

Practice the 6 Steps of Handwashing to protect yourself from germs

Wet your hands under warm running water and apply soap.



1 Rub your palms together



2 Rub your fingers and palms and spaces between them



3 Rub your fingers and thumbs



4 Rub your nails and palms



5 Rub your thumbs in your palms



6 Rub your fingers in your palms

Dry your hands thoroughly with a paper towel or clean towel.

Revised and
CAPS aligned

Grade

2



Life Skills
in ENGLISH

Book 2

Terms 3 & 4



Name: _____

Class: _____



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LIFE SKILLS IN ENGLISH
GRADE 2 – BOOK 2
TERMS 3 & 4

ISBN 978-1-4315-0263-9

THIS BOOK MAY NOT BE SOLD.

14th Edition

Workbooks available in this series:

- Grade R (in all official Languages);
- Literacy/Home Language Grades 1 to 6 (in all 11 official Languages);
- Mathematics Grades 1 to 3 (in all 11 official Languages);
- Mathematics Grades 4 to 9 (in Afrikaans and English);
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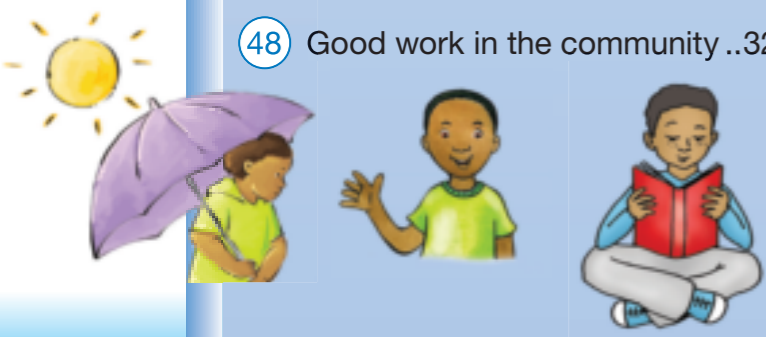


basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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Mrs Angie Motshekga,
Minister of Basic
Education



Dr Reginah Mhaule,
Deputy Minister
of Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Dr Reginah Mhaule.

The Rainbow Workbooks form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners in the first six grades. As one of the priorities of the Government's Plan of Action, this project has been made possible by the generous funding of the National Treasury. This has enabled the Department to make these workbooks, in all the official languages, available at no cost.

We hope that teachers will find these workbooks useful in their everyday teaching and in ensuring that their learners cover the curriculum. We have taken care to guide the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do.

We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

We wish you and your learners every success in using these workbooks.

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Grade

2



Life Skills
in **ENGLISH**
Book 2



This book belongs to:



Why is soil important to us?

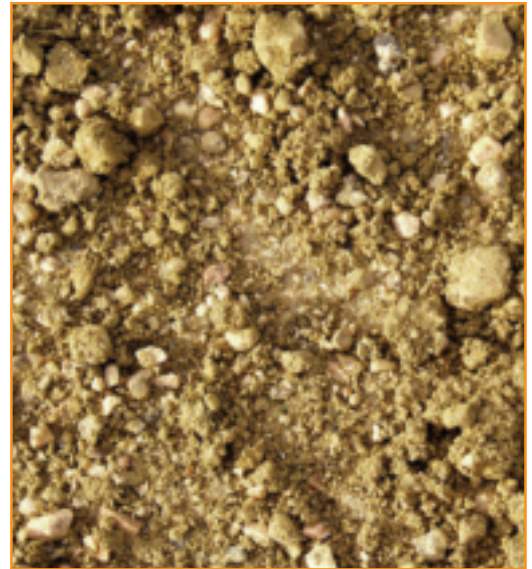
Let's read

People need soil to live. The land we live on is made of soil. We build our houses on soil, and we grow plants we can eat in the soil. Animals also need soil. Goats and cows eat grass and other plants that grow in the soil. Some small animals, like rabbits and mice, insects like ants as well as worms, live in the ground. And most plants need soil to grow in.

There are three different types of soil.

Sandy soil

If you rub some of this soil with your fingers you will feel it is hard, dry and sandy. It is easy for the wind to blow sandy soil away. If you pour water over sandy soil, the water runs through it quickly, and carries away some of the sand. Plants don't grow well in this light-coloured soil.



Sandy soil

Clay

Some soil feels like clay. When you wet this kind of yellowish soil it sticks together. You can form all sorts of clay, like cups and bowls and clay animals, but it is difficult to grow plants in clay soil. When it rains, clay holds the water for a long time and the plants, that are growing in it, get too wet.



Clay soil

Loam

Loam is the best soil for seeds and plants. It does not get too wet or too dry. It has enough food to keep plants growing. Loam is like a mixture of sand and clay soils but is usually darker in colour.



Loam



Let's do

Find out what kind of soil you have around your school.

- Walk around the school grounds with your friend and see if you can find sand, clay and loam.
- Bring soil from three different places back to class in tins or bags or cups.
- Number the containers 1, 2 and 3.



Let's talk

Talk to your friend about the soil you brought from the school grounds. Answer these questions about each type of soil.

- What does the soil look like?
- What does the soil feel like?
- Were there plants growing in the soil?



Let's write

Fill in where you found the soil in the first column and then colour in the correct answers.

Where did you find the soil?	How does it feel?			Were there plants growing in it?	
	dry	wet and sticky	crumbly	yes	no

