 - 7 =$ _____	$50 -$ _____ $= 42$
$10 - 8 =$ _____	$50 - 6 =$ _____	$30 - 5 =$ _____	$70 -$ _____ $= 63$
$10 - 2 =$ _____	$70 - 8 =$ _____	$90 - 5 =$ _____	$90 -$ _____ $= 81$
i) $70 + 30 =$ _____	j) $230 + 70 =$ _____	k) $500 - 20 =$ _____	l) $100 - 8 =$ _____
$60 + 40 =$ _____	$420 + 80 =$ _____	$800 - 90 =$ _____	$100 - 18 =$ _____
$80 + 20 =$ _____	$740 + 60 =$ _____	$700 - 60 =$ _____	$100 - 38 =$ _____

m)	$100 - 85 =$ ____	n)	$100 - 58 =$ ____	o)	$100 - 34 =$ ____	p)	$100 - 81 =$ ____
	$300 - 85 =$ ____		$200 - 58 =$ ____		$300 - 34 =$ ____		$700 - 81 =$ ____
	$100 - 76 =$ ____		$100 - 69 =$ ____		$100 - 43 =$ ____		$100 - 92 =$ ____
	$400 - 76 =$ ____		$500 - 69 =$ ____		$400 - 43 =$ ____		$800 - 92 =$ ____

8. Complete the following number sentences.

a)	$700 + 300 =$ ____	b)	$840 + 160 =$ ____	c)	$910 + 90 =$ ____
	$400 + 600 =$ ____		$760 + 240 =$ ____		$310 + 690 =$ ____
	$800 + 200 =$ ____		$650 + 350 =$ ____		$510 + 490 =$ ____
	$500 + 500 =$ ____		$520 + 480 =$ ____		$710 + 290 =$ ____
d)	$1000 - 200 =$ ____	e)	$1000 - 640 =$ ____	f)	$1000 - 75 =$ ____
	$1000 - 400 =$ ____		$1000 - 560 =$ ____		$1000 - 275 =$ ____
	$1000 - 700 =$ ____		$1000 - 780 =$ ____		$1000 - 575 =$ ____
	$1000 - 900 =$ ____		$1000 - 820 =$ ____		$1000 - 875 =$ ____

9. Write a **number sentence** for each of the following.

a) 46 added to 24 is equal to 70. ____

b) 138 increased by 26 equals 164. ____

c) 349 decreased by 110 is equal to 239. ____

d) 550 is 120 more than 430. ____

e) 830 decreased by 410 is equal to 420. ____

f) Twice 60 added to 180 equals 300. ____

Die Ankerskool / Die Ankerschool

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

SACE

Life Skills **Skill Level 3**

Name: _____ **SL: _____**

Problem solving skills

Teenagers' bodies may be developed enough for them to feel that they are ready for sexual relationships. Sexual feelings may toe tempting and teenagers may believe they are capable of dealing with the consequences of their actions. However, teenagers are not mature enough to cope with the emotional, and sometimes physical, effects of becoming involved in sexual relationships.

Gender identity is established by the teenagers' parents a n d the society in which they live. From early on, children are expected to behave ' according to their sex. Puberty brings the hormones that cause the sexual changes.

There is strong pressure to conform to the gender roles o f society.

Standards of what is attractive for each gender are set a n d teenagers are often pressured to feel certain things. At this time, teenagers start experiencing romantic and sexual feelings.

It is important that teenagers develop self-concepts as sexual people.

This involves making sense of their sexual feelings and experiences and understanding the motives for their sexual behaviour. In this way, they learn from their experiences for future situations and the decisions they will be required to make.

Teenagers do not only learn from their own experiences, they also learn from their families, their communities, their culture and society in general.

They watch programmes with sexual content in the media and are possibly exposed to sexual education programmes.

Pressure regarding sexual matters from their peer group becomes more important and affects the way they form their identities.

The sexual development of teenagers and the sexual identities that they form have an impact on all of their relationships, in various areas of their lives.

Questions:

1. Fill in the missing word.

1.1 .Teenagers aren't mature enough and can't cope with _____ and _____

1.2. Gender _____ is established by the teenager's parents and society.

1.3. Puberty brings the _____ that causes the sexual changes.

1.4. There is strong pressure to conform to the gender _____ of society.

1.5. It is important that teenagers develop _____as sexual people.

(6)

2. True or False.

2.1 .Teenagers are mature enough to cope with the emotional effects. _____

2.2. Teenagers do not need to make sense of their feelings. _____

2,3. Teenagers only learn from their own experiences. _____

2.4. In this way they learn from their experiences for future situations, _____

(4)

3. What impacts teenager's relationships?

_____

_____

_____

_____

(2)

Die Ankerskool/ School

English First Additional Language

Name and Surname: _____

Date of completion: 7 June 2021

Pages 11-20

Oh, the places you'll go!

