



# DIE ANKERSKOOL / SCHOOL



**First Additional Language (Homework)**

**Due date: 04 June 2021**

**Skill Level 2**

**Name & Surname:** \_\_\_\_\_ **SL 2.** \_\_\_\_\_

## Comprehension test

### The Bully

Story by: Judie Eberhardt

Carson was going back to school after Spring Break. He had heard that a new boy would be starting at his school. Carson was anxious to meet him and to make new friends. That day at lunch, the new boy came and sat next to Carson. Carson said hi and asked him his name. The new boy answered, "None of your business." Carson was surprised that the boy would be so mean. Carson ate his lunch in silence.



School came out and on the way out the new boy came up behind Carson and said, "Let me have your homework so I can copy it." "I know you finished it at school." "I'm not giving you my homework," said Carson. "That would be cheating". As Carson started to walk away, the boy tripped Carson. Carson fell, ripped his pants and got a big scrape on his knee.

The boy started laughing and ran away. Carson got up and headed home. "What happened?" asked Mom when Carson came into the kitchen. "The new boy at school tripped me because I wouldn't let him copy my homework", said Carson. "Who is this new boy?" Mom asked. "His name is Jack and I only know that because I heard the teacher call him that. He was mean to me at lunch when I asked him his name," said Carson.

The next day Carson's mom went to the school and told the principal what had happened. Jack was called to the office and admitted he tripped Carson. "Why?" asked Mr. Rogers. Carson was only trying to be nice to you in the cafeteria yesterday when he asked you your name." "This is the third school I've been to since school started at the beginning of the year," said Jack. "I guess I was trying to be a tough guy so no one would mess with me."

"Well, did it ever cross your mind that if you would just be yourself and be kind, the kids would be your friends?" asked Mr. Rogers. Jack said he was sorry. Mr. Rogers said that Jack needed to talk to Carson and tell him he was sorry. Jack did apologize to Carson and his mom. Carson's mom invited Jack to the house for dinner. Carson told his mom that Jack is really nice but just had a hard time fitting in. "I'm glad you have a new friend," said Carson's mom. Carson and Jack became best friends and they visited each other almost every weekend.

1. What is the title of this story?

(1)

2. Who wrote this story? Write the name and surname of the author.

(2)

3. When did school reopen according to this story?

(1)

4. Who are the two main characters? Write both their names.

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(2)

5. What happened during lunch time at school? Explain in your own words.

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(2)

6. What did Jack ask Carson after school?

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(2)

7. How would you describe Jack? Choose the correct answer.

- a) mean
- b) kind
- c) happy
- d) nice

(1)

8. How did Carson find out that the new boy's name is Jack?

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(1)

9. Why was Jack so ugly with Carson?

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(2)

10. How did the boy change at the end of the story? Choose the correct answer.

- a) He was angry
- b) He was crying
- c) He was mean
- d) He apologized and made friends with Carson

(1)



# DIE ANKERSKOOL / SCHOOL



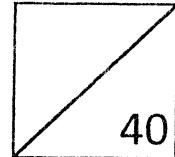
GAUTENG PROVINCE  
EDUCATION  
REPUBLIC OF SOUTH AFRICA



Mathematics

Wiskunde

SL 2.



%

Date of completion 4 June

Datum van inhandiging 4 Junie

Name/Naam \_\_\_\_\_

Surname/Van \_\_\_\_\_

Write the place value for each number

Skryf die plekwaarde vir elke getal

1	<u>2346</u>	_____	2	<u>6547</u>	_____
3	<u>14256</u>	_____	4	<u>12467</u>	_____
5	<u>789245</u>	_____	6	<u>5879</u>	_____
7	<u>148536</u>	_____	8	<u>323</u>	_____
9	<u>847928</u>	_____	10	<u>39</u>	_____
11	<u>5971</u>	_____	12	<u>9876</u>	_____
13	<u>6542</u>	_____	14	<u>6567</u>	_____
15	<u>8762</u>	_____	16	<u>539</u>	_____
17	<u>49872</u>	_____	18	<u>6832</u>	_____
19	<u>9531</u>	_____	20	<u>397</u>	_____
21	<u>2497</u>	_____	22	<u>3978</u>	_____
23	<u>3284</u>	_____	24	<u>897</u>	_____
25	<u>1794</u>	_____	26	<u>2678</u>	_____
27	<u>7356</u>	_____	28	<u>2975</u>	_____
29	<u>5249</u>	_____	30	<u>134</u>	_____
31	<u>1254</u>	_____	32	<u>698</u>	_____
33	<u>41324</u>	_____	34	<u>4</u>	_____
35	<u>518943</u>	_____	36	<u>78</u>	_____
37	<u>2487</u>	_____	38	<u>128</u>	_____
39	<u>85567</u>	_____	40	<u>987</u>	_____



# DIE ANKERSKOOL / SCHOOL



Naam: \_\_\_\_\_

## 13. Gesonde diet

### **Dele van 'n gesonde dieet**

'n Dieet is die kos wat jy elke dag eet. 'n Gesonde en gebalanseerde dieet beteken om elke dag 'n groot verskeidenheid kos in die regte hoeveelhede essel. 'n Gesonde dieet bestaan uit 'n samestelling van kosse uit verskillende voedselgroepe, sowel as vitamiene, minerale, essel en water. Die volgende is die vernaamste voedselgroepe:

- proteïene
- koolhidrate
- vette en olies.

#### **Proteïene**

Proteïene bou en herstel selle en weefsel in die liggaam. Kos soos eiers, melk, kaas, vis essel is proteïenryke kos.



**Figuur 1** Kos ryk aan proteïene

#### **Koolhidrate**

Koolhidrate verskaf energie aan die liggaam. Suiker en stysel is voorbeeld van koolhidrate.



Figuur 2 Kos ryk aan koolhidrate

### Vette en olies

Vette en olies verskaf energie aan die liggaam en beskerm die liggaam teen die koue wanneer dit onder die vel geberg word. Vette word ook om organe soos die hart gestoor om die organe te beskerm. Vette en olies word soms bloot vet genoem.



avokadopeer



kaas



neute



skyfies



kookolie

Figuur 3 Kos ryk aan vette en olies

## Vitamiene en minerale

Vitamiene en minerale is ook nodig vir groei en ontwikkeling en om ons gesond te hou. Vitamiene is organiese stowwe wat in klein hoeveelhede in natuurlike, ongeprosesseerde kos gekry word. Die meeste vitamiene kom uit plante, maar 'n paar vitamiene word in voedsel aangetref wat van diere af kom. Vitamiene is vir baie liggaamsprosesse nodig. As daar sekere vitamiene in ons dieet kortkom, ontwikkel ons 'n tekotsiekte. Mense wat byvoorbeeld nie genoeg vitamiene C kry nie, kan 'n velsiekte kry wat skeurbuik genoem word.

Mineraalvoedingstowwe essel voor in die kos wat ons eet. Hierdie anorganiese stowwe, soos yster en kalsium, is nodig dat die liggaam essel kan werk. Kalsium is byvoorbeeld nodig om die skelet se bene te bou. Yster is nodig om suurstof in die bloed te essel .

## Vesel en water

Vesel word ook rustof genoem. Dit kom van die sellulose in die plantsel se wande. Dit word nie verteer nie, maar is belangrik omdat dit massa by kos voeg. Dit bied iets waarteen die spiere van die dermkanaal kan stoot. Dit verhoed hardlywigheid.

Water is belangrik in die dieet want iemand kan na 'n paar dae sonder water sterf. Dit is belangrik want:

- chemiese reaksies in die liggaam vind in water plaas
- 'n mens raak ontslae van afvalstowwe in water, byvoorbeeld urine
- die bloed essel stowwe wat in water opgelos is in die liggaam rond
- water in sweet help om ons esse koel
- selsitoplasma bestaan hoofsaaklik uit water.



**Figuur 4** Vars groente en vrugte wat vitamiene bevat



**Figuur 5** Kos ryk aan vesel

## Gebalanseerde dieet

Die energie-gewende kosse – koolhidrate en vette – moet in 'n gesonde dieet deur die kosse wat die liggaam bou, proteïene, gebalanseer wees.

'n Algemene formule vir 'n gesonde dieet is een deel proteïen: een deel vet: vier dele koolhidrate.

'n Gebalanseerde dieet sluit ook kosse in wat ryk is aan vitamiene en minerale. Die voedselpiramide wys die verhouding van hoeveelhede van elke voedselgroep wat ons vir 'n gebalanseerde dieet nodig het. Dit is slegs 'n gids, want hoe aktiewer jy is, hoe meer energie het jou liggaam nodig.



**Figuur 6** 'n Tipiese voedselpiramide vir 'n dag

### Gesondheidsake

Siektes van die spysverteringsstelsel kom voor wanneer mense nie 'n gesonde dieet volg nie. Hier is 'n paar voorbeelde:

#### Hardlywigheid

Mense wat nie genoeg essel eet nie kan hardlywig word. Vesel help om die spysverteringskanaal te laat werk. Spiere trek saam en ontspan om die kos in die spysverteringskanaal aan te stoot. Die spiere word gestimuleer om dit te doen wanneer daar kos in die kanaal is. Die spiere werk meer wanneer daar harde, minder verterbare kos soos essel teenwoordig is. Dit gebeur nie met kos wat baie geprosesseer is of met verfynde kos soos witbrood nie.

#### Vetsug

Mense wat meer eet as wat hulle gebruik, berg hierdie ekstra kos as vet. Hulle kan vetsugtig word. Vetsug vind plaas wanneer die liggaaam te veel oortollige vet in die weefsels het. Vetsugtige mense is meer geneig tot hartsiektes, beroerte, suikersiekte en ander gesondheidsprobleme te kry.



**Figuur 7** Vetsug is gevvaarlik vir 'n mens se gesondheid

### Wanvoeding

'n Persoon met 'n swak dieet kan aan wanvoeding ly. Wanvoeding beteken dat die liggaam nie die regte hoeveelhede voedingstowwe en vitamiene kry nie. Mense wat aan wanvoeding ly kan ondergewig of oorgewig wees. Kwashiorkor is byvoorbeeld 'n siekte wat algemeen voorkom by kinders wat baie min proteïen in hulle dieet kry.