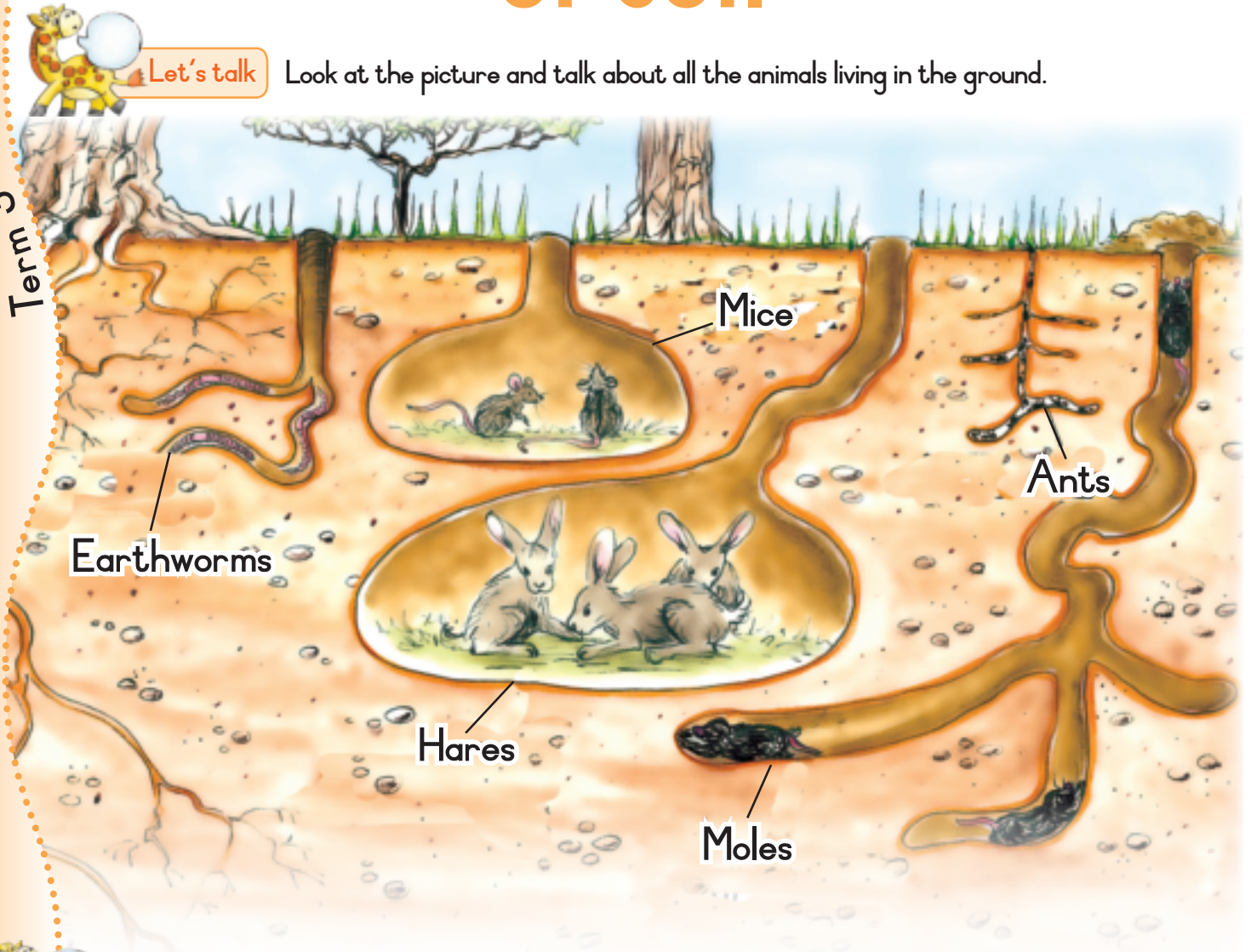


The importance of soil

Term 3 - Week 1

Let's talk

Look at the picture and talk about all the animals living in the ground.



Let's talk

Tell your friend what animals you see in the picture.

Can you think of other animals that live in the ground? Write down their names.



Let's do

- Draw or paint a picture of birds, fish or insects. Discuss their colour and shape.
- Collect natural objects like twigs, leaves, wool and sand. Make a collage. Talk about the colours, shapes and texture.



Let's write

Draw a line to match these things in the boxes on the left with their textures – the way they feel like – in the right.

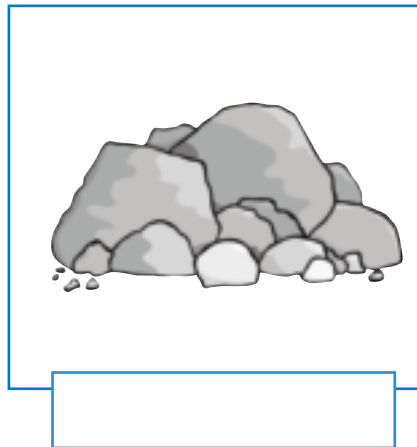
syrup
pillow
thorn
floor
glass
soap

hard
sticky
smooth
soft
slippery
sharp



Let's write

How do these things feel like? Fill in your answers.





Let's move

Form a circle. Run in a clockwise direction and then in an anti-clockwise direction. Then throw a ball from one learner to the next. Do this first in a clockwise direction and then in an anti-clockwise direction.

Teacher: _____
 Sign: _____
 Date: _____

More about soil



Let's read We need to look after soil

The most important part of soil for people and animals is topsoil. That is the soil in which plants grow. The roots of the plants stop the wind and rain from taking the topsoil away. Plants die when there is too little rain, or when there is a fire. They also die if there is too much rain. If there are no plants, the topsoil washes away in the rain, or the wind blows it away. This is called erosion.

People also cause soil erosion. If we do not look after the soil, it cannot feed the plants that grow in it, and they start dying. As a result, soil gets washed or blown away.



Let's talk Talk to your friend about ways in which people could cause soil erosion. Try to answer these questions:

What happens if we cut down too many trees?

What happens if we keep too many goats, sheep or cows on the land?



Let's write Look at these pictures. Talk to your friend about what is happening to the soil. Then tick (✓) the correct answer to each question.

Is soil erosion caused by

wind	<input type="checkbox"/>
fires	<input type="checkbox"/>
too little rain	<input type="checkbox"/>



Is soil erosion caused by

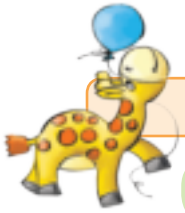
the sun	<input type="checkbox"/>
people	<input type="checkbox"/>
wind	<input type="checkbox"/>





Let's read Plants need good soil to grow

Trees and plants get their food from the soil. When different kinds of trees and plants grow together, they take different kinds of food from the soil and the soil stays healthy. When a farmer grows just one kind of plant, like mealies, the same food is used by all the plants, then the soil cannot stay healthy. Farmers can keep their soil healthy by growing plants that use different kinds of food from the soil. We can keep the soil in our gardens healthy by adding compost to it. You can make your own compost. Compost provides nutrition for plants. Here is a recipe for making compost.



Let's do Recipe for compost

You will need:

- fruit and vegetable peels
- dead leaves and grass
- teabags
- torn paper
- eggshells
- cardboard

What you must do:

- Put these things into a heap in a shady corner of the yard.
- Add a bit of soil.
- Add enough water to keep the heap moist (not too wet).
- Turn everything over with a garden fork every week or two.
- When it gets crumbly and dark, dig it into the soil in your garden.
- Watch your plants grow strong and healthy!



Do not use:
tin cans, glass, plastic, fish,
meat, milk or cheese



Let's write

Look at the pictures and tick the things you can use in your compost heap. Make a big cross over the things you must not use.

