DIE ANKERSKOOL / SCHOOL

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

S A C E
South African Council for Educators
Towards Excellence in Education

First Additional Language (Homework)   **Skill Level 2**
Due date: 04 June 2021

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.

_____(2)

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

_____

_____(2)

6. What did Jack ask Carson after school?

_____(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?

_____(1)

9. Why was Jack so ugly with Carson?

_____

_____(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)
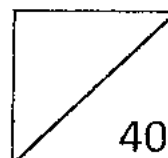
[15]

DIE ANKERSKOOL / SCHOOL

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

S A C E

Mathematics
Wiskunde

SL 2._____

/ 40   %

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

Name: _____

13. Healthy diet

Components of a healthy diet

A diet is the food that you eat each day. A healthy or balanced diet means eating a wide variety of foods in the correct amounts each day. A healthy diet consists of a combination of foods from the different food groups, as well as vitamins, minerals, fibre and water. These are the major food groups:

•proteins

•carbohydrates

•fats and oils

Proteins

Proteins build and repair cells and tissues in the body. Foods such as eggs, milk, cheese, fish and meat are protein-rich foods.

Figure 1 Foods rich in protein

Carbohydrates provide the body with energy. Sugar and starch are examples of carbohydrates.

Figure 2 Foods rich in carbohydrates

Fats and oils

Fats and oils provide the body with energy and insulate the body against the cold when they are stored under the skin. Fats are also stored around organs such as the heart, where they protect the organs. Fats and oils are sometimes called grease.

avocado pear   cheese   nuts   fried chips   cooking oil

Figure 3 Foods rich in fats and oils

Vitamins and minerals

Vitamins and minerals are also needed for growth and development and to keep us healthy. Vitamins are organic substances found in small quantities in natural, unprocessed foods. Most vitamins come from plants, but a few vitamins are found in foods made from animals. Vitamins are needed for many body processes. If we lack certain vitamins in our diet, we will develop a deficiency disease. For example, people who do not have enough Vitamin C, can get a skin disease called scurvy.

Mineral nutrients are also contained in the foods we eat. They are inorganic substances such as iron and calcium that are needed for normal functioning of the body. For example, calcium is needed to build the bones of the skeleton. Iron is needed to carry oxygen in the blood.

Figure 4 Fresh vegetables and fruits contain vitamins

Fibre and water

Fibre is also called roughage. It comes from the cellulose in plant cell walls. It cannot be digested but is important as it adds bulk to food. It provides something for the muscles of the gut to push against. It prevents constipation.

Water is important in your diet as you would die after a few days without water. Water is important because:
- chemical reactions in the body take place in water
- you get rid of wastes in water, for example urine
- our blood carries substances dissolved in water around the body
- water in sweat helps to cool us down
- cell cytoplasm is made mainly of water.

Figure 5 Foods rich in fibre

Balanced diet

In a healthy diet, the energy-giving foods – carbohydrates and fats – must be balanced by the body-building foods, called proteins.

A general formula for a balanced diet is one part protein: one part fat: four parts carbohydrates.

A balanced diet also includes foods rich in vitamins and mineral nutrients. Figure 6 shows the relative amounts of each of the food groups that we need for a balanced diet. It is just a guide, because the more active you are, the more energy your body will need.
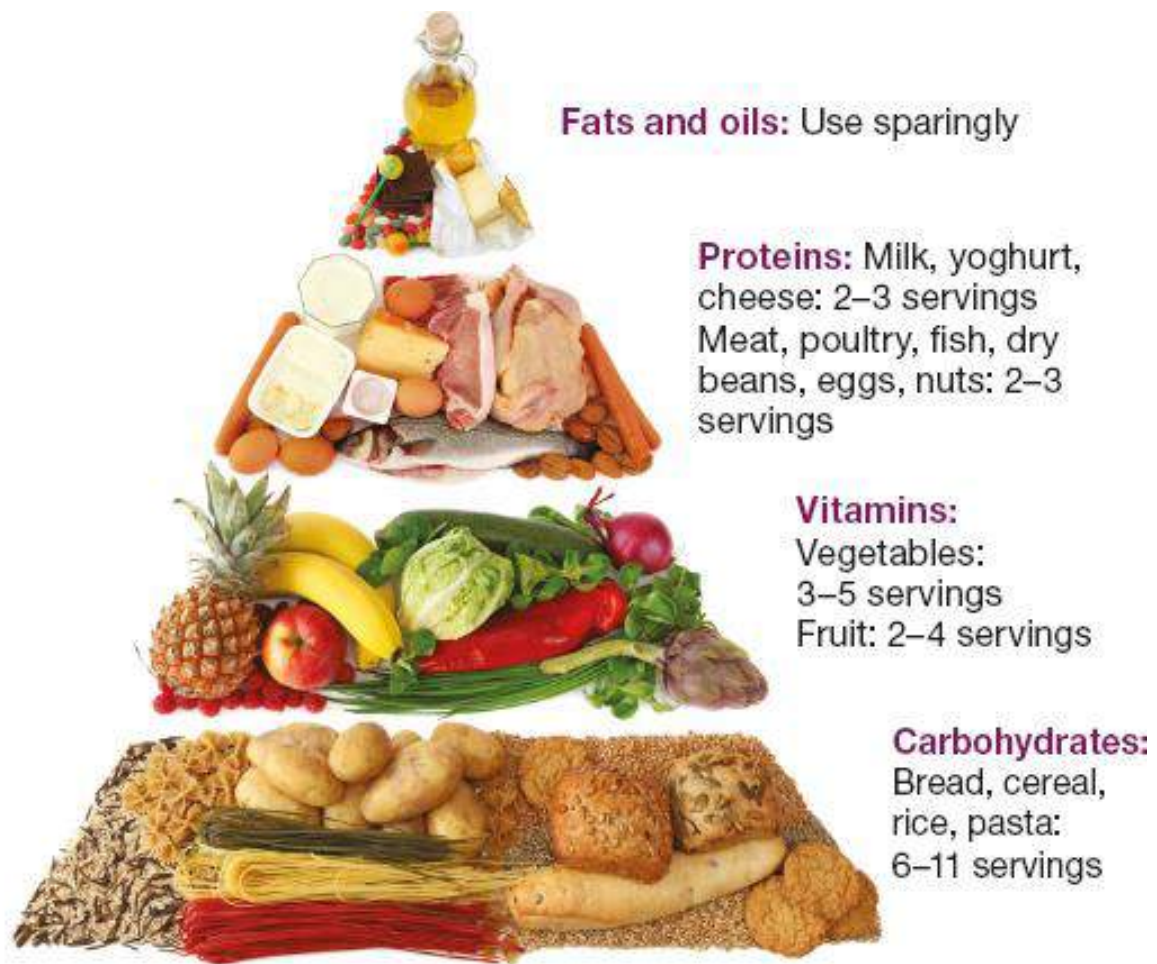
Figure 6 A typical food pyramid for a day

Health issues

Constipation

People who do not eat enough roughage may become constipated. Roughage helps to keep the alimentary system working. Muscles contract and relax to squeeze food along the alimentary canal. The muscles are stimulated to do this when there is food in the alimentary canal. The muscles work more when harder, less digestible foods like roughage are present. This does not happen with very processed and refined foods such as white bread.