Dr. Suess

Instructions:

Read pages 11-20 of your short story; *'Oh, the places you'll go'* and answer the following questions in full sentences.

1. What does "Bang-ups and Hang-ups" refer to? On page 12.

_____

_____

(2)

2. Give the opposite of the word “unpleasant” on page 13.

_____

(1)

3. What does it mean to be in a slump? Page 13-14.

_____

_____

(2)

4. Write out the contraction “they’re” on page 15.

_____

(1)

5. Why is it possible for you to sprain both your elbow and your chin in these unmarked streets?

_____

_____

(2)

6. What do the words break-necking pace mean?

_____

(1)

7. Who is the “I” on page 17?

_____

(1)

8. Where is the most useless place, you'll be off to on page 17?

_____

(1)

9. Name 3 three things people might be waiting for in the waiting place.

_____

_____

_____

(3)

10. Why is the waiting place not for you?

_____

_____

(2)

TOTAL: 16/

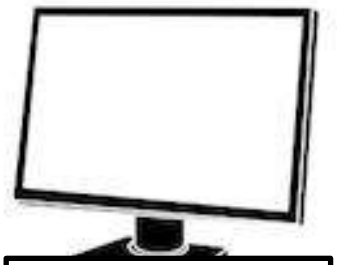
Office Administration/ Kantoorbestuur

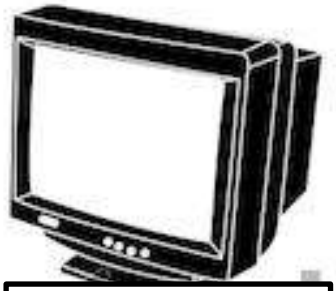
Activity / Aktiwiteit

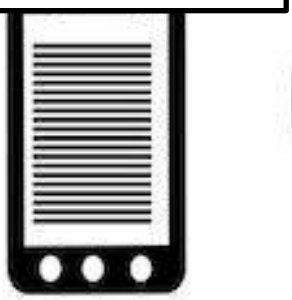
Identify different parts of the computer /

Identifiseer verskillende dele van die rekenaar


512 GB
Memory Card







Draw or paste 2 pictures of each of the computer components /

Teken of plak 2 prentjies van elke rekenaar component.

- Computer / Rekenaar
- Keyboard / Sleutelbord
- Mouse / Muis
- Printer / Drukker
- Scanner / Skandeerder
- Headphones / Kopstuk
- Speakers / Luidsprekers
- Memory stick / Geheue stokkie

Office Administration / Kantooradministrasie

Skill level 1

Part 3 / Deel 3

Computer care / Rekenaarinstandhouding

Keyboard Care / versorging van die rekenaar:

- Computer keyboards can get dirty very easily. Cleaning the surface of a keyboard is very straight forward.
- Make sure your computer is turned off before you work on your keyboard.
- You can use compressed air to blow debris out of your keyboard, or turn it upside-down and shake it gently. Do not disassemble it.
- Cleaning materials such as pads or swabs that contain a cleaning liquid can be used on the keys and upper surface.
- To prevent a buildup of dust and dirt inside a keyboard, use a can of compressed air to blow it out.

- *Rekenaarsteutelborde kan maklik vuil word. Om ‘n steutelbord skoon te maak is baie maklik.*
- *Maak seker dat jou rekenaar af geskakel is voordat jy aan dit werk of skoonmaak.*
- *Jy kan ‘n blaser gebruik om tussen die sleutels skoon te maak.*
- *Skoonmaakmiddels wat vloeistof bevat kan gebruik word om die boonste oppervlakte skoon te maak.*
- *Om te voorkom dat stof of vuiligheid in die sleutelbord gaan lê, kan jy ‘n blaser gebruik om dit skoon te blaas.*

CD Care / Versorging van CD's:

- The less handling that is done of the compact disk, the better. CD's has the entire media area exposed, and thus vulnerable. This is one reason why CD systems that use caddies prolong the life of CDs--they in essence form a "jacket" for the CD that protects it. Handling CDs causes dirt and scratches that can eventually interfere with reading. CDs should be handled by the edge or the inner hub whenever possible.
- You should in general not put stickers, labels or tape on CDs, or write on them with regular pens.
- CDs should always be cleaned radially, which means starting at the inside of the disk and moving outward, not by rubbing in circles.