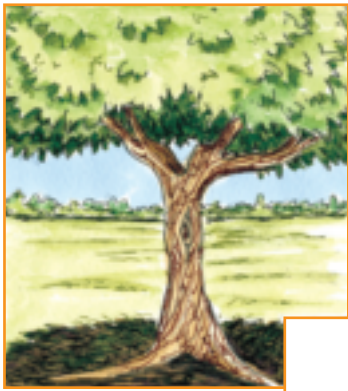
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Teacher: _____
Sign: _____
Date: _____

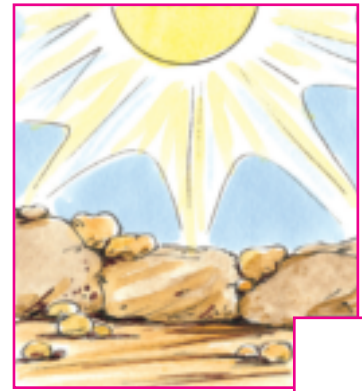
Working with the soil

Let's read

Dumisani and his sister Ntombi want to make a garden. Ntombi wants to plant vegetables and Dumisani wants to grow flowers. First, they have to decide where the best place is. Can you help them? Look at these pictures and tick (✓) the right box.







What must they do next? Number the three pictures below in the right order.







Are they doing the right things? Tick the right things and put a cross (✗) next to the wrong things.











Let's talk

Talk to your friend about having a vegetable garden and fruit trees at home. Does it save money? Do the vegetables and fruit taste better? Why? What kinds of fruit and vegetables could you grow at home? What grows well in your area? Look at other gardens or farms.



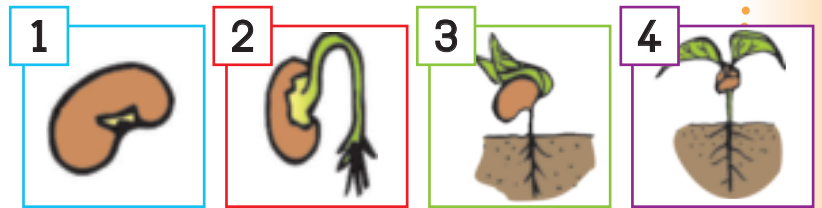
Let's write

Make a list of the kinds of vegetables you would like to plant. Next to each one say why you would plant it.



Let's do

Look at these pictures and tell your friend what is happening to the bean plant in each one.



Let's move

- Listen to your teacher and when he or she says run, jump, fall or hop, do it straight away.
- Balance on one leg. Now change to the other leg.

Draw a line on the ground or put a piece of string on the floor.

- Walk on the line.
- Hold your arms out at your sides to balance yourself.
- Try with your eyes closed!



Transport by land: on the road



Let's read

We use different kinds of transport to get from one place to another and to move things from one place to another. There are many different kinds of transport. Most of us travel by land on roads, railroads and footpaths. We also use vehicles like trucks and trains to transport things by land.



Let's do

Look at the pictures. They show different ways of using the roads for transport. Draw a line to match each picture with the right word.



donkey cart



motorbike



bus



bicycle

car



scooter



truck

taxi



Let's talk

Talk to your friend and answer these questions.

How do you go to school every day?

How do you go to the clinic?

How do you go to visit your friends or relatives?

How do you go to town?



Let's write

Write two sentences about how you get to school every day.

Now complete these sentences.

My teacher comes to school by _____.

I go to the clinic by _____.

When I go to my friend's house, I _____.



Let's talk

Do you use more than one kind of transport to get to school?

What kinds of transport do other children in the class use?

Look at this graph and then answer the questions.

How do most of the children in this class come to school?

How many children come to school by car?

Number of children	5				
	4				
	3				
	2				
	1				
		Walk	Taxi	Bus	Car



Let's read

You know now that there are different kinds of road transport. There are also different kinds of roads, for example:

- dirt roads
- brick roads and tar roads.

Some of the roads that join two cities are twice as wide as other roads. They are called highways, and because there are two lanes on each side, four vehicles can use them at the same time. A freeway is like a highway, but the two sides of the road are separate. You can only go in one direction on one side of the road on a freeway.



Let's talk

Have you ever been on a highway? Are most of the roads where you live dirt roads or tar roads? Which is safer – a highway or a freeway? Why?

Teacher: _____

Sign: _____

Date: _____

Transport by land: on trains



Let's read

Road transport is not the only way of travelling by land. We can also use railways. They are like paths made of pieces of metal. These paths are called tracks. Trains travel along these tracks. They carry people and things from one town to another. A train can transport many more people than a car or a bus. It can also



carry heavier things and more things than a truck.



Let's talk

Look at the pictures and talk to your friend about the different kinds of railway trains.

Which of these trains transport people?

Which of the trains transport things?

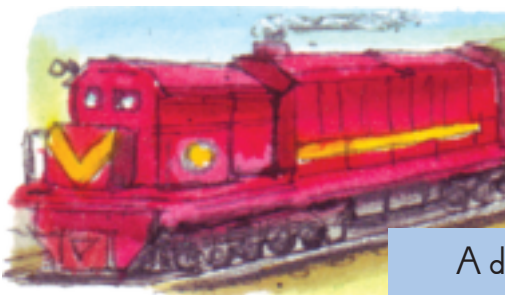
What sort of things can a train carry?

A train that carries people only is called a **passenger train**.
A train that carries things and not people is called a **goods train**.



A steam train

An electric train



A diesel train

A high-speed rail train





Let's match

Draw a line to match the type of train on the right with the correct information about it on the left.



It uses diesel for energy.

It uses steam for energy.

This is a very fast electrical train that can do up to 200 km per hour. South Africa's first express train is the Gautrain in Gauteng.

It uses electricity for energy. The electricity comes from power lines above the railway line.



Let's do

Design your own train and draw it in the space. Show your friend your picture. Discuss the shapes and colours.



Let's write

Answer these questions.

What type of train is your train?

What does it cost to use your train?

How far does your train go?



Do it outside

- Hop, skip, jump up and down, jump forwards and land on both feet.
- Now do the obstacle course your teacher has made for you. You have to climb, crawl, slide or jump to get from one obstacle to the next. Try doing this with a bean bag on your head.



Transport by air

Let's read

So far you have learned about types of transport by land. We can also travel through the air. There are different modes of air transport. **1.** We use airplanes to fly to places that are far away. **2.** A car can travel at 120 km an hour. **3.** A high-speed express train can travel at 200 km an hour. **4.** An airplane can travel at 955 km an hour! Airplanes and helicopters all have very strong engines. **5.** Hot-air balloons and gliders do not have engines. Hot-air balloons stay afloat by hot air. Gliders have wings to float through the air. People often use hot-air balloons and gliders for fun and sport. **6.** Astronauts go into space in a space ship.