Obesity

People who eat more than they use up, store this extra food as fat. They can become obese. Obesity occurs when the body has a large excess of fat in its tissues. Obese people are more likely to get heart disease, strokes, diabetes and other health problems.

Figure 7 Obesity is dangerous for a person's health.

Malnutrition

A person who has a poor diet may suffer from malnutrition. Malnutrition means that the body is not getting the correct amounts of nutrients and vitamins. People suffering from malnutrition can be underweight or overweight. For example, kwashiorkor is a disease common in children who have very little protein in their diet.

Heart disease can be caused by too much animal fat in the diet. These fats are called saturated fats. If we eat too many saturated fats they stick to the lining of blood vessels. The heart needs to work harder to force the blood through narrow blood vessels. This increases the risk of heart attacks.

Unhealthy dietary components

Some processed foods contain chemicals called food additives. These additives can be unhealthy for us. They are added to food for the following reasons:
•Preservatives are added to keep food fresh.
•Flavourants are added to food to improve the flavour.
•Colourants are added to food to make it look more appealing.

These substances are listed on the labels of foods that we eat so that we know what we are eating. Some people are allergic to these substances and in some cases they can also affect people's attention span.

The eating habits of some people may also have harmful effects on their health. For example, people who eat a lot of fast food and who eat too much fatty and sugary food may gain weight. Some people go on certain diets in order to lose weight, but if these are not healthy and balanced diets, they can become ill.

Different diets

People may choose different diets for a variety of reasons. These reasons may be religious or cultural, or they may be for health or personal reasons. Read about some different opinions below.

We eat a lot of samp, morogo and amasi in my home.

We are vegetarians and don't eat any meat. My mother believes that meat is not healthy to eat.

Our food must be halaal. We don't eat pork and we don't drink alcohol.

We eat kosher food at home. We buy meat from a kosher butcher and we never eat dairy products and meat together. The rabbi must bless all the food that we eat.

<u>Worksheet 13: Healthy diet</u>   Date:_____

True or false

1. A general formula for a balanced diet is one part protein: one part fat: four parts carbohydrates. _____

2. Carbohydrates provide the body with energy. _____

3. A person who has a poor diet may suffer from constipation. _____

4. Vitamins and minerals are also needed for growth and development and to keep us healthy. _____

5. People who do not eat enough roughage may become fat. _____

(5)

Answer the following question

1. Why is water important?

_____

_____

_____

_____

_____(5)

2. Write down three reasons for food additives.

_____

_____

_____(3)

3. Which two reasons are there for different diets?

_____

_____(2)

4. Name 4 food groups.

_____

_____(4)

5. What is a healthy and balances diet?

_____

_____(1)

Sketch

Draw a food pyramid and name the food groups. Draw the food types in the pyramid.

Plan a week's balanced diet in the table below with different food types.

(10)

Day	Breakfast	Snack	Lunch	Snack	Dinner
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

(35)

Total : 70

Creative

Apply different art skills

In the art corner you have to provide for the following different art activities:

Painting

The use of different colours helps to stimulate the imagination and develop creativity.

Stages of painting

❋ In the early stages one or two colours (red and blue) are sufficient.

❋ Green, yellow, white and black can be added at a later stage.

Different paint activities

❋ Block painting (use a sponge, stamp, cotton wool, cork, any fruit or vegetables cut in half.)

❋ Butterfly painting (use a straw to blow pictures.)

❋ Brush painting (start with the biggest paint brush and work towards a thinner brush as the child's skills develop.)

❋ Roll-on paint

❋ String-rope

❋ Pipe cleaners

❋ Toothbrush (Splash paint with a toothbrush)

❋ Finger paint (use hands and feet)

Material to paint on

❋ Newspapers, paper plates, paper bags, toilet rolls, egg boxes, paper

Drawing

Stages of drawing

* Early colouring is done on large sheets of paper with thick crayons.

Different drawing activities

* Pencils (start with thick pencils)
* Wax crayons (start with mega jumbo then jumbo to normal size)
* Chalk
* Koki Pens
* Colour pencils
* Glue
* Oil pastels

Material to draw on

* Paper, black board, mirrors, tiles, newspaper, canvas

Tearing and Pasting

Develops small muscle movement and creativity

Practical activity

Tear colour paper into small pieces and paste on pictures

Materials needed:

* Pictures (colouring book), gum paper, magazines, glue

Cutting and Pasting

Cutting helps to strengthen the small muscles and improve hand-eye co-ordination.

Stages of cutting

- ❀ Random snipping
- ❀ Cutting on a broad / narrow, straight line
- ❀ Cutting on curved line
- ❀ Cutting out shapes / pictures

Different cutting / tearing activities

- ❀ Cut out pictures
- ❀ Cut out shapes
- ❀ Tear paper and paste

Materials needed:

- ❀ Blunt point scissors, glue, magazines, copies pictures or activities

Clay or Play dough
Use salt dough or modelling clay

Different clay / dough activities

- ❀ Cut shapes from dough
- ❀ Roll clay to form shapes etc.
- ❀ Built small, simple animals or objects

Materials needed:

- ❀ Cookie cutters, plastic knives, roller pin

The layout of the art corner

Art helps children learn about self-expression and creativity.

Art projects are also a good way for children to develop fine motor skills and improve their hand-eye coordination.

Setting up the art corner

Decide on the size and location

- ❋ Were in the class do you want it, and how big should it be?
- ❋ Place it near a sink if possible - this will make hand washing and cleaning up more easily.
- ❋ Make sure the work table and floor are easy to clean (washable)
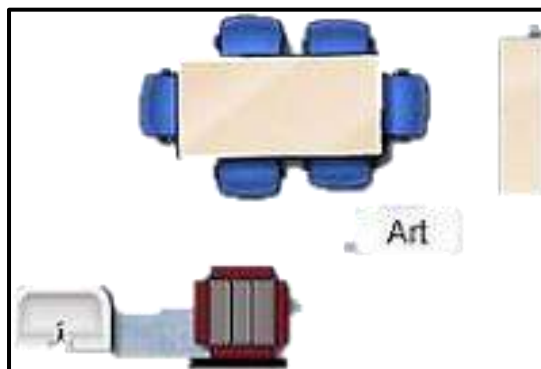
Pick appropriate furniture

* Easels, tables and chairs should be the appropriate height for the children.
* Tables and chairs should have an easy to clean work surface.
* Storage cabinets should have locks – children should not have access to the paints and other materials.
* There should be a drying rack for paintings.