Daarenteen kan hartsiektes veroorsaak word deur te veel diervet in die dieet. Hierdie vette word versadigde vette genoem. As iemand te veel versadigde vette eet, kan dit teen die voering van bloedvate vassteek. Die hart moet harder werk om die bloed deur nou bloedvate essel . Dit verhoog die risiko van 'n hartaanval.

### Ongesonde dele van die dieet

Daar is geprosesseerde kosse wat chemikalieë bevat wat voedselbymiddels genoem word. Hierdie bymiddels kan ongesond wees. Hulle word om die volgende redes by voedsel gevoeg:

- Preserveermiddels word bygevoeg om kos vars te hou.
- Geurmiddels word bygevoeg om die geur van kos te verbeter
- Kleurmiddels word bygevoeg om die kos aantrekliker te laat lyk.

Hierdie middels word gelys op die etikette van kosse wat ons eet, essel s kan weet wat ons eet. Daar is mense wat allergies is vir hierdie bymiddels en in sommige gevalle kan essel 'n mens se konsentrasie benadeel.

Die eetgewoontes van sommige mense kan ook nadelig op hulle gesondheid inwerk. Mense wat byvoorbeeld baie kitskos, en te veel vetterige en suikeragtige kos eet, kan gewig optel. Daar is mense wat sekere diëte volg om gewig te verloor, maar as dit nie gesonde gebalanseerde diëte is nie, kan hulle siek word.

## Verskillende diëte

Mense kies dalk verskillende diëte om 'n verskeidenheid redes. Hierdie redes kan godsdienstig of kultureel wees, of dit kan om gesondheid- of ander redes wees. Kyk na die voorbeelde hieronder.

Ons eet bale stampmellels, morog en amasi in ons huis.

Ons is vegetarlërs en eet glad nie vleis nie. My ma glo dat is nie gesond om vleis te eet nie.

Ons kos moet halaal wees. Ons eet nie vark vleis nie en ons drink nie alkohol nie.

Ons eet kosher-kostuis. Ons koop vleis by 'n kosher-slaghuis en ons eet nooit sulwel en vleis saam nie. Die rabbi moet al die kos wat ons eet, eers seën.

**Waar of onwaar**

1. 'n Algemene formule vir 'n gesonde dieet is een deel proteïen: een deel vet: vier dele koolhidrate. \_\_\_\_\_
2. Koolhidrate verskaf energie aan die liggaaam.\_\_\_\_\_
3. 'n Persoon met 'n swak dieet kan aan hardlywigheid ly.\_\_\_\_\_
4. Vitamiene en minerale is ook nodig vir groei en ontwikkeling en om ons gesond te hou. \_\_\_\_\_
5. Mense wat nie genoeg essel eet nie kan vet word. \_\_\_\_\_

(5)

**Beantwoord die volgende vrae**

1. Hoekom is water belangrik?

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(5)

2. Skryf drie redes neer vir voedselbymiddels in kosse.

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(3)

3. Watter twee redes is daar vir verskillende diete?

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(2)

4. Noem 4 voedselgroepe.

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(4)

5. Wat is 'n gesonde en gebalanseerde dieet?

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(1)

**Skets**

Teken 'n voedselpiramiede en benoem die voedselgroepe. Teken ook die kosse in die piramiede.

Beplan 'n week se gebalanseerde dieet en vul die table onder in met verskillende kossoorte.

(10)

Dag	Oggendete	Snoepery	Middag ete	Snoepery	Aand ete
Maandag					
Dinsdag					
Woensdag					
Donderdag					
Vrydag					
Saterdag					
Sondag					

(35)

Totaal: 70

# Kreatiewe Kuns



# Pas verskillende kunstegnieke toe

Jy moet vir die volgende verkillende kunsaktiwiteite voorsiening maak in die kunshoekie:

## Verf

Die gebruik van verskillende kleure dra by tot die stimulering van die verbeelding en om kreatiwiteit te ontwikkel.

### Fases van verf

- \* In die vroeë fase is een of twee kleure (rooi en blou) voldoende.
- \* Groen, geel, wit en swart kan op 'n latere stadium bygevoeg word.



### Verkillende verfaktiwiteite

- \* Blokverf (gebruik 'n sponsie, stempel, watte, kurk, enige vrug of groente wat middeldeur gesny is).
- \* Skoenlapperverf (gebruik 'n strooitjie en blaas prentjies).
- \* Verf met kwaste (begin met die grootste verfkwas en soos die kind se vaardigheid ontwikkel, kan dunner kwaste gegee word).
- \* Aanrol-verf
- \* Tou-verf
- \* Pypskoonmakers
- \* Tandebosel (Spat verf met 'n tandeborsel)
- \* Vingerverf (gebruik hande en voete)

### Materiale waarop geverf kan word

- \* Koerante, papierborde, papiersakkies, eierboksies, toilettrolle, papier

# Teken

## Fases van teken

Vroeë fases van teken en inkleur word op groot velle papier met groot vetkryte gedoen.

## Verskillende teken aktiwiteite

- ❖ Potlode (begin met dik potlode)
- ❖ Vetkryte (begin met ekstra groot dan medium groot en dan normale groote vetkryte)
- ❖ Bordkryt
- ❖ Koki penne
- ❖ Kleurpotlode
- ❖ Gom
- ❖ Olie pastelle



## Materiale waarop geteken kan word

- ❖ Papier, swarbord, spiels, teëls, koerantpapier
- ❖ Swartbord
- ❖ Spieëls
- ❖ Teëls
- ❖ Koerantpapier

# Skeur en plak

Ontwikkel klein motoriese beweging en kreatiwiteit

## Praktiese aktiwiteit

Skeur gekleurede papier in klein stukkies en plak op prentjies.

## Materiale wat benodig word:

Prentjies (inkleurboek), gum paper, tydskrifte, gom



## Knip en plak

Knip help om die klein spiertjies sterker te maak en ontwikkel hand-oog-koördinasie.

### Fases van knip

- ✿ Willekeurige knip
- ✿ Knip op 'n bree / dun of reguit lyn
- ✿ Knip op 'n geboë lyn
- ✿ Knip vorms / prentjies uit.



### Verskillende knip / skeur aktiwiteite

- ✿ Knip prentjies uit
- ✿ Knip vorms uit
- ✿ Skeur en plak papier

### Materiale wat benodig word:

- ✿ Stomppuntskêr, gom, tydskrifte, afgerolde prentjies of aktiwiteite

## Klei of speeldeeg

Gebruik soutdeeg om klei

### Verskillende klei / deeg aktiwiteite

- ✿ Sny vormd uit die deeg/klei.
- ✿ Rol klei om vorms te maak.
- ✿ Bou klein, eenvoudige diere of voorwerpe.



### Materiale wat benodig word:

- ✿ Koekiedrukkers, plastiek messies, koekroller

## Die uitleg van die kunshoekie

Kuns leer 'n kind hoe om homself uit te druk en om kreatief te wees.

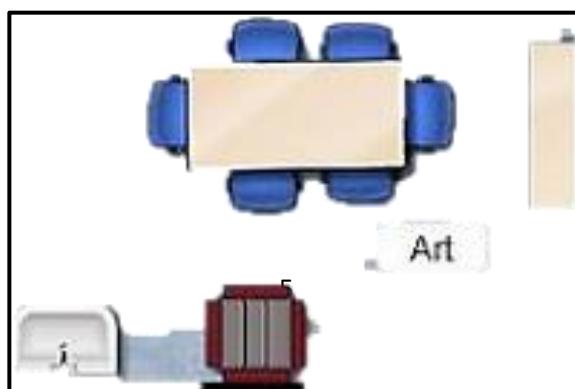
Kunsprojekte is ook 'n goeie manier waarop kinders hulle fyn motoriese vaardighede kan ontwikkel en hulle hand-oog-koördinasie te verbeter.



## Die opstel van 'n kunshoekie

### Besluit op die grootte en die plek

- ✿ Waar is die klas wil jy hê moet dit wees en hoe groot moet dit wees?
- ✿ Indien moontlik, sit jou kunshoekie naby 'n wasbak – dit sal dan makliker wees om hande te was en skoon te maak.
- ✿ Die werktafel en vloer moet maklik kan skoonmaak.



## Kies gesikte meubels

- ✿ Esels, tafels en stoele moet die regte hoogte wees vir die kinders.
- ✿ Tafels en stoele moet 'n wasbare oppervlak hê wat maklik skoonmaak.
- ✿ Stoorkaste moet kan sluit – kinders moenie toegang hê tot die verf en ander materiale nie.
- ✿ Daar moet 'n droograk wees vir die kunsstukke.

## Fasiliteer maklike skoonmaak met spatmatte en voorskote

- ✿ Gebruik spatmatte onder esels of bo-op ander meubels om die oppervlak te beskerm.
- ✿ Voorskote is 'n moet.  
Kies voorskote wat maklik kan skoonmaak en die regte grootte.

## Vind gerieflike stoorperekoplossings vir kunsmateriale

- ✿ Daar is 'n verskeidenheid kunsvorraad beskikbaar – kunstassies, skêrrakkies en plastiekhouers.

## Kies 'n verskeidenheid kunsmateriaal en toerusting

- ✿ Jy moet 'n verskeidenheid van verskillende kunsmateriale, gebasbeer op die verskillende vlakke en vermoë van die klas, kan bied

Sit etikette op al jou  
kunsmateriale



# Materiale wat jy in die kunshoekie kan gebruik

## Verfkwaste, vetkryte, koki-penne, inkleurpotlode & oliepastelle

Hierdie is belangrike materiale om in die kunshoekie te hê.

Onthou dat klein kindertjies makliker die groot verfkwaste kan vashou en gebruik.



## Bordkryt

Jy kan baie pret hê buite met bordkryt of gebruik bordkryt en skryfbordjies binne die klas.