Let's do

Draw a line from each picture to the correct word.

helicopter

passenger plane

glider

hot-air balloon

hang-glider

space shuttle



Let's write

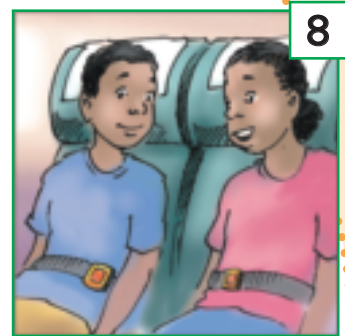
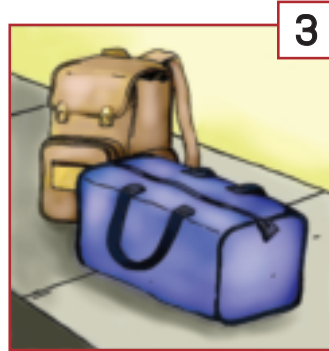
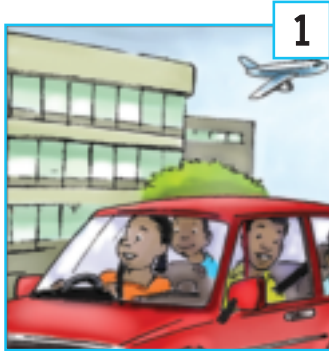
Pretend you're going up in a hot-air balloon. What can you see from up there?
Write down three things that you can see.





Let's talk

Susie and her brother Norman are going to visit their cousins in Johannesburg. They are going to fly from Cape Town. Look at the pictures, and talk to your friend about what Susie and Norman are doing.



Let's write

Read these sentences. Now look at the pictures again, and number the sentences in the correct order from 1 to 8.

	Susie and Norman's bags are weighed.
	Susie and Norman's parents take them to the airport by car.
	They get their boarding passes at the check-in counter.
	An air hostess takes Susie and Norman to the security checkpoint.
	Susie and Norman climb up the steps into the airplane.
	Susie, Norman and their parents go to the check-in counter.
	They sit down and fasten their seatbelts.
	They wave goodbye to their parents.



Transport by water



Let's read

The last mode of transport is transport by water. People have used water to travel around and to transport things for hundreds of years. We travel across the sea to visit other countries, and we use rivers and lakes to travel to different places in our own countries.



Let's write

How do we travel on water? Look at the pictures below and talk to your friend about the different kinds of transport we use to travel on water.



A canoe

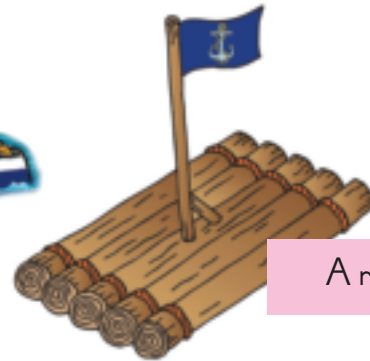


A motorboat

A passenger ship



A sailing boat



A raft

Which one do you think people use to travel on a small river?

Which one do people use to travel across the sea to another country?

Do you think people use a motorboat to go far away or close by?



Let's write

Now write one sentence about each kind of boat and what it can be used for.



Let's talk

Talk about these questions with your friend.

- What mode of transport is the best for you? Why do you say so?
- What mode of transport is the slowest?
- What mode of transport is the fastest?
- What mode of transport does your teacher use to get to school?
- Where can you use a high-speed train in South Africa?



Let's do

Draw a picture of the kind of transport you like best. It can be a car, a boat, an airplane or a bicycle. You can even draw a horse.



Do it outside

Play sheep and wolf:

Divide into two groups: one group is wolves, the other is sheep.
 Mark off a "cage" where sheep are kept if they are caught.
 At the teacher's signal, the wolves try to catch the sheep.
 Sheep that are caught go into the "cage". The other sheep try to set the caged sheep free by touching them. As soon as the caged sheep are touched, they can join in the game again.



More about water transport



Let's talk

Look at the pictures and talk to your friend about them.

Have you ever seen modes of transport like these?

Which one can travel under the water?

Do you know the names of any of these types of water transport?



Let's read

Read the sentences below, and look at the pictures. Match each group of sentences with a picture. Write the correct number next to the picture.

1. A ponton or ferry takes people, cars and other things across a river. There is a ponton like this at Malgas in the Western Cape. It takes cars and people across the Breede River.

2. A submarine travels underneath the water. Most submarines are big and can carry a lot of people. The biggest submarines can stay under water for many months.

3. Some people live on houseboats. Tourists who go on holiday in places like Kariba, in Zimbabwe, can stay on a houseboat and travel around the lake.





Let's read

You have learned that trains use different kinds of energy to make them move. Boats also use different kinds of energy. Some boats use human energy. Other boats use energy from petrol or steam. Many boats use the energy of the wind.



Let's write

Tick the correct answers to these questions.

What kind of energy does a rowing boat use?

diesel	
human	
wind	



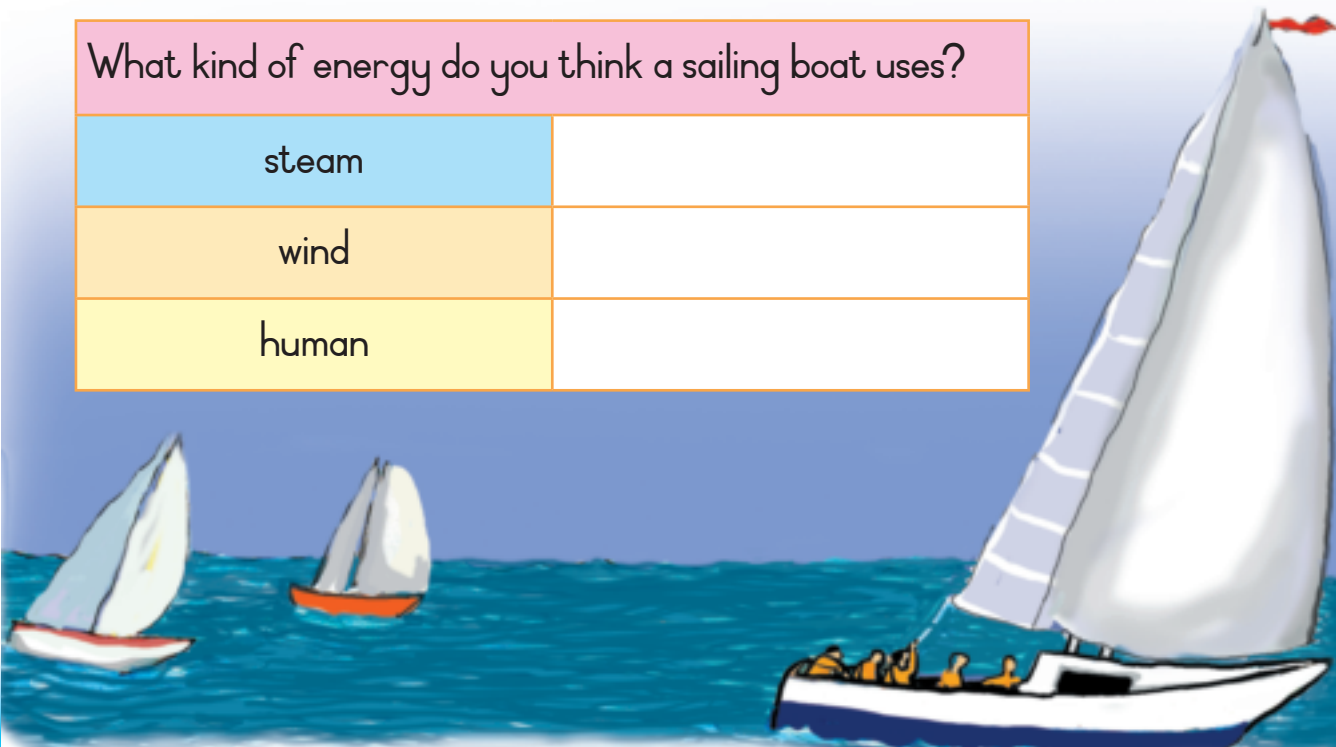
What kind of energy does a motorboat use?