Facilitate Easy Clean Up with Splash Mats and Aprons

* Use splash mats under easels or on furniture to better protect surfaces.
* Aprons should be worn in the art area.
  Choose aprons that are easy to clean and are the correct size.

Find convenient art storage solutions

* There are a variety of art supplies available, - art caddies, scissor racks, and art tubs.

Choose a variety of art materials and tools

* You should offer a variety of different art materials based on different levels of ability in your classroom's art corner.

Label your art corners' materials

Material you can use in an art corner

Brushes, Crayons, Markers, Colouring pencils & Oil pastels

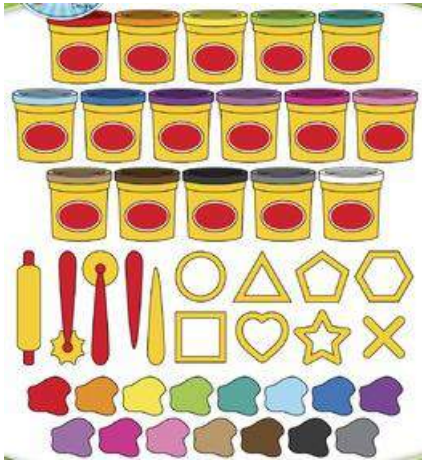*These are important materials to have in any art corner.* Remember that large easy-grip paint brushes are easier for younger children to grasp and use.

Chalk Materials

Take art activities outside with fun chalk materials or use chalk on chalkboards indoors. Children will love using sidewalk chalk and paint to create colourful works of art.

Clay, Dough and Modelling Materials

Children will have fun using their hands to make creative statues and models with dough and modelling clay.

Be sure to facilitate their creativity with rollers, cutters, and texture kits.

Collage and Craft Materials

Offer a variety of art supplies for any collage or craft projects, including craft sticks, feathers, pipe cleaners, yarn, glitter, stencils, pom-poms, googly eyes, felt sheets, art kits, and more.

Glue and Tape

Help children keep their project together with tape, glue, and other adhesives. You can also reduce the chance of a mess occurring by using washable glue or easy-to-use glue sticks.

Paint and Paint Materials

Stock your art corner with a variety of paints, including finger paint, glitter paint, and watercolour paint among others.

Sponges, paint pots, and paint markers are also necessary paint supplies for art corner.

Paper and Scissors

Stimulate children's senses by giving them the chance to use paper in different textures, colours, and sizes.

Also make sure the scissors are safety scissors that will only cut paper.

Stamps and Stamp Pads

Stamps and stamp pads are a quick and easy way to create art projects for kids.

A variety of stamps can be used to make the projects fun, like- emotions, family, animals, letters and numbers.

PERFORM

STYLING

TEXT BOOK

EQUIPMENT AND MATERIALS NEEDED FOR SETTING

1. Plastic rollers in different sizes

2. Pins to tighten the rollers
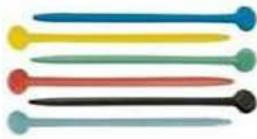
3. Pin curl clips for pin curls

4 A tail combs

5 A water spray bottle

6 Two towel and a cape to protect the customers clothes

Rollers are used to:

- Create fullness and Volume in the style.

The **use** of **rollers requires:**

- Imagination and
- Skill

The **roller size** will **vary** according to:

a. The style
b. The curl already in the hair
c. The length of the hair
d. The amount or abundance of hair
e. The elasticity of the hair

Correct method for **roller setting.**

1. Shampoo and condition the hair
2. Comb the hair in different directions to see in what direction the hair falls naturally.
3. Plan your style before you start.
4. Choose the correct size rollers for the style you are planning
5. Plan and execute roller control including volume and indentation.
6. Your partings must be neat.
7. Place the hair correctly over the roller.
8. The **width** of the hair **on** the **roller must be** the **same** as the width of the hair **before** it goes **onto** the roller.
9. The roller must be neatly and correctly placed on the scalp.
10. Pin the roller correctly.
11. Correct stem direction is important and is achieved by the angle of which the hair is combed and held when placing the roller.
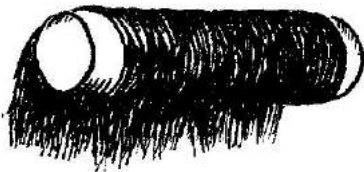
To little hair on the **roller**
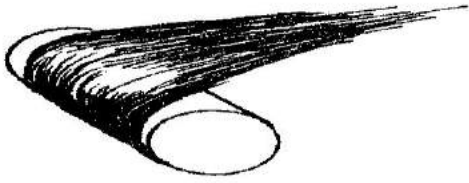
To much hair on the **roller**
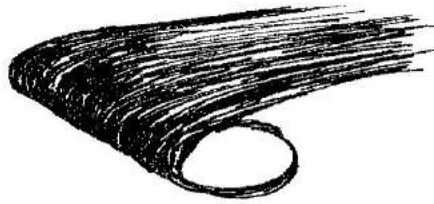
Correct amount of hair on the **roller**


The **advantages** of **roller setting**

1. The set on elderly people's hair stay longer in.
2. Rollers secure the hair better, so there is little chance of the curls collapsing.
3. Let a small amount of hair appear more with the correct roller placing method.

Roller control – Volume   (Wind the hair down.)

a. Volume is created by the position of the roller in relation to The base of the curl.
b. The size of the roller is also relevant in determining volume.

On Base:

- 1 x base sizes are used
- Held the strand of hair at an angle of 120 degrees.
  (Strand of hair lay flat. *120 degree.*)
- Give full volume. Are used on top of the head.
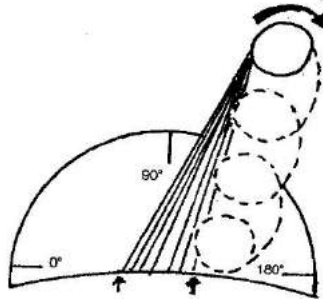
Half-off base:

- 1 x base sizes are used.
- Held the strand of hair at an angle of 90 degrees
  (Strand of hair stand up. *90 degree.*)
- Give medium volume. Are used at the sides of the head.
-
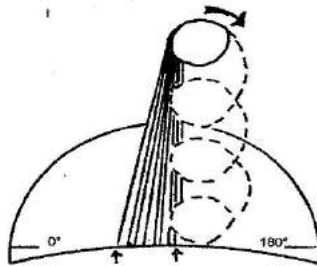
Completely-off base:

- 1 x base are used
- Held the strand of hair at an angle of 45 degrees towards you.
  (Strand of hair is pulled towards you / arms are tired.
  60 degree.)
- Give minimum amount of volume. Are used in the nape area.
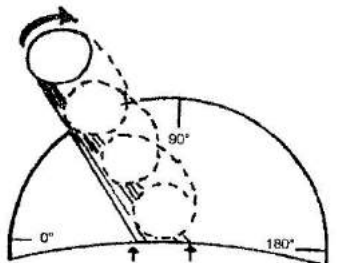
Basic principles of roller control and placement

By now we know that we section the hair into panels to work on it, and then we work on "Sub sections" or "mesh" of hair.