Kinders sal dit geniet om met bordkryt op sement te teken of om kleurvolle prentjies te verf.



## Klei, deeg en vorm-materiale

Kinders sal pret hê as hulle, hulle hande kan gebruik om beelde of voorwerpe met klei of deeg te maak.

Gee ook vir hulle vir hulle rollers, koekiedrukkers en tekstuur messies waarmee hulle kan werk.



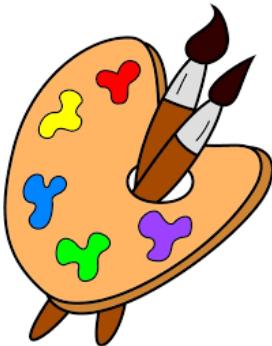
## Collage en kunsprojek materiale

Voorsien 'n verskeidenheid van kunsvoorraad vir enige collage of kunsprojek, insluitende roommysstokkies, vere, pypskoonmakers, wol, blinkers, stensils, pom-poms, googly eyes en velt



## Gom en kleeflint

Help kinders om hulle projekte bymekaar te hou met kleeflint, of enige ander manier van gom. Jy kan eerder 'n wasbare gom of maklik-om-te-gebruik gomstokkies koop, om sodoende enige moontlike ongelukke of morsigheid te voorkom.



## Verf en verfmateriale

Maak seker daar is 'n verskeidenheid van verf, insluitende vingerverf, blinkerverf en waterverf in jou kunshoekie. Sponsies, verfhouders en verfpenne is ook 'n moet-hê vir elke kunshoek.



## Papier en skêre

Stimuleer die kinders se sintuie deur hulle 'n geleentheid te gee om papier van verskillende teksture, kleure en groottes te gebruik.

Maak ook seker dat die skêre wat jy gee spesifiek papierskêre is en dus veilig is om te gebruik

## Stempels en stempelblokke

Stempels en stempelblokke is 'n maklike en vinnige manier om kunsprojekte vir kinders te maak.

'n Verskeidenheid van stempels kan gebruik word om die projekte pret te maak – emosies, familie, diere, letters en nommers.



1

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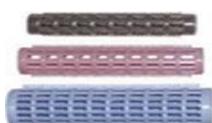
# STILEERING



TEKSBOEK

## **TOERUSTING EN MATERIALE WAT VIR STILEERING NODIG IS:**

1. Plastiekrollers in verskillende groottes



2. Pennetjies om die rollers vas te maak



3. Krulknippies om knipkrulle vas te steek



4 'n Stertkam



5 'n Waterspuitbottel



6 Twee handdoeke en 'n mantel om kliënte te beskerm



**Rollers** word gebruik om:

- Volheid en volume in die styl te skep.

Die **gebruik** van **rollers** vereis:

- Verbeelding en
- vaardigheid

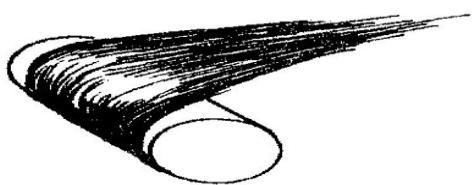
Die **roller grootte** sal **wissel** volgens:

- a. Die styl
- b. Die krul
- c. Die lengte
- d. Die hoeveelheid of die digtheid van die hare
- e. Die elastisiteit van die hare

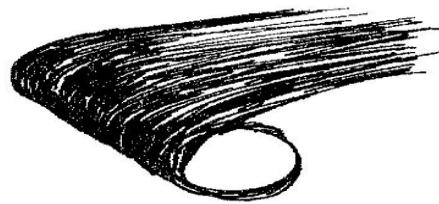
**Korrekte** metode vir **rollerset**.

1. Sjampoe en knap die hare op.
2. Kam die hare in verskillende rigtings om te sien in watter rigting die hare natuurlik val.
3. Beplan die styl voordat jy begin.
4. Kies die regte roller vir die styl wat jy beplan.
5. Beplan en voer rollerbeheer uit, insluitend volume en inkeping.
6. Jou afskortings moet netjies wees.
7. Plaas die hare korrek oor die roller.
8. Die **wyde** van die hare **op** die **roller moet** die **dieselde wees** as die breedte van die hare **voor** dit **op** die roller gaan.
9. Die roller moet netjies en korrek op die kopvel geplaas word.
10. Steek die roller korrek vas.
11. Die korrekte stamrigting is belangrik en word bereik deur die hoek waarmee die hare gekam en vasgehou word wanneer die roller geplaas word.

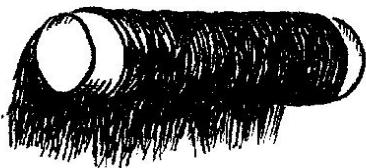
**Te min hare op die roller**



**Te veel hare op die roller**



**Korrekte hoeveelheid hare op die roller**



### **Die voordele van rollerset**

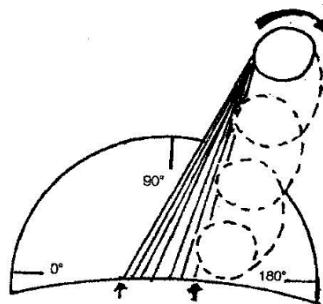
1. Die set vir ouer mense se hare bly langer in.
2. Rollers hou die hare beter vass, so daar is min kans dat die krulle platval.
3. Laat 'n klein hoeveelheid hare meer vertoon met die regte metode van die rol te plaas.

### **Rollerbeheer - Volume (Draai die hare af)**

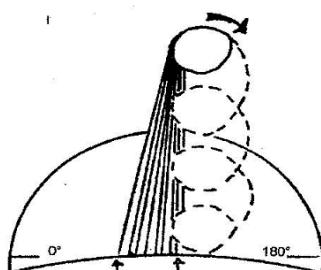
- a. Volume word geskep deur die posisionering van die roller in verhouding met die basis van die krul.
- b. Die grootte van die roller is ook relevant wanneer volume bepaal word.

**Op basis:**

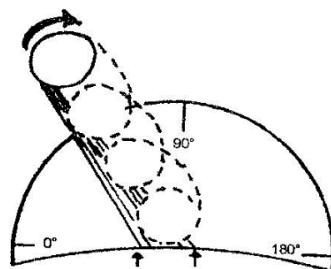
- 1 x basis grootte word gebruik
- Hou die hare teen 'n hoek van 120 grade (Die bondel hare is byna plat teen die kop op 120 grade )
- Gee vol volume. Dit word bo-op die kop gebruik.

**Half van basis af:**

- 1 x basis word gebruik.
- Hou die hare teen 'n hoek van 90 grade.  
(Die hare staan op teen 90 grade.)
- Gee medium volume. Word teen die kant van die kop gebruik.

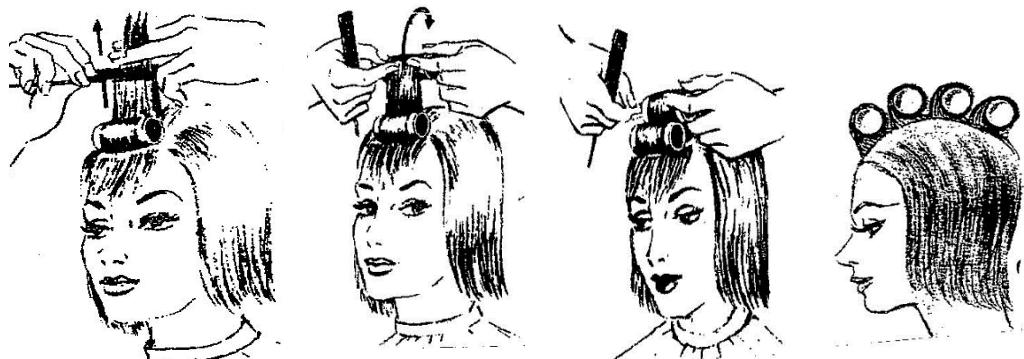
**Heel van basis af:**

- 1 x base word gebruik.
- Hou die hare teen 'n hoek van 45 grade na jou toe.  
(Die hare word na jou toe getrek / arms is moeg teen 60 grade.)
- Gee minimum hoeveelheid volume. Word in die nekarea gebruik.



## Basiese beginsels van rollerbeheer en – plasing .

Teen hierdie tyd weet ons al dat ons die hare in panele verdeel om op dit te werk. Dan werk ons met sub sekssies of bondels.



## Vertoon stileeringsprosedure

### STILEERINGS

#### PRODUKTE



JEL



SILIKON



HAARSPROEI



OLIE -SPROEI



HAARBEVOGTIGER

WAKS



## Stileering met 'n rondeborsel



1. Was die hare en vryf dit droog met 'n handdoek.
2. Beplan die styl wat jy wil doen.
3. Kies die diameter van die borsel wat sal pas by die style n die lengte an die hare.
4. Begin in die nekholt e werk dan na die voorkop toe.
5. Elke seksie van die hare moet dieselde wydte wees as die diameter van die borsel wat jy gebruik.
6. Hou die borsel en die haardroer teen 'n hoek sodat jy die hare kan styl en vorm soos wat verlang word sonder om die kopvel te brand.
7. Die lugstroom van warm lug moet die borsel volg terwyl dit die hare vorm en styl.
  
8. Maak seker dat die hare ferm vas gegryp is om die borsel om die hare die verlangde bons te gee.
9. Elke seksie moet droog wees voordat jy kan aangaan met die volgende een.
10. Die hele proses vereis handvaardigheid en moet gereeld geoefen word.



## GESIGVORMS

Indien jy onseker is oor die vorm van die gesig kan jy die hare met 'n rekkie terugvat. Teken die weerkaatsing van die gesig af in die spel met seep. Die resultate sal baie akuraat wees.



### **1. Vierkantige gesigvorm**

'n Wye ken en wye kakebene kan soms vierkantig vertoon. Versprei die hare op die voorkop en langs die kakebebe asimetries om hare lyne te verminder en te versag.