wind	
steam	
petrol	



What kind of energy do you think a sailing boat uses?

steam	
wind	
human	



Public transport

Term 3 - Week 5



Let's talk

What is public transport?

Is your principal's car public transport?

Is someone's bicycle public transport?

Can a bus be public transport?



Let's read

Public transport is transport that anybody can use, but you have to pay for a ticket. Trains, buses, airplanes, taxis and ferries can be used for public transport.



Let's write

What kinds of public transport have you ever used?

What do you always need to do before you use public transport?

When do people use public transport?



Let's do

Do a class survey about the different kinds of public transport your classmates have used. Colour in a block in the table below for each type of public transport each person has used.

Number of classmates

11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Taxi	Train	Bus	Airplane





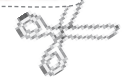
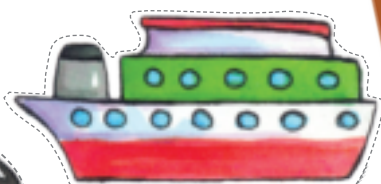
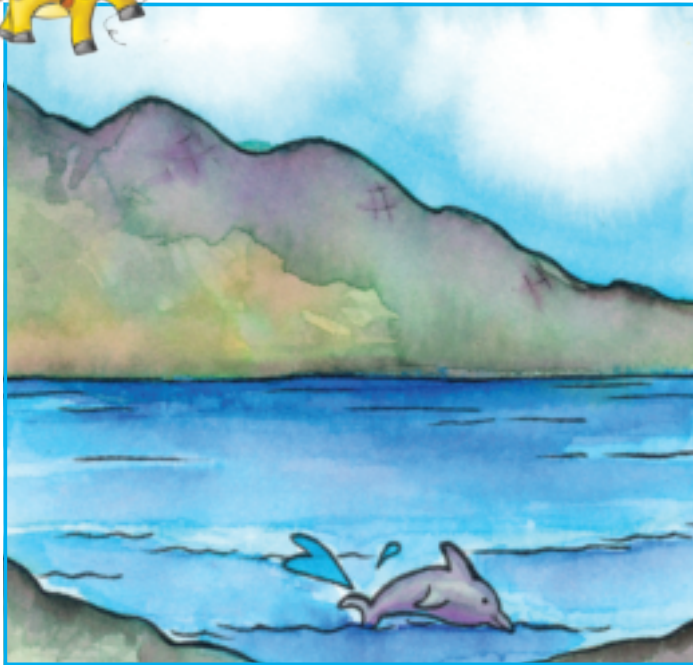
Let's do

- Use recyclable material to make a vehicle that can be used as a pencil holder.
- Paint or decorate your vehicle.



Let's do

Cut out the pictures of the different types of transport at the bottom of this page or from a newspaper or magazine. Paste each picture in the correct place.