PERFORM STYLING PROCEDURES

STYLING PRODUCTS

GEL

SILICON

HAIRSPRAY   OIL SHEEN SPRAY

HAIR FOOD

WAX

Styling method with a round brush.

1. Shampoo the hair and <u>towel</u> dry.

2. Plan the <u>style</u> you wish to do.

3. Choose the <u>diameter</u> of the brush to suite the style and the length of the hair.

4. Start in the <u>nape area</u> and work toward the forehead.

5. Each section of hair must be the same <u>width</u> as the brush that you use.

6. <u>Angle</u> the brush and dryer so as to be able to shape the hair as desired without burn the <u>scalp</u>.

7. The jet of hot air should follow the movement of the brush and shape the <u>curl</u>.

8. Make sure that the hair is grip <u>firmly</u> around the brush to give the hair the required bounce.

9. Each mesh must be <u>dried</u> thoroughly before taking the next section

10. The whole process requires <u>skill</u> and must be practice <u>regularly</u>.

FACIAL SHAPES

If you are in doubt what the shape of the face is, hold the hair back with a headband.
Trace the face reflected in the mirror with a piece of soap. The result will be uncannily accurate.

1. Square facial shape

A wide chin line and a wide cheekbone that sometimes looks square. Arrange the hair asymmetrically on the forehead and cheeks to minimise and soften hard lines.

2. Heart facial shape

A small, pointed chin, with wide cheek bones and a wide forehead.
A pleasant shape to work with, and any style is suited.

3. Round facial shape

Wide cheek bones, but not really fat. An asymmetrical style will break the roundness. Keep the style full above the ears and close to the cheeks and temples.

4. Long facial shape

Short forehead and a long chin. Add fullness at the brow line, mid-cheek section and below the ear by bringing the hair out in flick-ups.

5. Oval facial shape

This is often thought to be the ideal shape to work with.
Almost any hair style suits this type of face.

6. Triangular face

This face has a narrow forehead and a wide and jutting jaw.
Use a soft, face-framing style, keeping the fullness above the ears.

7. Diamond face

This face has a narrow forehead and a narrow jaw.

Do not emphasize fullness at the cheekbones; keep the hair plat at that part of the face.
Bring the hair fourth on the cheeks.
It creates fullness there.
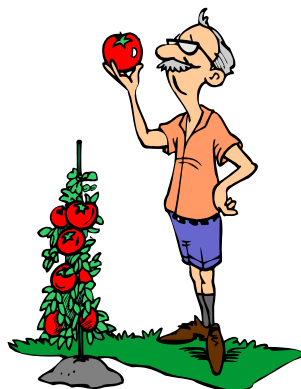
8. Pear facial shape

Wide forehead and smaller jaw

The Profile

A] *Concave*;   *B]* *Convex*   **C]** Straight
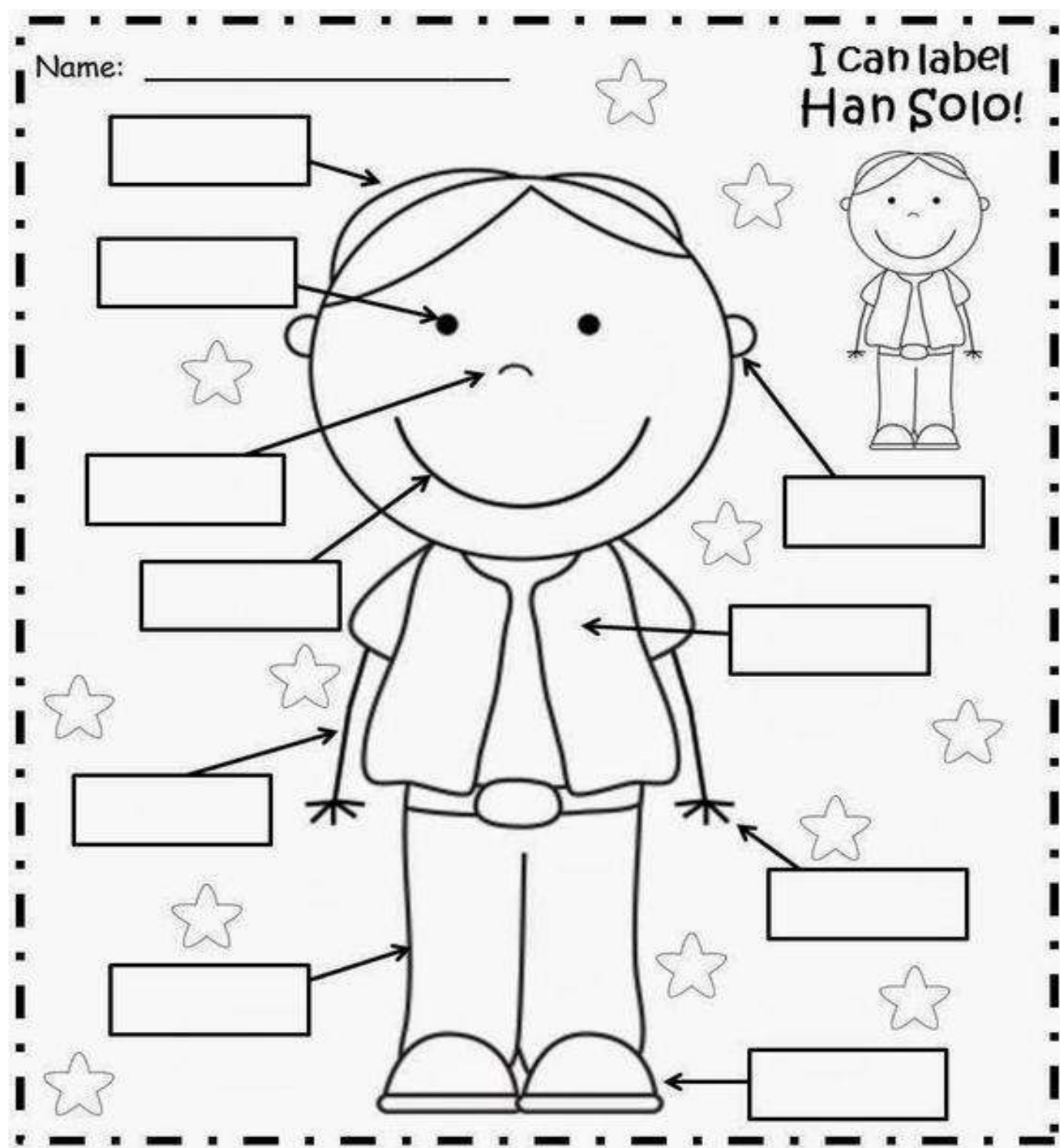
PERFORM STYLING

shutterstock

ACTIVITY BOOK

Activity 1

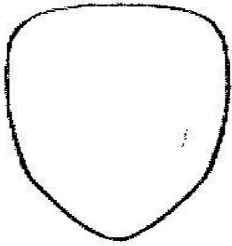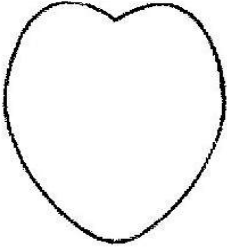Identify the head with features and label (exploration)