### **2. Hart gestigvorm**

'n Klein skerp ken met wye wangbene en 'n wye voorkop. Dis 'n aangename vorm om mee te werk en baie hairstyle pas hierby.

### **3. Ronde gesigvorm**



Wye wangbene, maar nie regtig vet nie. 'n Asimetriese styl sal die rondheid breek. Hou die styl vol bo die ore en naby die wange en slape.



### **4. Lang gesigvorm**

Kort voorkop en 'n lang ken. Voeg volheid by die wenkbroulyn, die middel van die wanggedeelte en onder die oor deur die hare in flick-ups uit te bring.



### **5. Ovaal gesigsvorm**

Dit word dikwels beskou as die ideale vorm om mee te werk. Byna elke haarstyl pas by hierdie tipe gesig.



### **6. Driehoekige gesig**

Hierdie gesig het 'n smal voorkop en 'n breë en fyn kakebeen. Gebruik 'n sagte, gesigsraam-styl om die volheid bo die ore te hou.



### **7. Diamantgesig**

Hierdie gesig het 'n smal voorkop en 'n smal kakebeen.

Moenie die volheid by die wangbene beklemtoon nie; hou die hare plat op daardie deel van die gesig. Bring die hare voorentoe op die wange. Dit skep volheid daar.

### 8. Peergesigsvorm



Breë voorkop en kleiner kakebeen

### Die profiel



A] konkaaf;



B] konvekse



C] reguit



# STYLEERING



shutterstock

STOCK PHOTOGRAPHY

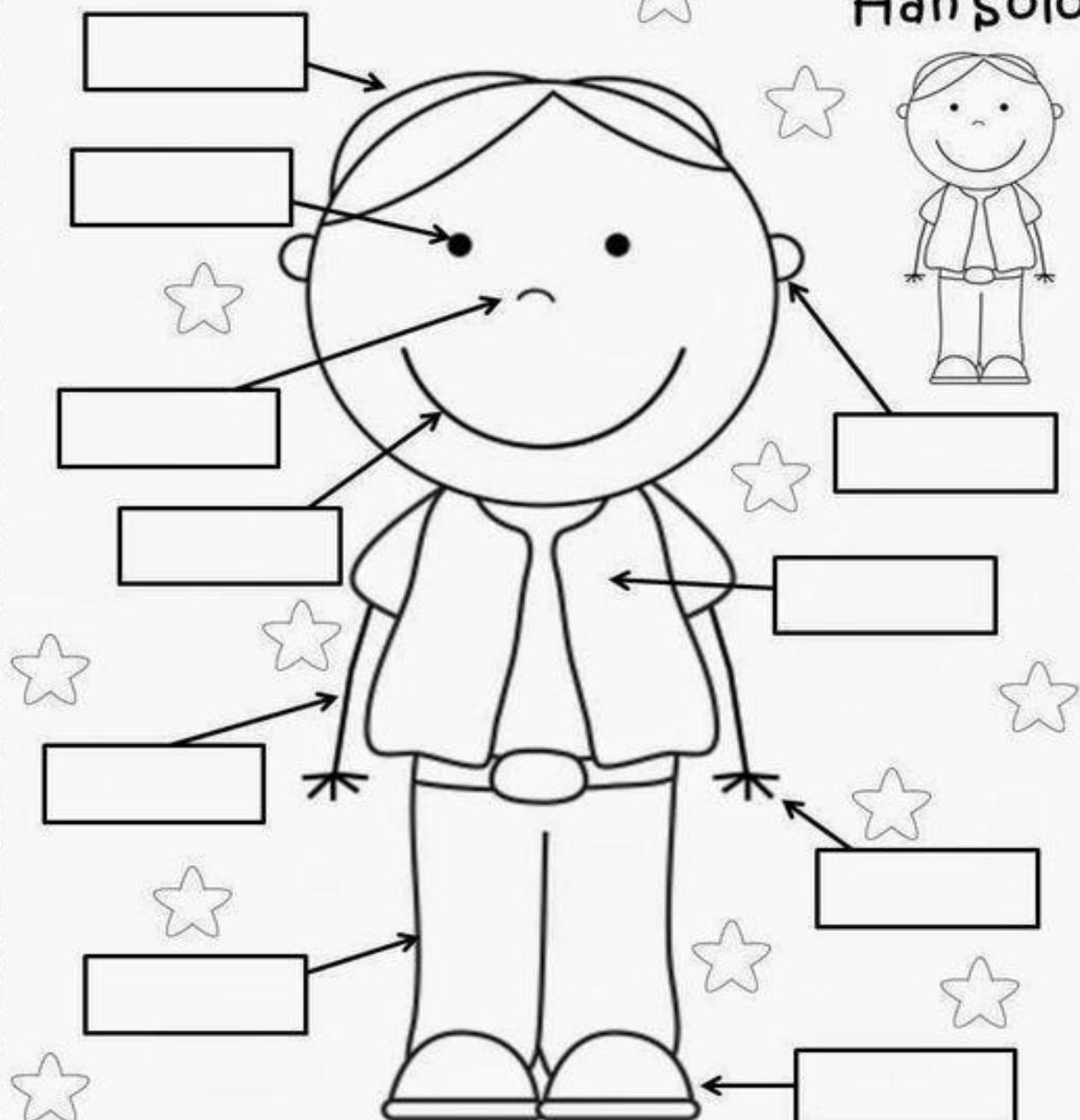
## AKTIWITEITBOEK

Aktiwiteit 1

Identifiseer die DELE van die liggaam.

Name: \_\_\_\_\_

I can label  
Han Solo!