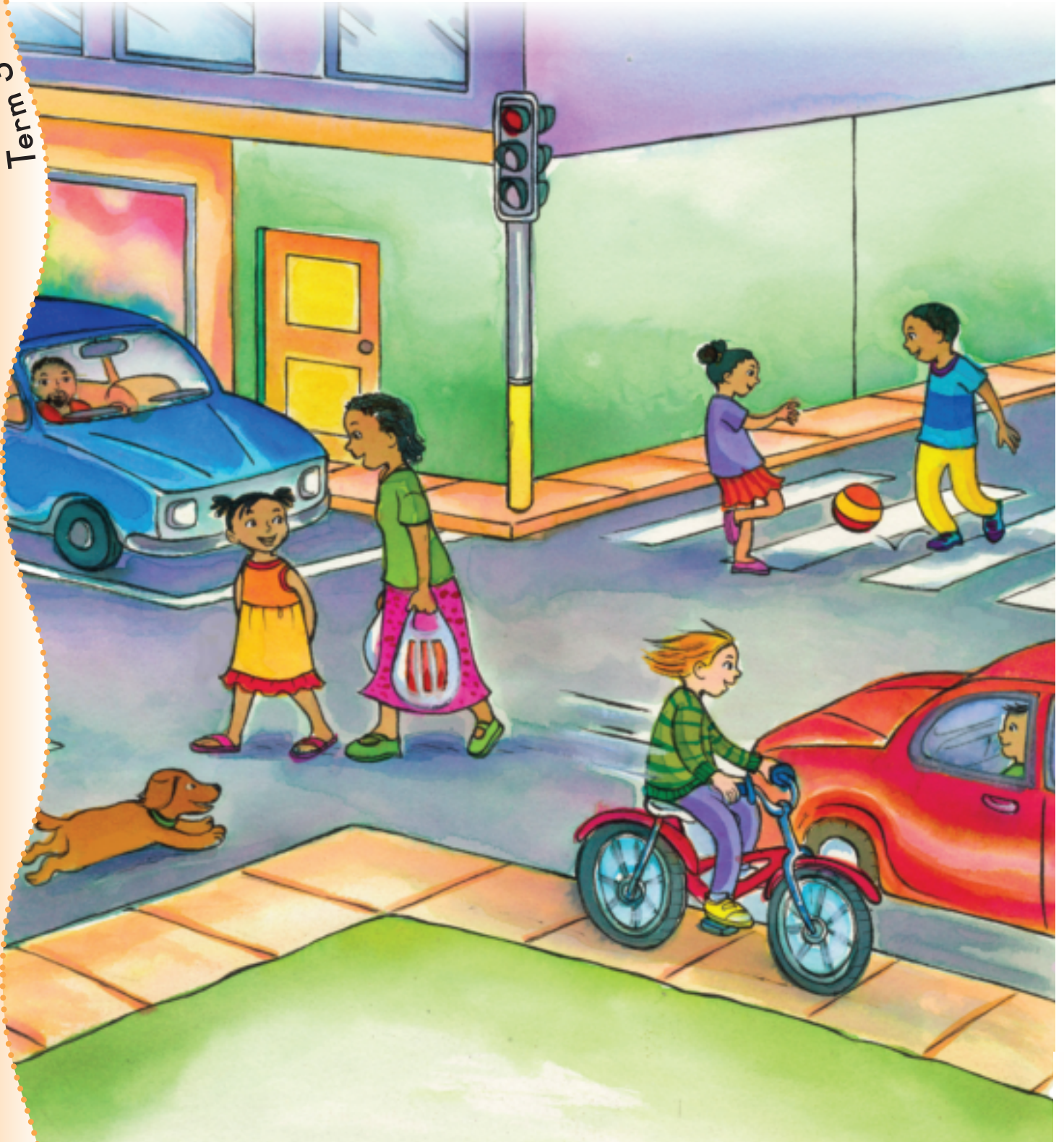


Teacher: _____
 Sign: _____
 Date: _____

Road safety

Let's talk

The people in this picture are breaking the rules of the road. Talk to your friend about what they are doing that is wrong. Why must we obey the rules of the road?





Let's read

Almost every month we read or hear about school children who are run over by a car while they are on their way to school on foot or by bicycle. You can make sure you stay safe on the roads if you obey the rules of the road.



Rules for pedestrians (people who are walking)

- Before you cross a street, always look right, then left and then right again to make very sure there are no cars, bicycles, taxis or buses coming.
- If a road is very busy, find a stop street, or a robot or a zebra crossing and cross the road there – not anywhere in between.
- If there is a zebra crossing or a scholars' patrol, use it. These are the safest places to cross a road.
- Don't walk in the road. Walk on the pavement. If there is no pavement, walk as far away from the cars as you can. Always walk on the right-hand side of the road so that you can see the traffic coming towards you.
- Don't play any games near a road.
- Be extra careful before you cross at a place where cars enter or turn off the street.

Rules for people on bicycles

- Make sure there is nothing wrong with your bicycle. Check your tyres, the brakes, the pedals, the chain, the handlebars, bell and light before you ride.
- At night or when the light is bad, you need a bright light on your bicycle at the front, and a shiny sticker on the back.
- Always wear a helmet. It will help to keep your head from getting hurt if you fall or you have an accident. A helmet can save your life.
- If there is a special cycle path, use it instead of the road.
- Plan how you will get to where you are going.
- Use the safest route, not just the shortest route.
- Use the correct hand signals clearly when you turn.
- Never ride next to another cyclist – always ride behind one another.
- Never do tricks on your bicycle when you are riding in the road.



Do it outside

Ask your teacher to show you a safe way to do a **forward roll** and **backward roll**.



Teacher:
Sign:
Date:

The rules of the road

Let's write

Look at the picture on page 22 again. Now answer these questions.

How many people are breaking the rules of the road?

What rule is the woman with the bags breaking?

How many rules is the girl on the bicycle breaking?

What rules is she breaking?

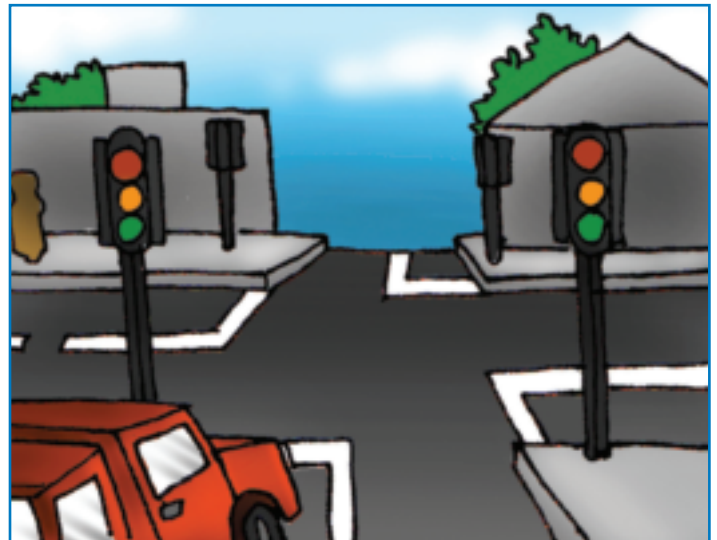
What could happen to the old man?

What must you always do before crossing a road?



Let's talk

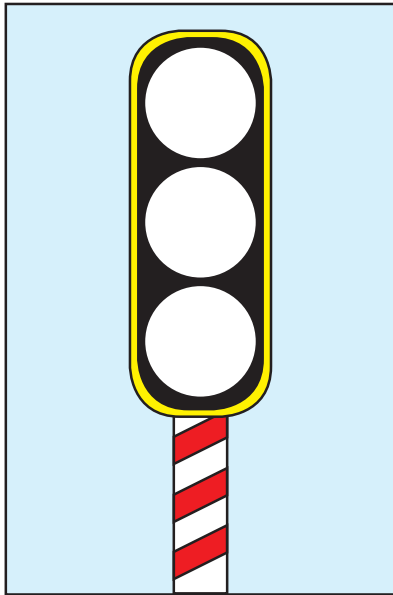
- Robots have three lights.
 What are their colours?
 What do the colours mean?
 Which colour is at the top?
 Which colour is in the middle?



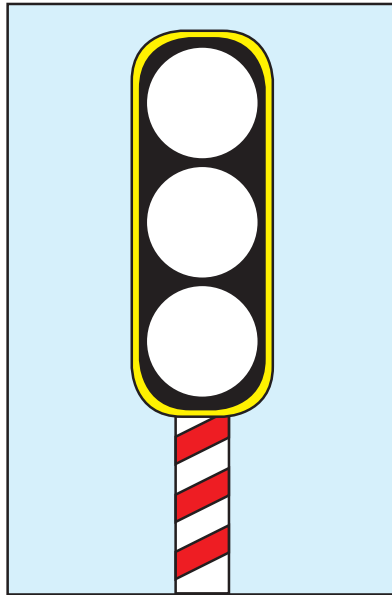


Let's do

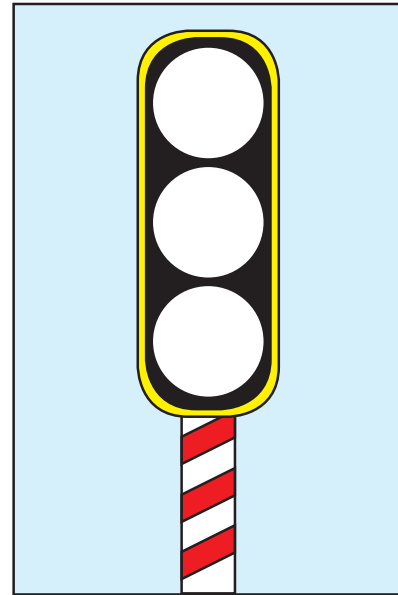
Colour in the lights in these robots so that they match the word at the bottom. Then say what each road sign means.