Name: _____

I can label
Han Solo!
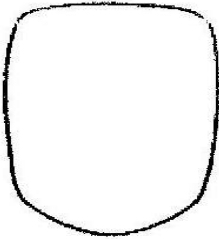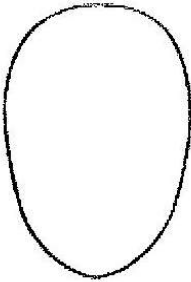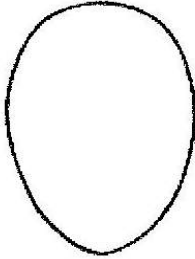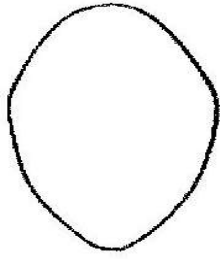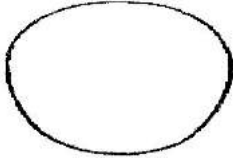
foot	head	leg	nose	ear
arm	mouth	eye	hand	vest

Cut & Glue

/ 10

Activity 2

Identify facial shapes on a worksheet and on learners

1.

2.

3.

4.

5.

6.

7.

1._____   2._____

3._____   4._____

5._____   6._____

7._____

/ 7

Activity 3

Draw hairstyles for the different facial shapes.

/ 7
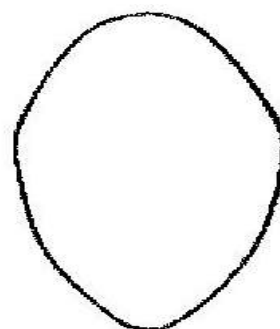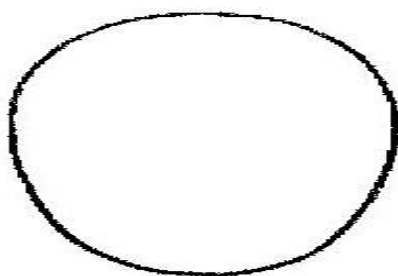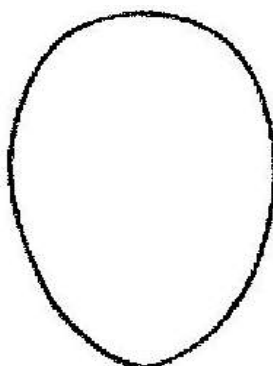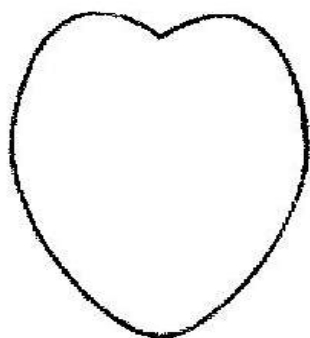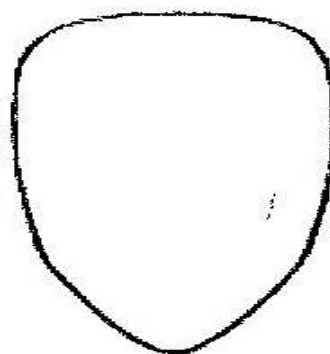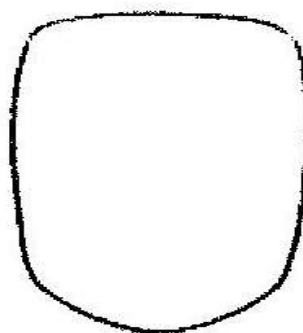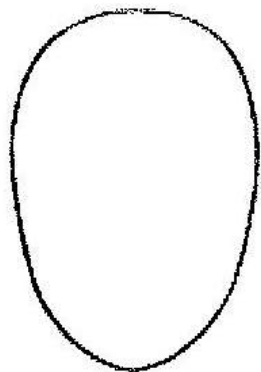
Activity 4

Practical exercises in parting, sectioning and roller setting

Perform parting, sectioning and roller setting a service			
LEARNER NAME :			**Assessor Feedback**
Preparation of client *[Client is positioned at the basin to ensure comfort]*	**5**		
Product selection *[Appropriate rollers and styling equipment is selected according to hair texture, length and client requirements]*	**15**		
Roller setting / Blow wave *[Hair is sectioned and set or blow dried according to industry standards.]*	**20**		
Styling / finished off *[Hair is styled according to industry standards]*	**10**		
Section Total:	**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.
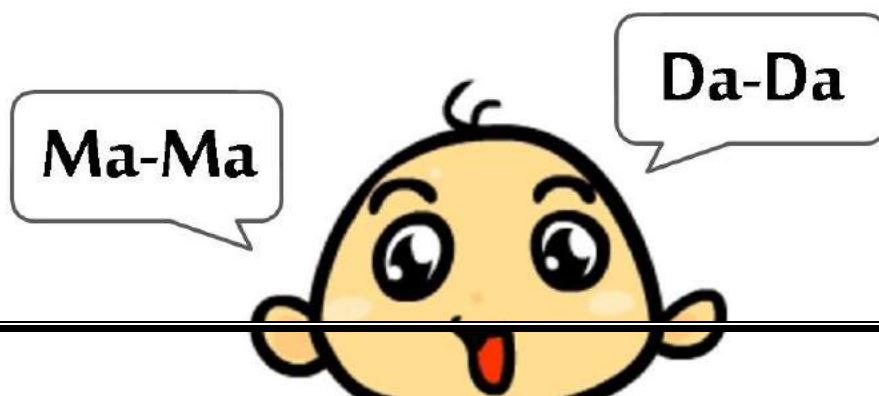
How to Talk to Your Child at Every Age

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
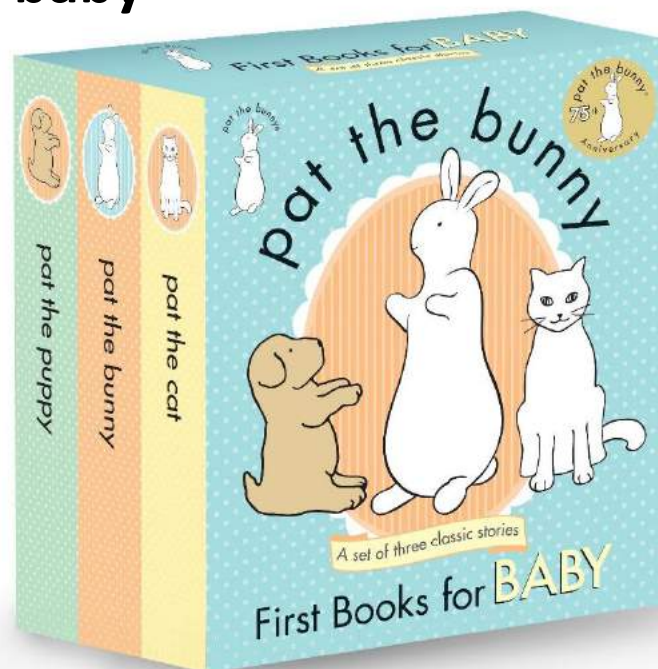
Hand-made books