Cut & Glue



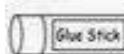
VOET

KOP

BEEN

NEUS

OOR



ARM

MOND

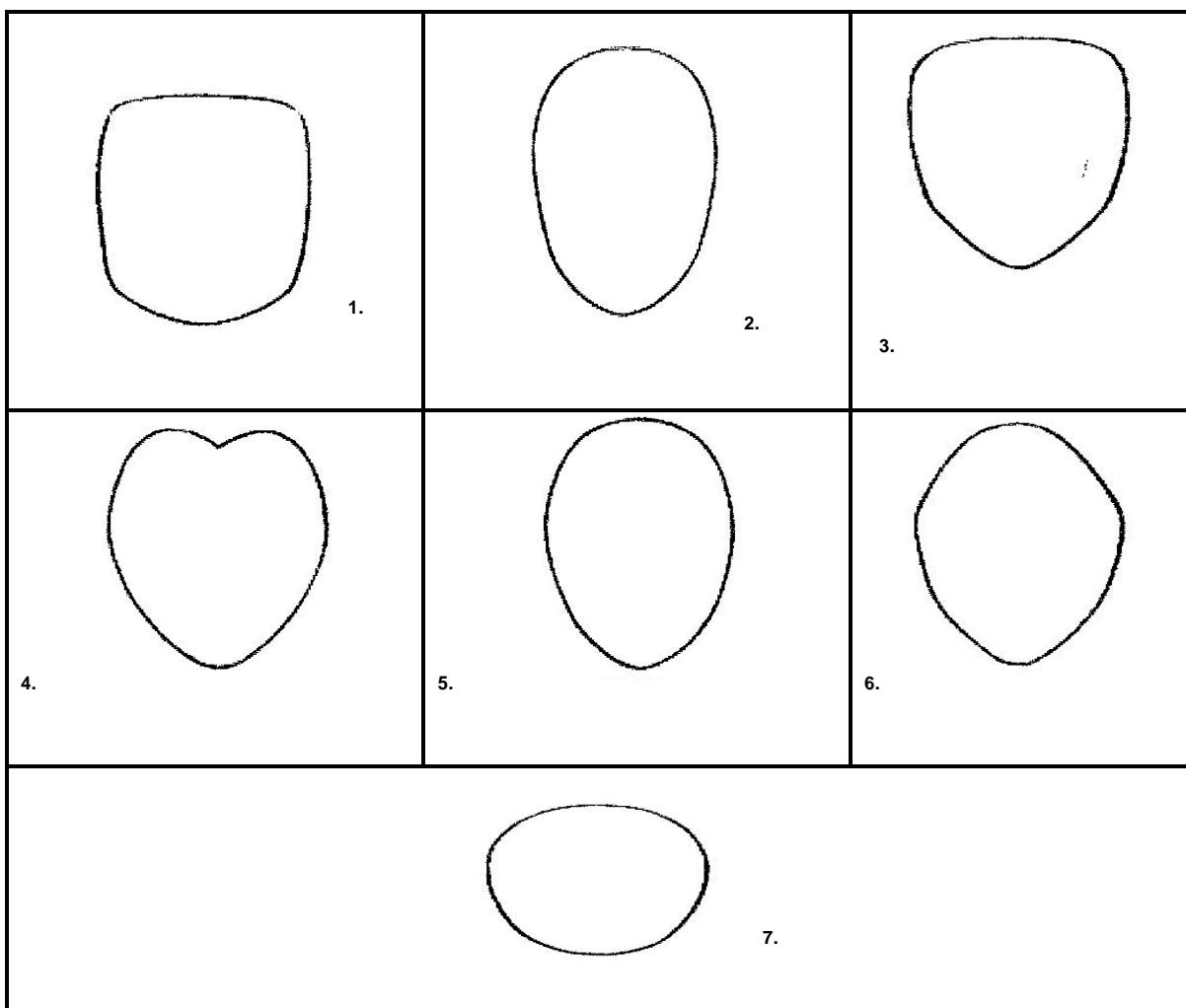
OOG

HAND

HEMP

### Activity

Identify facial shapes on a worksheet and on learners



1. \_\_\_\_\_ 2. \_\_\_\_\_

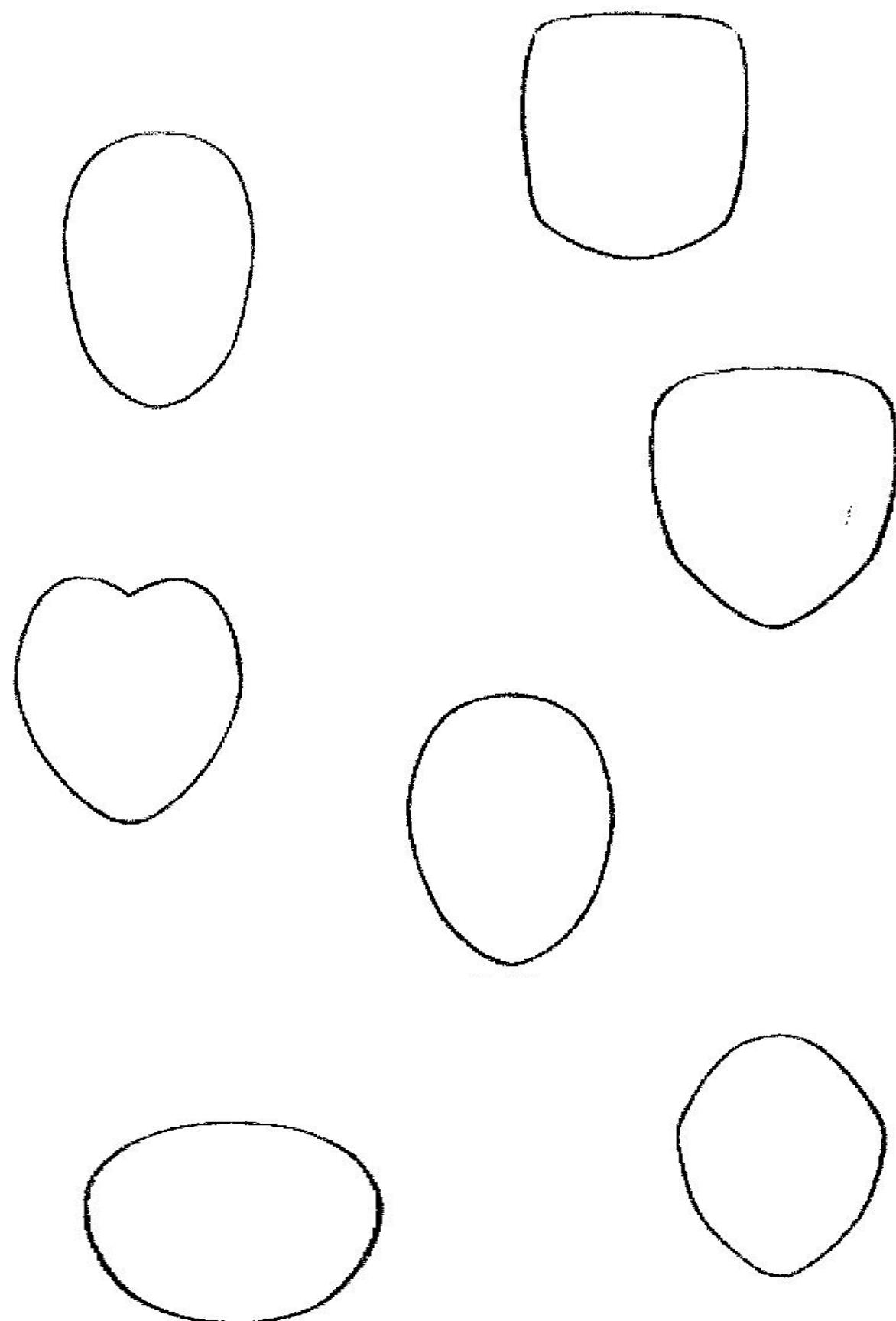
3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_ 6. \_\_\_\_\_

7. \_\_\_\_\_

### Activity

Draw hairstyles for the different facial shapes.



## Activity

Practical exercises in parting, sectioning and roller setting

### Perform parting, sectioning and roller setting a service

LEERLING NAAM:	TERUGVOER VAN ASSESSEERER		
<b>VOORBEREIDING VAN KLIENT</b> [ die posisie van die klent by die wasbak om gemak te verseker]	5		
<b>KIES VAN PRODUKTE</b> [ Die regte rollers en stileerings toerusting moet gekies word volgens die tekstuur en lengte van die haar en die vereistes van die klent ]	15		
<b>Rolinstelling / blaasgolf</b> [Haar is geset en droog gemaak volgens die industrie standaarde.]	20		
<b>Styling / afgewerk</b> [Haar is volgens die bedryfstandaarde gestileer]	10		
<b>Afdeling totaal:</b>	50		



# Language use & communication skills

## Terminology

read	books	language	talk
enjoy	feelings	knowledge	memory
words	story	interesting	
repeat			



## Word game

Which word is spelled by the letters below

**1) gulangea**

---

**2) omrmey**

---

**3) eperat**

---

**4) gfeleins**

---

**5) delwegnok**

---

**6) oynej**

---

**7) sertinetgni**

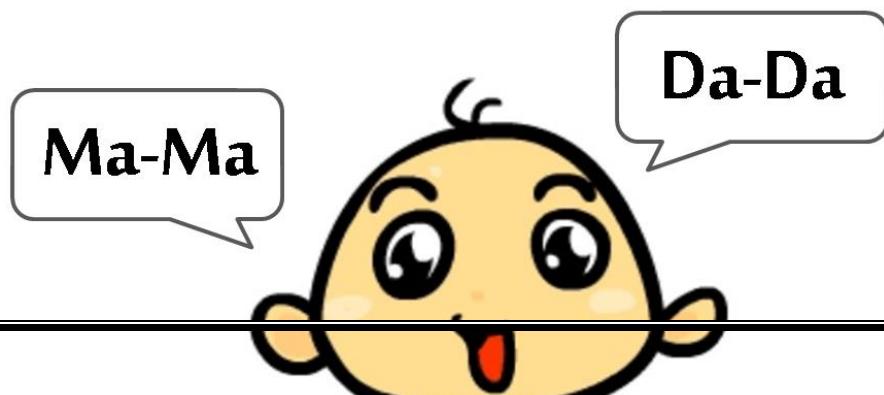
---

**8) oystr**

---

# **How to teach your baby to speak**

- Babies learn by repetition.
- By repeating words, you'll promote recognition.
- Use exaggerated modulation in our speech.
- Clear pronunciation of the words will teach the baby to pronounce the words correctly.
- Words are giving babies building blocks for conversation
- Babies imitate what you say and will repeat these sounds.
- Point out objects and name and describe them.
- Talk to your baby as much as possible in normal language.
- Babies language will confuse the baby and will encourage him to pronounce words incorrectly.
- Toddlers learn language by hearing the spoken words.



# How to Talk to Your Child at Every Age

## 0- 2 years

- Touch is the first form of communication.
- Use tone and body language to enhance what you say.
- Respond to baby talk with conversation.
- Talking to your child despite his comprehension encourages language skills .

## 3- 5 years

- Give your child your complete attention when possible
- Watch your tone and body language
- Help your child to put words to his emotions.
- Use the help strategy to develop emotional regulation skills
- Offer limited choices and simple explanations

## 6- 11 years

- Make time to talk
- Speak to your child in a respectful manner that presumes a level of maturity
- When trying to get information from your child ask specific

questions and keep talking even if they won't talk back.

## 12- 18 years

- Talk with your teen not at him
- Show respect for your teen's opinions.
- Find opportunities such as car rides and television commercials to talk with your teen.
- Respect your teen's privacy and keep their confidences.

The correct font for

Aa Bb Cc Dd Ee Ff Gg

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm

Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss

# How to choose books & stories for babies

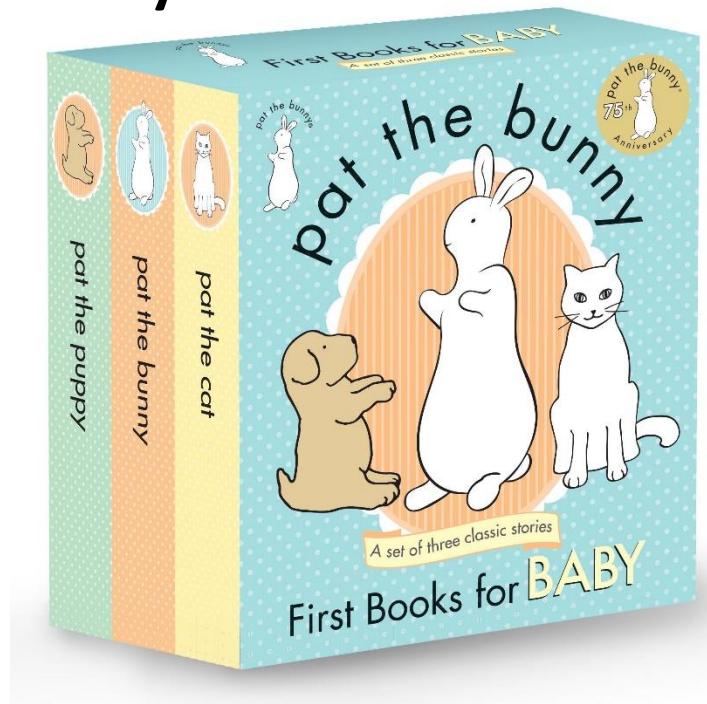
Story time is one of the most enjoyable and valuable activities. This is a time to relax and to share feelings and humour. This is the most pleasurable way to develop a child's language skills.



- Books for babies are very important.
- Babies develop their fingers and hand muscles when they hold or page books.
- A baby learns to move their eyes from left to right as you point while reading.
- Holding a baby on your lap, creates a bond between the mom and child.
- Reading develops a positive feeling about books and stories.
- One-year olds need short, simple books – only a few minutes.
- They like rhyming books.
- Some books have different textures on each page which can stimulate the sense of touch.

- Choose picture books with single words or simple sentences.
- Pictures should be simple objects.
- Pictures should be easy to recognize.
- The books may be made of washable cloth or thick cardboard.
- Pages need to be thick to allow for easier handling.
- Covers and pages must be sturdy and strong.
- The books binding should lay flat when the book is open.