STOP

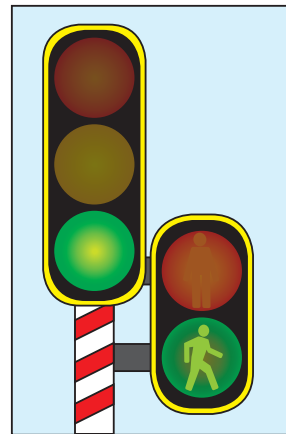
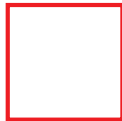
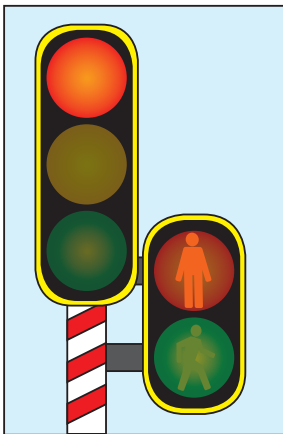


CAUTION



GO

Place a tick (✓) in the box next to the robot that shows that it is safe to walk across the road.



Let's move

- Throw your beanbag up and catch it. Now throw it forwards as far as you can.
- Work with a partner. Take turns to throw and catch the beanbag.
- Work in teams. See how many beanbags your team can throw into the basket in 60 seconds.



Teacher: _____
 Sign: _____
 Date: _____

Scholars' patrol



Let's talk

Look at the picture and talk to your friend about it.

- What is the scholars' patrol?
- How does it help learners?
- Why is it important for you?



Let's write

Answer these questions.



Is it safe for learners to cross the road by themselves?

Why do you think so?

When should there be a scholars' patrol?

How do you know that someone is a member of the scholars' patrol?

How does the scholars' patrol stop traffic?

How does it stop learners from crossing the road?



Let's do

Dumisani and his mother are walking to the library. On the way there, they see these road signs. What do they mean? Match each sign with its meaning.



Pedestrians are not allowed.

There is a stop street ahead.



Pedestrians can cross here.

Library



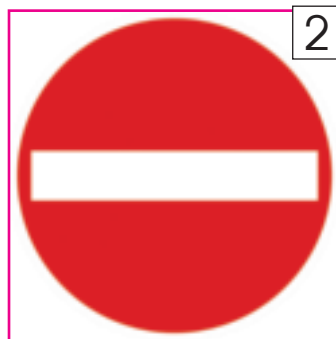
There is a crossroad ahead.

Only pedestrians are allowed.



Let's write

Ntombi and her father are driving to town to go shopping. They see these road signs. Ntombi asks her father what they mean. Do you know what they mean? Work with a partner and write down what Ntombi's father should do when he sees these signs. To see if your answers are correct, turn the book upside down.



Answers:
 (1) Stop at the sign. (2) Do not enter here. (3) Do not walk here.
 (4) You are not allowed to pass the car in front of you.



How traffic police officers help us



Let's talk

Look at the picture and answer these questions.

What kind of police officer is this?

What do you know about traffic police officers?



Let's write

Now answer these questions.

What does a traffic officer do?

How can a traffic officer help you?

Why do you think is the police officer's car parked like this?



Let's talk

Look at the picture and talk to your friend about it.



Let's write

Answer these questions.

What has the driver of the blue car done that is wrong?

What do you think the traffic police officer should do?



Let's do

Use old socks to make hand puppets. You and your friend can use these puppets to show a cyclist who goes through a red light. One of you is the cyclist and the other one is a traffic officer.



Let's move

1. Run around wherever you like in the classroom.
 - When your teacher tells you to stop, stand still exactly where you are.
2. Your teacher will divide you into teams.
 - You are going to do relay races.
 - The team that wins the most races is the winner.



More people who help us



Let's talk

Talk to your friend about the people in your community who can help you.



Let's match

Draw a line to match the pictures with the correct sentences.

I help people in the library to take out books or to find information. Sometimes I tell stories to children.

I love animals. I help animals that are ill or that have been hurt.

I bring your letters from the post office and I put them into your postbox at home.

I help you when you have toothache. I show you how to look after your teeth and keep them healthy.

I help sick children and adults. I give them medicines and injections to help them get better.

I make sure that the streets are clean. Every week, I come on the garbage truck to collect garbage from your home.





Let's do

What kind of work do you want to do when you finish school?
Say why you want to do this work.

Three empty rectangular boxes for writing answers.

Draw a picture here of someone who does the kind of work you want to do.




Do it outside

- Hang on a jungle gym and move forwards using "over-grasps".
- You and your friend must make a wheel barrow. See how far you can go.
- Your teacher will play some music. How does it make you feel? Happy, sad or calm.



Teacher: _____
 Sign: _____
 Date: _____

Good work in the community



Let's match

Draw a line from the kind of work on the left to the word that matches it on the right.

florist
firefighter
doctor
cook
tailor
teacher
hairdresser
writer

book
scissors
food
flowers
medicine
fire-engine
learners
clothes



Let's read

Today Norman had a very busy day. After breakfast he went to the library to find a book about how to play cricket. He asked the librarian to help him. Next he went to the post office to buy some stamps. On his way home he went in the clinic to pick up his grandmother's medicine. He passed the local soccer club and asked the manager when the next game would be. The manager told him to check on the notice board. And then when Norman arrived home, he found his house was flooded. He needed to call a plumber because a pipe had burst in his bathroom.



Let's write

Read these questions and imagine what Norman will say in each case and then write it down.

Who are the four people that helped Norman today?

What did Norman say to the librarian?

What did Norman say to the chemist?

What did Norman say to the manager at the soccer stadium?

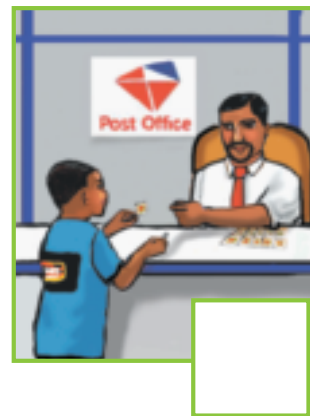
What did Norman say to the plumber?

What did Norman say at the post office?



Let's do

Look at the pictures. They show Norman doing all his tasks, but they are mixed up. Number them in the right order.