Doing books / Activity books
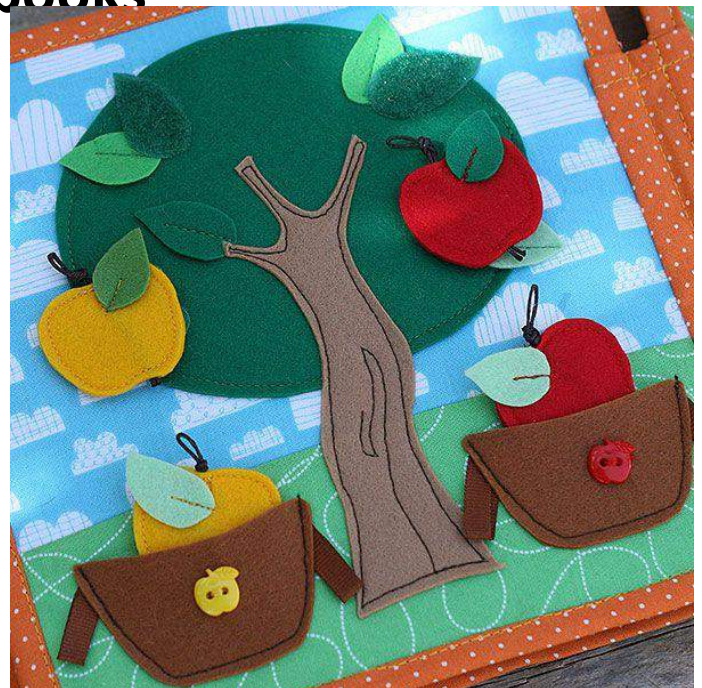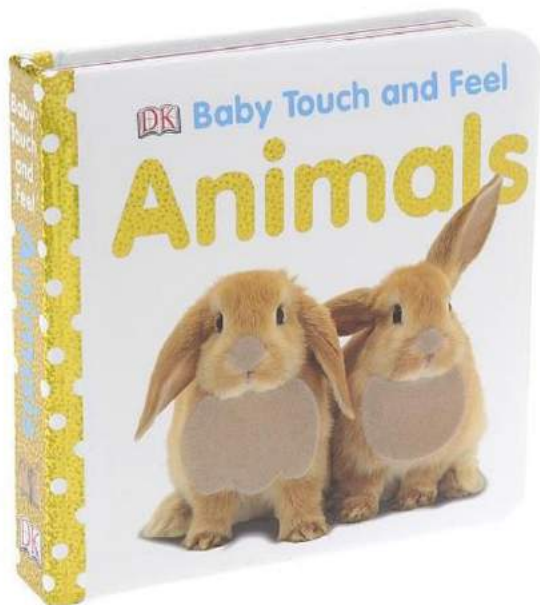
The value of books and stories

- 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.
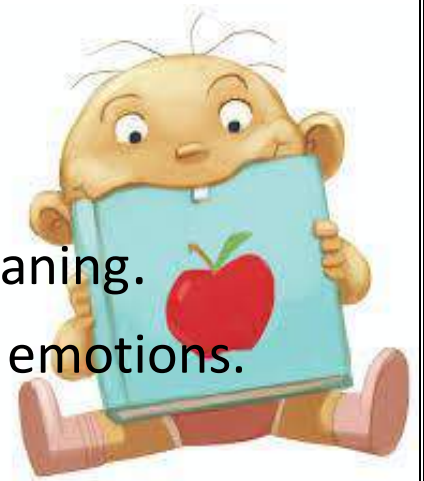
Language use and communication skills

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
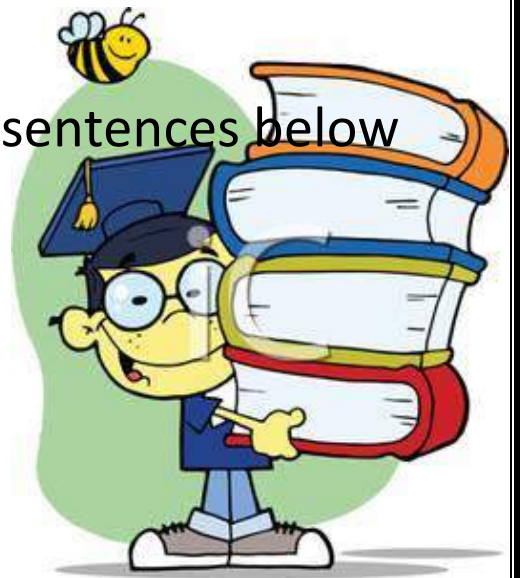
Evaluation

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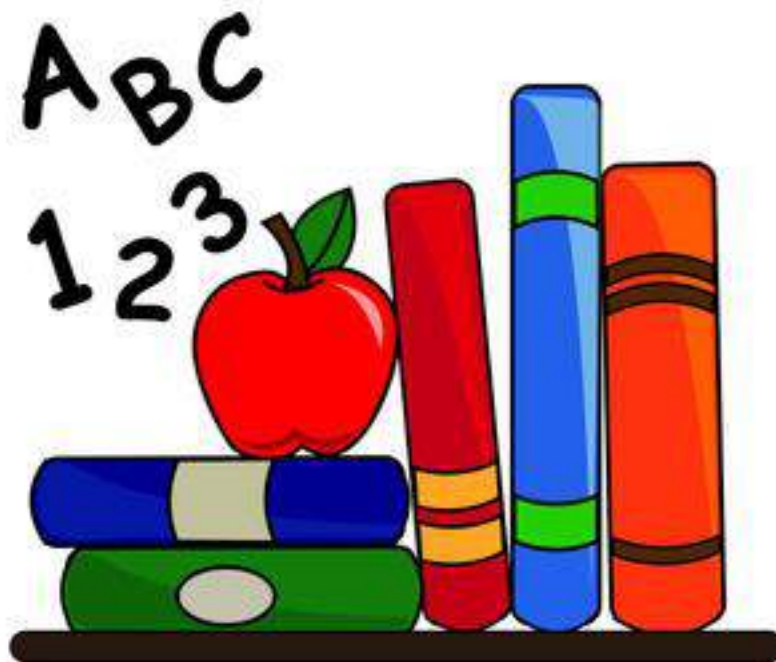
Tekstiele