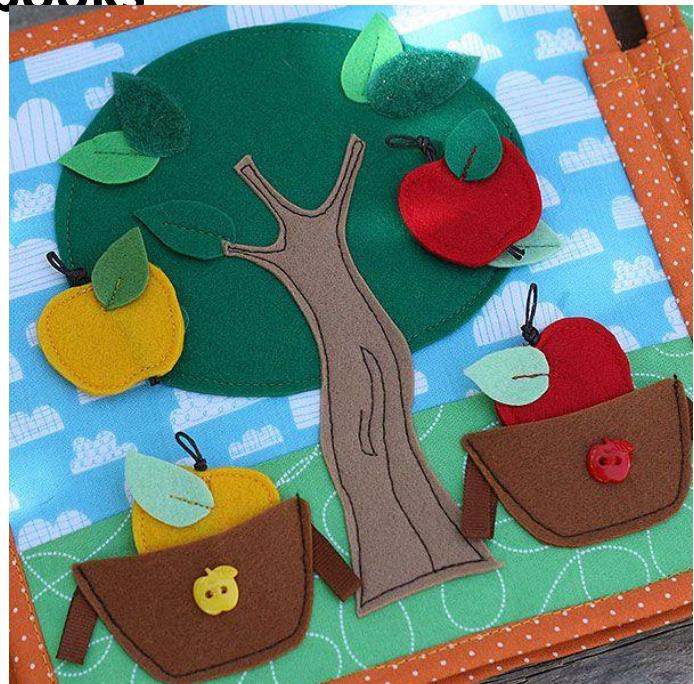
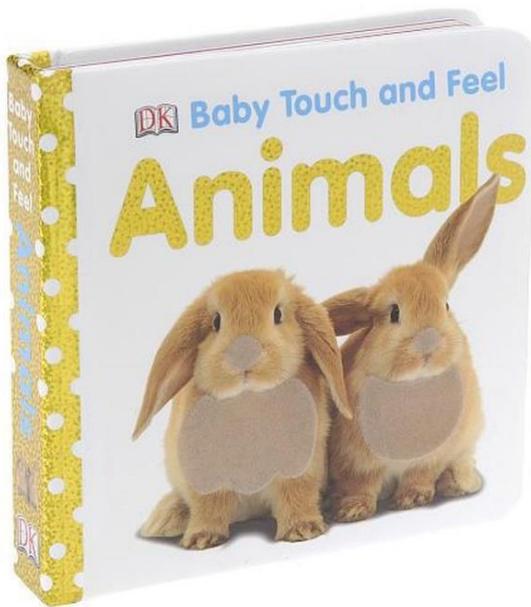
## A book for a baby



## Hand-made books



## Doing books / Activity books



## **The value of books and stories**

- Children learn new words and facts.
- They expand their knowledge.
- Books improve a child's memory.
- Books help children to improve their concentration.
- Children learn to respect books.
- Children learn that pictures have meaning.
- Stories teach them how to deal with emotions.
- Stories are relaxing and enjoyable.



## **Language use and communication skills**

### **Worksheet 1 (Activity 3.1)**

**Practice and apply correct writing of grade 1  
font**

Name:

..... \_\_\_\_\_

..... Date: .....

**Aa**

**Bb**

**Cc**

**Dd**

**Ee**

**Ff**

**Gg**

**Hh**

**Ii**

**Jj**

**Kk**

**Ll**

**Mm**

**Nn**

**Oo**

**Pp**

**Qq**

**Rr**

**Ss**

**Tt**

**Uu**

**Vv**

**Ww**

**Xx**

**Yy**

**Zz**

## **Language use and communication skills**

### **Project (Activity 2.1)**

**Create and illustrate a baby book**

**Name:**

.....

..... **Date:** .....

# Instructions

## Step 1

- Choose a topic suitable for the child's level, e.g. animals / colours.
- The topic of the book can be linked to your theme.
- Find interesting, colourful pictures to use.

## Step 2

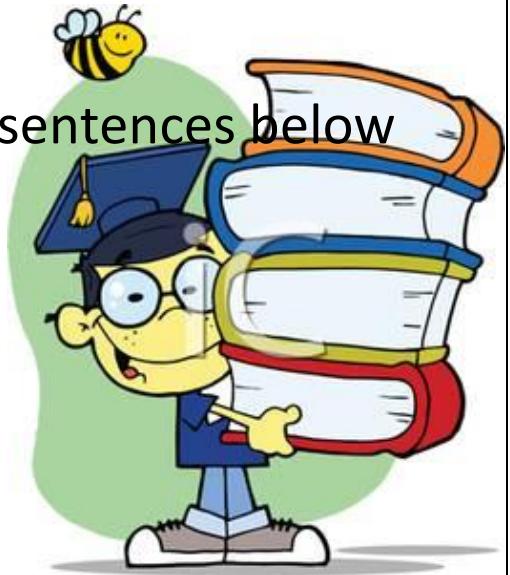
- Cut 4 – 6 cardboard pages of the same size.

## Step 3

- Write simple descriptive words or sentences below each picture
- Use the correct writing style.

## Step 4

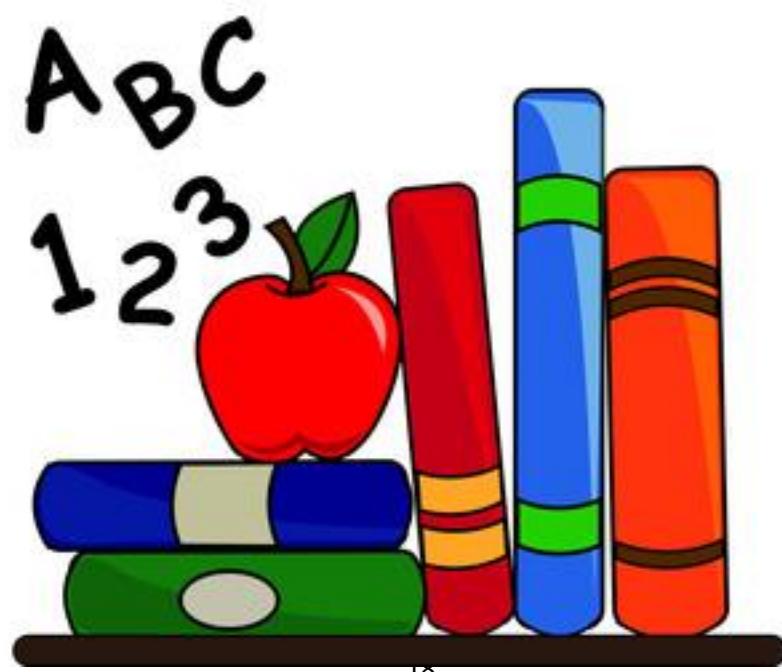
- Bind the pages together



# Evaluation

--	--

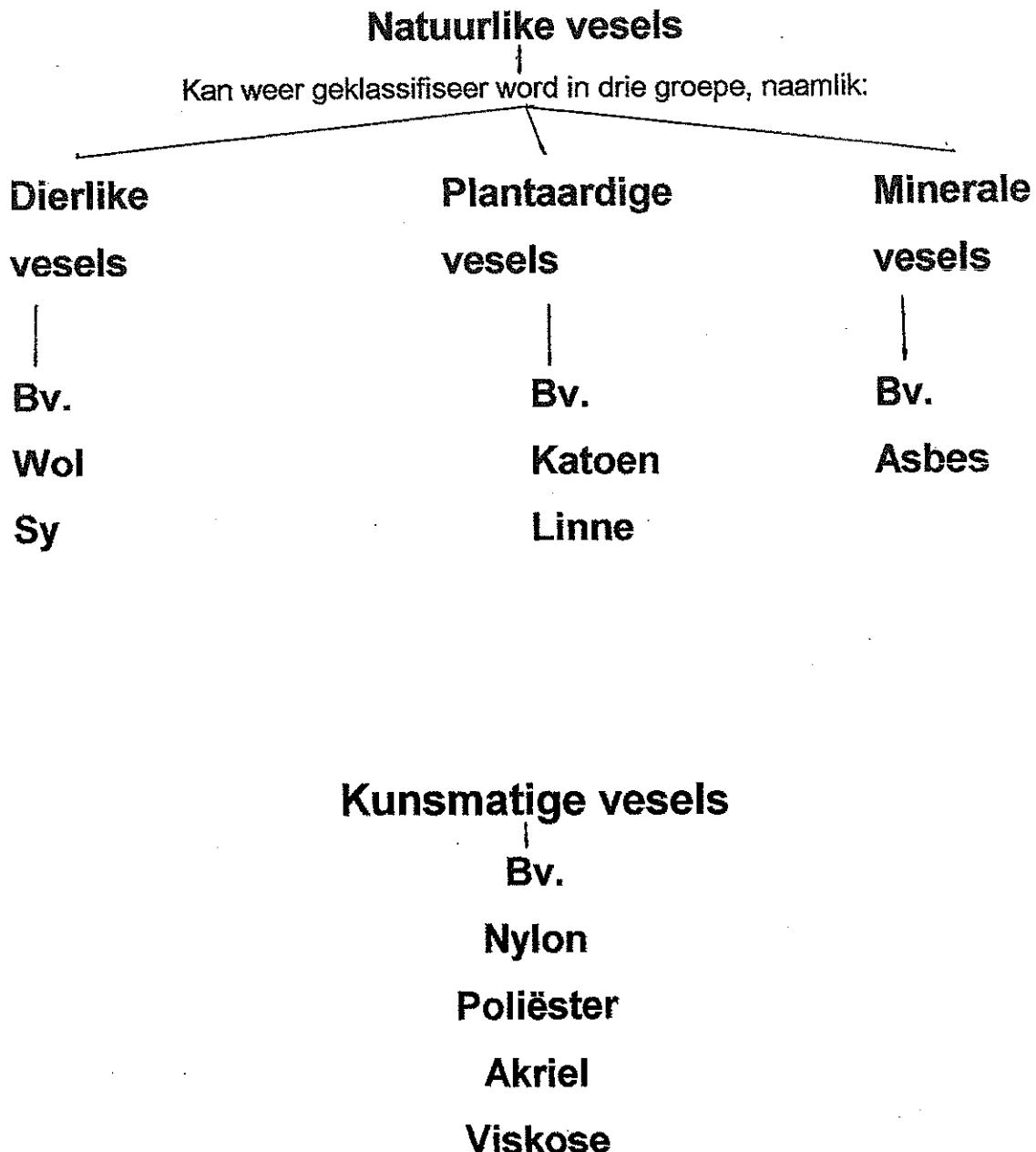
<b>Topic is on the child's level</b>	<b>3</b>
<b>Pictures are brightly coloured and catch attention</b>	<b>5</b>
<b>Words match the pictures</b>	<b>5</b>
<b>Correct font was used</b>	<b>5</b>
<b>Binding of the book</b>	<b>2</b>
<b>Total</b>	<b>/20</b>



## **Tekstiele**

Tekstiele kan geklassifiseer word in twee hoofgroepe, naamlik:

### **Natuurlike vesels en Kunsmatige vesels**



# Katoenmateriaal

Katoen is 'n natuurlike vesel wat van die katoenplant afkomstig is.