- *Hoe minder aan die CD gevat word hoe beter. CD's se hele media deel word blootgestel, dus is die CD kwesbaar. Dit is waarom CD's wat joggies gebruik se lewe verleng word, in wese vorm dit 'n baadjie wat die CD beskerm.*
- *Jy moet oor die algemeen nie plakkers of etikette op die CDs plak nie ook nie met gewone penne daarop skryf nie.*
- *Maak dit altyd van die middel af buite toe skoon, nie in 'n sirkelbeweging nie.*

Printer Care / Drukkersorg:

While printer care can vary greatly depending on the type of printer you are using, it is important to understand some general guidelines when dealing with any printer.

- Be careful with printer jams. Don't ram the paper out if you have a paper jam. This can damage the printer. Look at guides on the manufacturer site, if you don't have time to do that, remember that you want to get the paper out smoothly. Many printers have a hatch attached at the back that can be removed. You will then have access to the paper wheels, and you should be able to see the paper that is jammed in there. Remove the paper this way, and it is unlikely that you will damage the printer.
- Power down correctly. Turn your printer off when not in use. This can prevent drying of ink and also help keep the printer functioning at high quality. Remember to use the printers power button, and then remove at the plug if need be. Don't power off if you are in the middle of something. These will just cause problems for you.

- *Wees versigtig wanneer papier vas sit. Moet nooit 'n papier uittrek indien hy vassit nie, dit kan die drukker beskadig. Kyk vir hulp op die vervaardigers se webtuiste, indien jy nie tyd daarvoor het nie, onthou jy wil die papier glad uit kry. Baie drukker het 'n "hatch" agter wat jy kan verwyder. Jy het dan toegang tot die ratte wat die papier rol. Jy sal die papier kan sien wat vas sit. Op die manier sal jy nie die drukker beskadig deur die papier te verwyder nie.*
- *Skakel die drukker korrek af. Skakel af indien jy dit nie gebruik nie, dit kan help dat die ink nie droog word nie en die drukker werk op optimale kwaliteit. Onthou om die drukker se kragknoppie te gebruik, trek die draad by die muur ook uit. Moenie die drukker afskakel as dit nog besig is om te druk nie.*

Mouse Care / Muissorg:

This input device may quite possibly be the most used next to the keyboard, and therefore needs attention as well to keep it operating properly.

- To clean a mouse with a rubber ball on the bottom, use a can of compressed air and some alcohol wipes. Once a month, remove the mouse ball from the mouse and clean it with the alcohol wipes. Then use the compressed air to remove any dirt and debris that may have found its way into the mouse.

- If you have a different type of mouse, see the instructions that came with it.
- *Om ‘n muis skoon te maak wat met ‘n balletjie werk kan jy saamgepersde lug of alkohol lappies gebruik. Een keer ‘n maand, haal die rubberballetjie uit die muis uit en vee af met alkohollappies.*
- *Indien daar nie ‘n balletjie is nie, sien die skoonmaak beskrywing van die spesifieke muis.*

Monitor Care / versorging van die monitor:

There are a variety of monitors in use today, but all require attention to keep them functioning properly. It is important to understand what type of monitor you have (flat-panel versus non-flat panel) before performing any type of maintenance.

- Non-flat panel monitors: Most office products stores carry sprays or wipes for this equipment. Never spray directly onto the monitor itself; spray onto a cloth and then wipe the cloth over the screen or monitor cabinet. Be sure your product is meant for your type of monitor.
- Flat panel monitors: These monitors usually have plastic screens and other components, and can be damaged by cleaning products that use chemicals (benzene, thinner, ammonia, acetone), abrasives, or compressed air.
- *Nie-plat paneelmonitor: Meeste winkels het ‘n sproei of lappies vir die skerms. Moet nooit direk op die skerm sprei nie, sprei op ‘n lappie en vee dan af. Maak seker die skoonmaakproduk wat jy koop is geskik vir jou skerm.*
- *Plat paneelmonitor: Die monitors het gewoonlik ‘n plastiek skerm en ander komponenete en kan beskadig word deur skoonmaakmiddels wat chemikalieë bevat (benzene, thinners, ammonia, acetone), skuurmiddels of saamgepersde lug.*