Tekstiele kan geklassifiseer word in twee hoofgroepe, naamlik:

Natuurlike vesels en Kunsmatige vesels

Natuurlike vesels

Kan weer geklassifiseer word in drie groepe, naamlik:

Dierlike vesels	Plantaardige vesels	Minerale vesels
Bv.	Bv.	Bv.
Wol	Katoen	Asbes
Sy	Linne	
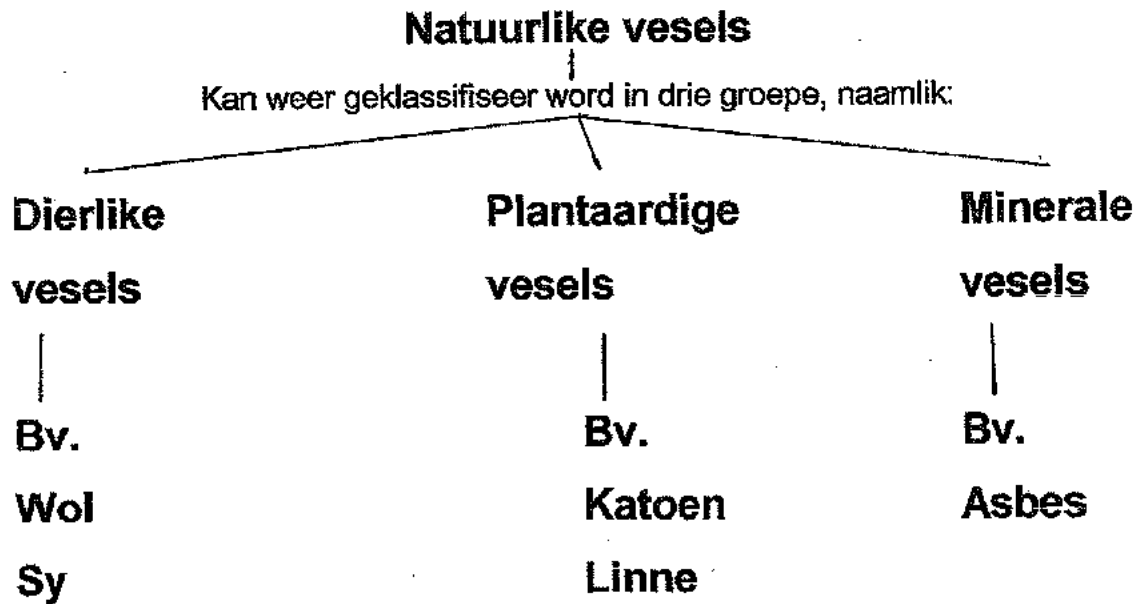
Kunsmatige vesels

Bv.

Nylon

Poliëster

Akriel

Viskose

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:

Katoenmatriaal 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.
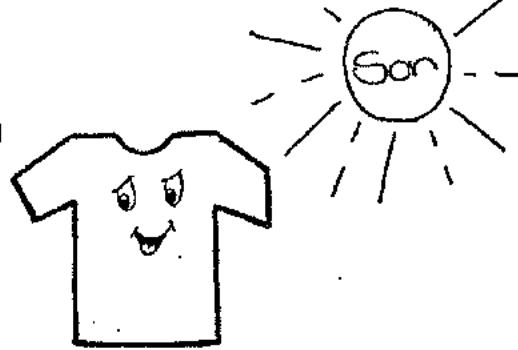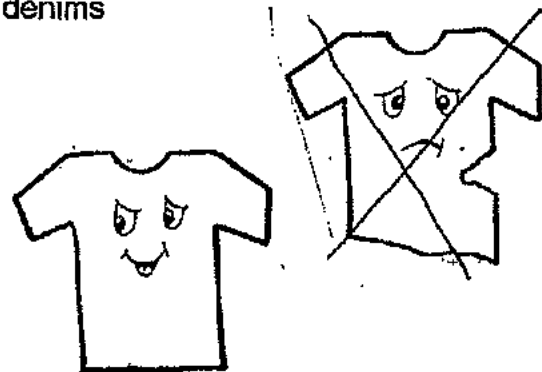
Swak eienskappe van katoenmateriaal:

Katoenmateriaal kreukel maklik	Katoenmateriaal muf as dit lank nat bly
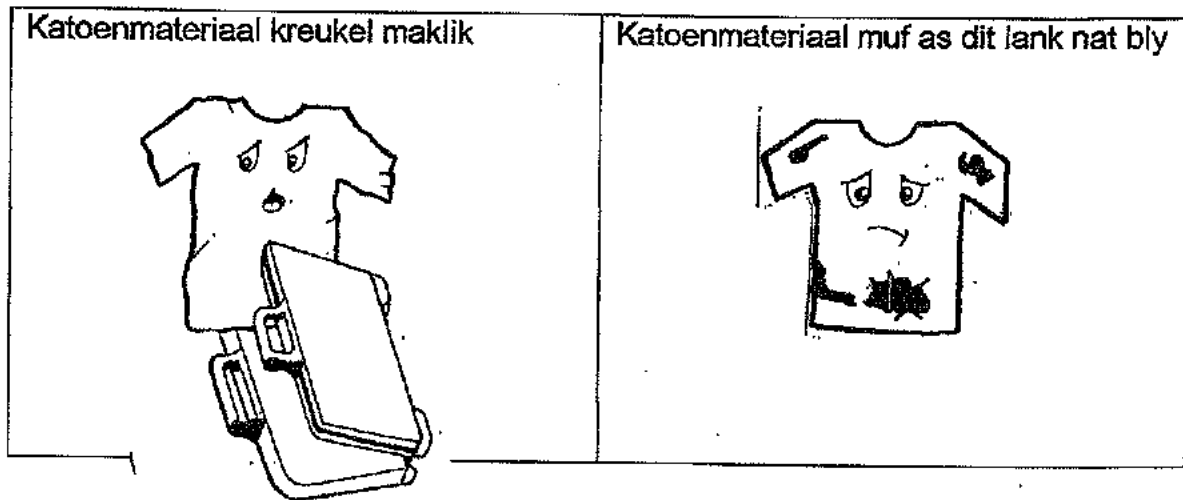
Mengselstowwe

Natuurlike en sintetiese vesels word gemeng tydens die vervaardigingsproses om mengelstowwe 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 mengelstof is dus goedkoper.