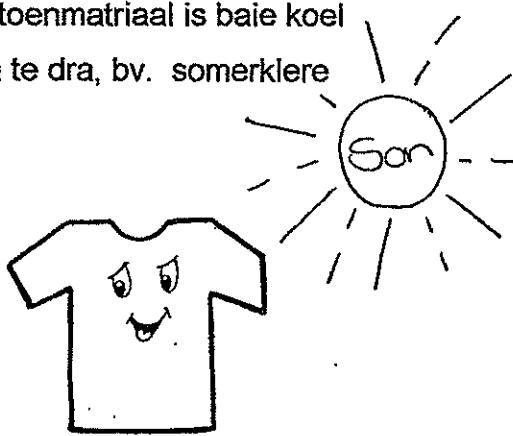
Katoenmateriaal word uitgeken aan die katoenmerk wat op die etiket aangedui word.



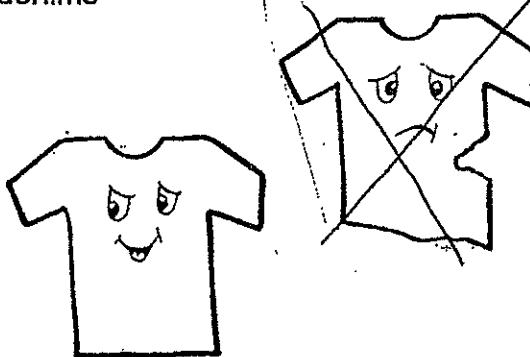
Suiwer katoen

## Goeie eienskappe van katoenmateriaal:

Katoenmateriaal is baie koel om te dra, bv. somerklere



Katoen is 'n baie sterk vesel, bv. denims



Katoenmateriaal absorbeer baie vog,  
Bv. babadoeke en handdoeke

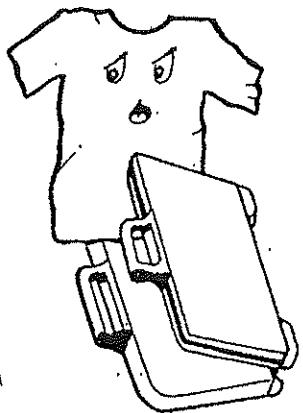


Katoenmateriaal word nie deur motte geëet nie.

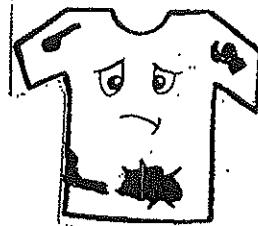


## Swak eienskappe van katoenmateriaal:

Katoenmateriaal kreukel maklik



Katoenmateriaal muf as dit lank nat bly



## Mengselstowwe

Natuurlike en sintetiese vesels word gemeng tydens die vervaardigingsproses om mengselstowwe te vorm.

Sowel natuurlike- as sintetiese vesels het goeie en swak eienskappe. Om die swak eienskappe te oorkom, word twee of meer vesels gemeng.

## Waarom word vesels gemeng?

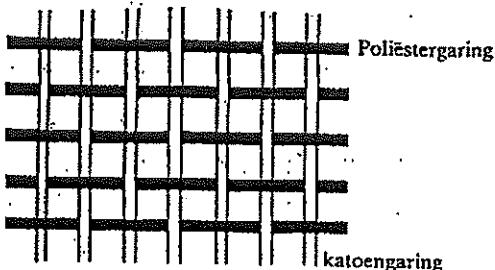
1. Albei die vesel se goeie eienskappe word gekombineer om die swak eienskappe uit te skakel. 'n Nuwe vesel met nuwe eienskappe word dus gevorm.
2. 'n Duur natuurlike vesel word met 'n goedkoper sintetiese vesel gemeng, bv. wol en polyester. Die nuwe mengselstof is dus goedkoper.

## Tekstielvesels word volgens een van die volgende metodes vermeng:

### Mengsels:

Twee tipes vesels, byvoorbeeld katoen en poliester word die weefproses inmekaar geweef.

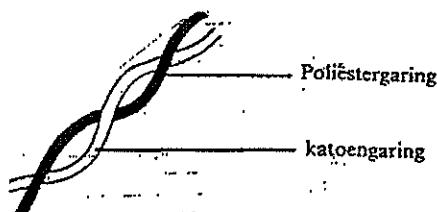
Al die lengtedrade is byvoorbeeld katoen, terwyl al die breedtedrade poliester is.



Poliësterkatoenmengsel

### Mengelstowwe:

Twee tipes vesels word saamgedraai om een garing te vorm. Hierdie garing word dan gebruik om materiaal te weef of te brei.



Poliësterkatoenmenggaring

### Goeie eienskappe van mengelstowwe:

1. Dit is 'n sterker materiaal.
2. Dit is kreukeltraag.
3. Dit kan drupdroog.

## Tekstiele Werkkaart

1. Onderstreep die korrekte woord tussen hakies.

- 1.1 Wol en sy is (plantaardige / dierlike) vesels.
- 1.2 Katoen en linne is (plantaardige / dierlike) vesels.
- 1.3 Katoen en wol is (Kunsmatige / natuurlike) vesels.
- 1.4 Nylon en akriel is (kunsmatige / natuurlike) vesels.
- 1.5 Slegs (wit / gekleurde) katoenmateriaal kan gebleik word. (5)

2. Kies die korrekte antwoord uit kolom B wat by kolom A pas. Skryf die regte nommer in die blokkies langs die woorde.

Kolom A	Kolom B	(5)
<input type="checkbox"/> Wol	1. Plantaardige vesel	
<input type="checkbox"/> Minerale vesel	2. Poliéster	
<input type="checkbox"/> Mengsel	3. Asbes	
<input type="checkbox"/> Kunsmatige vesel	4. Dierlike vesel	
<input type="checkbox"/> Linne	5. Poliéster katoen	

3. Hoekom word die volgende artikels van katoen gemaak?

- Babadoeke: \_\_\_\_\_
  - Lakens: \_\_\_\_\_
  - Somersklere: \_\_\_\_\_
  - Handdoeke: \_\_\_\_\_
  - Denims: \_\_\_\_\_
- (5)

4. Noem 3 eienskappe van mengselstowwe.

- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- (3)

5. Noem 2 maniere wat vesels gemeng kan word.

- \_\_\_\_\_
  - \_\_\_\_\_
- (2)

## Textiles

Textiles can be classified in two main groups,

### Natural fibres and Synthetic fibres

#### Natural fibres

Can be classified in three groups, namely

##### Animal fibres

Eg.

Wool

Silk

##### Vegetable fibres

Eg.

Cotton

Linen

##### Mineral fibres

Eg.

Asbestos

#### Synthetic fibres

Eg.

Nylon

Polyester

Acrylic

Viscose

# Cotton material

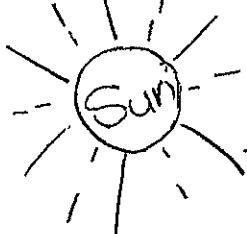
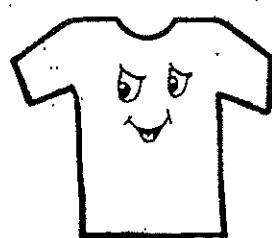
Cotton is a natural fibre which is obtained from the cotton plant.

Cotton material can be identified by the cotton mark displayed on the labels of clothes.

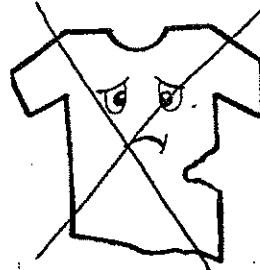
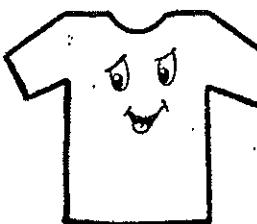


## Good properties of cotton material:

Cotton material is cool to wear, eg. summer clothes



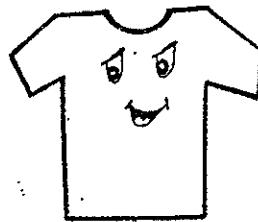
Cotton material is very strong, eg. denims



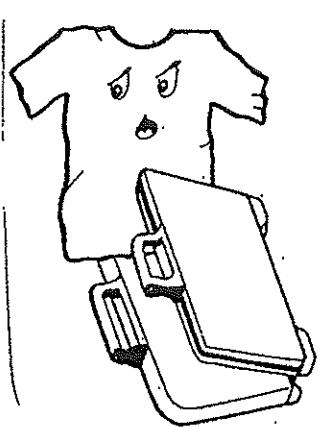
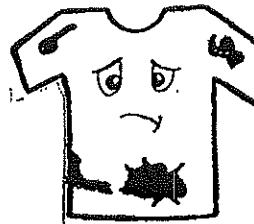
Cotton material is very absorbent, eg. baby nappies and towels



Moth's don't eat cotton material



## Non desirable properties of cotton material

Cotton material creases easily	Cotton material will be attacked by mildew if left damp.
	

## **Blend textiles**

Natural and synthetic fibres have advantages and disadvantages. To overcome disadvantages, fibres are sometimes mixed or blended.

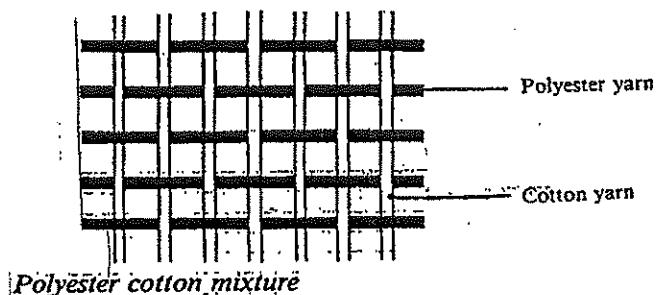
### **Why are fibre mixed or blended?**

1. Manufacturers try to combine the best characteristics of two types of fibres. They hereby try to exclude the less desirable characteristics. A new fibre with new characteristics is thus formed
  
2. An expensive and a cheaper fibre are blended, for example wool and polyester. The new fibre is cheaper.

**Textile fibres are mixed by one of the following methods:**

**Mixtures:**

Two types of fibres, for example cotton and polyester are mixed during the weaving process. All the lengthwise grains are for example cotton, while all the crosswise grains are polyester.



**Mixtures:**

Two types of fibres are spun together to form one yarn, which can be used in knitting or weaving.



**Desirable properties of blended fabrics:**

1. It is a strong fabric
2. It does not crease easily
3. It can drip dry

## Textiles Worksheet

1. Underline the correct word between brackets.

- 1.1 Wool and silk are (plant / animal) fibres.
- 1.2 Cotton and linen are (plant / animal) fibres.
- 1.3 Cotton and wool are (synthetic / natural) fibres.
- 1.4 Nylon and acrylic are (synthetic / natural) fibres.
- 1.5 Only (white / coloured) cotton material may be bleached. (5)

2 Choose the correct word from column B that goes with column A. Write the correct number in the open block.

Column A	Column B	
<input type="checkbox"/> Wool	1. Plant fibre	
<input type="checkbox"/> Mineral fibre	2. Polyester	
<input type="checkbox"/> Mixture	3. Asbestos	
<input type="checkbox"/> Synthetic fibre	4. Animal fibre	
<input type="checkbox"/> Linen	5. Polyester cotton	(5)

3 Why are the following articles made of cotton?

- Baby nappies: \_\_\_\_\_
- Sheets: \_\_\_\_\_
- Summer clothes: \_\_\_\_\_
- Towels: \_\_\_\_\_
- Denims: \_\_\_\_\_

(5)

4. Name 3 desirable properties of blended fabrics.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ (3)

5. Name 2 methods to blend or mix fibres.

- \_\_\_\_\_
- \_\_\_\_\_ (2)

## Activity 1

## Computer parts

## Skill level 2

Name: \_\_\_\_\_

### Question 1: True or false

1. Older computer monitors made use of cathode ray tubes (CRT), which made them large, heavy and inefficient. \_\_\_\_\_
2. A computer monitor is an input device that displays information. \_\_\_\_\_
3. A system unit performs operations and produce results for complex calculations. \_\_\_\_\_
4. System units include the monitor, mouse and keyboard. \_\_\_\_\_
5. There is only one type of mouse. \_\_\_\_\_
6. The laser mouse is similar to the optical mouse, except that it uses a laser in the place of an LED or infrared light. \_\_\_\_\_
7. You can only type letters with a keyboard. \_\_\_\_\_
8. A laptop has a built-in keyboard. \_\_\_\_\_
9. Printers vary only in size and colour. \_\_\_\_\_
10. A memory stick is a small device that connects to a computer and allows you to store and copy information. \_\_\_\_\_
11. A laptop takes up more space than a computer set with the monitor, keyboard and mouse. \_\_\_\_\_
12. You can save and delete documents and information on a memory stick. \_\_\_\_\_

(12)

### Question 2: Choose the correct word

1. A monitor is an electronic visual computer display that includes a screen, \_\_\_\_\_ and the case in which that circuitry is enclosed.
2. Originally, computer monitors were used for data processing while television sets were used for \_\_\_\_\_. \_\_\_\_\_
3. The system unit is a case that contains electronic \_\_\_\_\_ of the computer used to process data.
4. The trackball mouse is a stationary mouse option that has a large ball on top of the mouse that the user can \_\_\_\_\_ in place to move the cursor.
5. Keyboard keys (buttons) typically have a set of characters \_\_\_\_\_ or printed on them, and each press of a key typically corresponds to a single written symbol.

6. The keyboard is used as a text entry interface for typing text, numbers and \_\_\_\_\_ into application software such as a word processor, web browser or social media app.
7. Printers vary in size, speed, sophistication, and \_\_\_\_\_. In general, more expensive printers are used for higher-resolution \_\_\_\_\_ printing.
8. Memory sticks were first introduced by Sony in their \_\_\_\_\_, camcorders and other digital photography equipment.
9. Modern computer \_\_\_\_\_ are easily interchangeable with conventional television sets and vice versa.

(10)

Question 3: Answer the following questions

Explain the following devices for 3 marks each:

1. Monitor:

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2. System unit:

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3. Mouse:

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4. Keyboard:

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5. Printer:

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6. Memory stick:

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(18)

TOTAL: 40

## Monitor



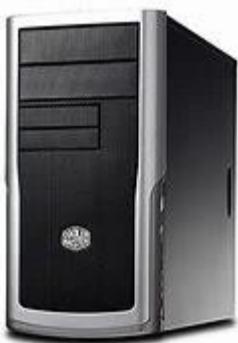
A monitor is an electronic visual computer display that includes a screen, circuitry and the case in which that circuitry is enclosed. Older computer monitors made use of cathode ray tubes (CRT), which made them large, heavy and inefficient.

A computer monitor is an output device that displays information in pictorial form. A monitor usually comprises the visual display, circuitry, casing, and power supply. The display device in modern monitors is typically a thin film transistor liquid crystal display (TFT-LCD) with LED backlighting having replaced cold-cathode fluorescent lamp (CCFL) backlighting. Older monitors used a cathode ray tube (CRT). Monitors are connected to the computer via VGA, Digital Visual Interface (DVI), HDMI, Display Port, Thunderbolt, low-voltage differential signaling (LVDS) or other proprietary connectors and signals.

Originally, computer monitors were used for data processing while television sets were used for entertainment. From the 1980s onwards, computers (and their monitors) have been used for both data processing and entertainment, while televisions have implemented some computer functionality.

Modern computer monitors are easily interchangeable with conventional television sets and vice versa. However, as computer monitors do not necessarily include integrated speakers nor TV tuners (such as Digital television adapters), it may not be possible to use a computer monitor as a TV set without external components.

## System Unit



A system unit is the part of a computer that houses the primary devices that perform operations and produce results for complex calculations. It includes the motherboard, CPU, RAM and other

components, as well as the case in which these devices are housed. This unit performs the majority of the functions that a computer is required to do.

A computer includes devices used for input, processing, output, storage, and communications. Many of these components are part of the system unit. The system unit is a case that contains electronic components of the computer used to process data. System units are available in a variety of shapes and sizes.

This part excludes the monitor, mouse and keyboard.

## Mouse



A mouse is a small device that a computer user pushes across a desk surface in order to point to a place on a display screen and to select one or more actions to take from that position.

- **Optical mouse:** The optical mouse is the most common type of mouse and replaced the ball/mechanical mouse because of its better quality and increased accuracy. It projects an LED or infrared light onto a surface, takes thousands of images per second, uses those images to track the movement of the mouse, and relays that data back to the computer for seamless movement of the cursor on the display.
- **Laser mouse:** The laser mouse is similar to the optical mouse, except that it uses a laser in the place of an LED or infrared light, which causes this mouse to be slightly more accurate than the optical mouse.
- **Trackball mouse:** The trackball mouse is a stationary mouse option that has a large ball on top of the mouse that the user can roll in place to move the cursor. There are some thumb-operated trackball hybrid options that incorporate a smaller trackball on the side of an optical or laser mouse.

## Keyboard



A **computer keyboard** is a typewriter-style device which uses an arrangement of buttons or keys to act as mechanical levers or electronic switches. Replacing early punched cards and paper tape technology, interaction via teleprinter-style keyboards have been the main input method for computers since the 1970s, supplemented by the computer mouse since the 1980s.

Keyboard keys (buttons) typically have a set of characters engraved or printed on them, and each press of a key typically corresponds to a single written symbol. However, producing some symbols may require pressing and holding several keys simultaneously or in sequence. While most keyboard keys produce letters, numbers or symbols (characters), other keys or simultaneous key presses can prompt the computer to execute system commands, such as the Control-Alt-Delete combination used with Microsoft Windows. In a modern computer, the interpretation of key presses is generally left to the software: the information sent to the computer, the scan code, tells it only which key (or keys) on which row and column, was pressed or released.

In normal usage, the keyboard is used as a text entry interface for typing text, numbers, and symbols into application software such as a word processor, web browser or social media app.

## Printer



A printer is a device that accepts text and graphic output from a computer and transfers the information to paper, usually to standard size sheets of paper. Printers vary in size, speed, sophistication, and cost. In general, more expensive printers are used for higher-resolution color printing.

A printer is an output device that prints paper documents. This includes text documents, images, or a combination of both. The two most common types of printers are inkjet and laser printers. Inkjet printers are commonly used by consumers, while laser printers are a typical choice for businesses.

## Memory stick



A Memory Stick is a type of portable flash memory storage appliance that's typically used with handheld devices. Memory Sticks were first introduced by Sony in their cameras, camcorders and other digital photography equipment. Memory Sticks were launched by Sony in 1998. A memory stick is a small device that connects to a computer and allows you to store and copy information. Someone will say "I will bring my presentation on a memory stick".