Tekstielvesels word volgens een van die volgende metodes vermeng:

Mengsels:

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

Al die lengtedrade is byvoorbeeld katoen, terwyl al die breedtedrade poliëster is.
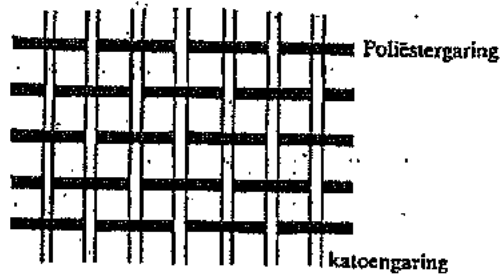
Poliësterkatoenmengsel

Mengelstowwe:

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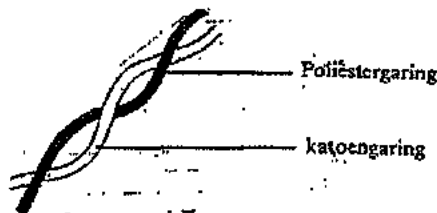
Poliësterkatoenmengelgaring

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
☐ Wol	1. Plantaardige vesel
☐ Minerale vesel	2. Poliëster
☐ Mengsel	3. Asbes
☐ Kunsmatige vesel	4. Dierlike vesel
☐ Linne	5. Poliëster katoen (5)

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	Vegetable fibres	Mineral fibres
Eg.	Eg.	Eg.
Wool	Cotton	Asbestos
Silk	Linen	
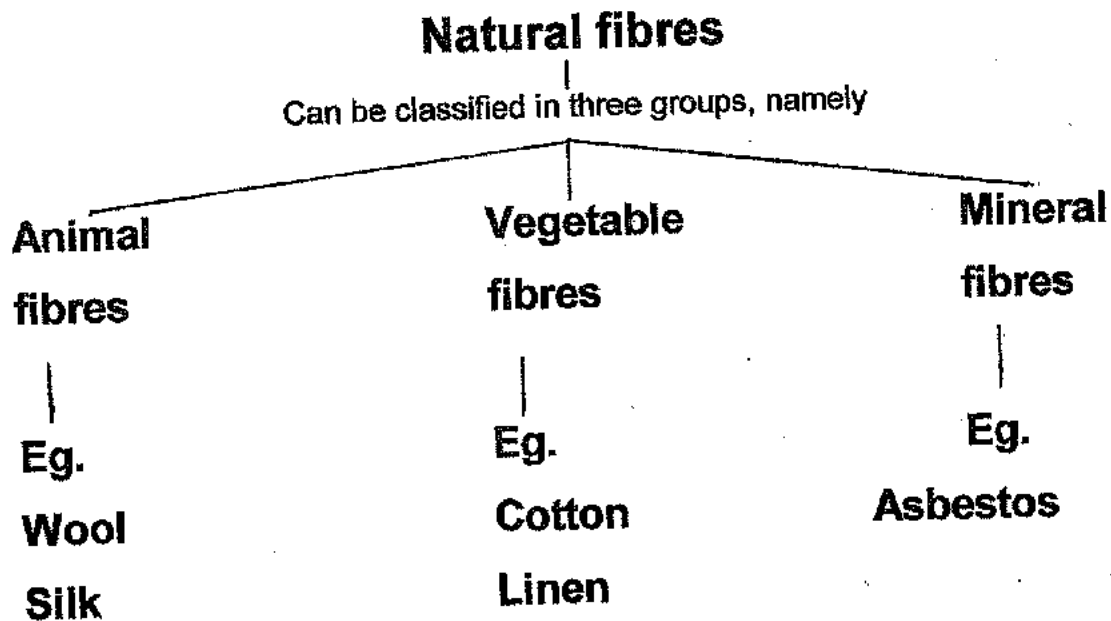
Synthetic fibres
Eg.

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.

Cotton

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
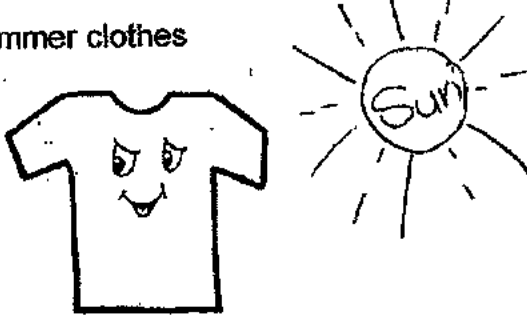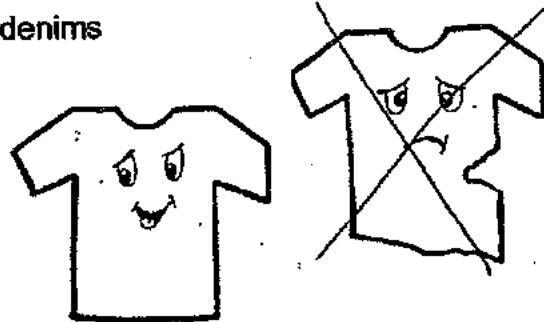
Non desireable properties of cotton material

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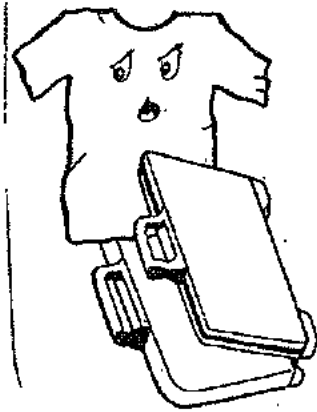
Blend textiles

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

Why are fibre mixed or blended?

1. Manufactures 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.

Polyester yarn

Cotton yarn

Polyester cotton mixture
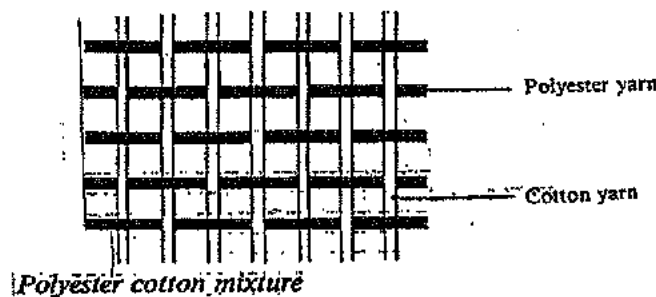
Mixtures:

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

Polyester yarn

Cotton yarn

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
☐ Wool	1. Plant fibre
☐ Mineral fibre	2. Polyester
☐ Mixture	3. Asbestos
☐ Synthetic fibre	4. Animal fibre
☐ 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:

   _____
   _____
   _____
   _____
   _____

2. System unit:

   _____
   _____
   _____
   _____
   _____

3. Mouse:

   _____
   _____
   _____
   _____
   _____

4. Keyboard:

   _____
   _____
   _____

_____

_____

5. Printer:

_____

_____

_____

_____

_____

6. Memory stick:

_____

_____

_____

_____

_____

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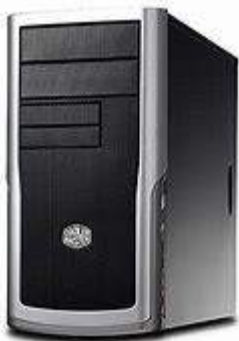
A system unit is the part of a computer that houses the primary devices that perform operations and produce results for complex calculations**.** It includes the motherboard, CPU, RAM and other

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".