Let's do

When it is your turn, your teacher will let you take a piece of paper from a box. Look at the word on the piece of paper but don't show it to anyone else. You will see the name of a kind of job. Now show the class what this job is by mimicking it and without saying anything. The other learners must work out what kind of work you are showing them.



Let's move

- Throw a tennis ball up in the air and catch it. Throw it again, a bit higher, and catch it. Throw it even higher, and catch it.

Your teacher will give you a hoop.

- Put the hoop on the ground. Bounce the ball inside the hoop with your right hand and catch it with your left hand. Then do it the other way round. Walk around the outside of the hoop, bouncing the ball inside it. Do this first with one hand, then with the other. Stand inside the hoop and bounce the ball around the outside of the hoop.
- Walk zigzag between markers and bounce the tennis ball at the same time.





Let's do

Our country, South Africa

Look at the map of South Africa.

Place a cross on the map in the province where you live.

If you live in one of the towns or cities on the map, circle it.

If you live elsewhere, make a cross on the map where you think you live.





Let's write

Look at the map again and answer these questions.

Which province do you live in?

--

What is the name of the place where you live?

--

Which provinces are close to the province you live in?

--

When people from other places visit your province, what do they want to see?

--



Let's write

Imagine you are going to visit two other provinces. Which provinces do you want to visit? Write down one or two things you want to see in each province.

Names of provinces	Things you want to see

In South Africa, there are eleven official languages. Write down the names of four of the languages. Do you or any of your friends speak these languages? Write their names next to the languages they speak.

	Official language	People I know who speak it
1.		
2.		
3.		
4.		



Our National Flag

South Africa got a new flag on **27 April 1994**. Here is a picture of our flag. It is our national flag because it belongs to our country. Colour it in. Use these colours for the numbers in the picture:



Let's do

1 = red



2 = green



3 = yellow



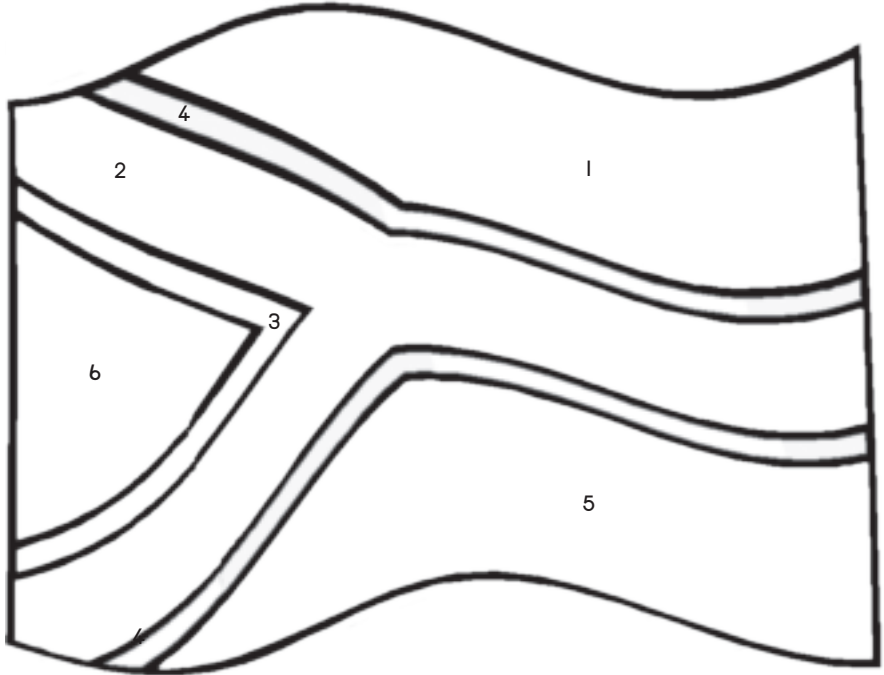
4 = white



5 = blue



6 = black



Let's talk

Talk to your friend about places where you can see the South African flag.

Is there a South African flag at your school?

Are there other places in your community where you can see the flag?

Does your police station have a flag?



Let's write

At what events do we see the National Flag? Write down another 3 or 4 events at which the national flag is flown.



Let's write

Read these sentences. Add a tick (✓) if the sentence is true and a cross (✗) if it is wrong.

	✓	✗
The flag was flown for the first time on 27 April 1994.		
There are two colours in the flag.		
South Africa has had the same flag since 27 April 1994.		
You can see the flag at the police station.		



Let's talk

Look at the picture. Talk to your friend about what the soccer players are doing in the picture.



Do it outside

Form a circle by holding hands.

- Gallop on the spot.
- Walk forward 6 paces.
- Skip 10 steps backwards.
- Hop 6 times on each foot.
- Take 3 steps left and the 3 steps to the right.
- Walk sideways crossing your legs.
- Stop!

Teacher's note:
Show the instructions
on flash cards.



Our National Anthem and our Coat of Arms



Let's read

We have a beautiful National Anthem. Its name is "Nkosi Sikelel' iAfrika", which means "God bless Africa". The first two verses are in isiZulu, isiXhosa and Sesotho. The last two are in Afrikaans and English.



Let's sing

Here are the words of Nkosi Sikelel' iAfrika.
Can you sing them? Let's try.

	Words of the anthem	Anthem in English
Xhosa	Nkosi sikelel' iAfrika Maluphakanyisw' uphondo lwayo,	Lord, bless Africa May her spirit rise,
Zulu	Yizwa imithandazo yethu, Nkosi sikelela, thina lusapho lwayo.	Hear our prayers, Lord bless us, her children.
Sotho	Morena boloka setjhaba sa heso, O fedise dintwa le matshwenyeho, O se boloke, O se boloke setjhaba sa heso, Setjhaba sa, South Afrika, South Afrika.	Lord, we ask that our nation be protected, That all conflicts are ended. Protect us, protect our nation, Our nation, South Africa, South Africa.
Afrikaans	Uit die blou van onse hemel, uit die diepte van ons see, Oor ons ewige gebergtes waar die kranse antwoord gee,	Ringling out from our blue heavens, From our deep seas breaking round, Over ever-lasting mountains, Where the echoing crags resound.
English	Sounds the call to come together, And united we shall stand, Let us live and strive for freedom, In South Africa our land.	



Let's write

When do people sing our National Anthem?
Read these sentences. Add a tick (✓) if the sentence is true or a cross (✗) if it is wrong.

✓	✗

People sing the National Anthem in church.

The Bafana Bafana team sing Nkosi Sikelel' iAfrika before they play a match.

We sing the National Anthem at school.



Let's read

When someone sees your signature (the special way you write your name) on a letter, they know the letter comes from you. A **coat of arms** is like the signature of a country. When we see our coat of arms on a book or a report, we know it comes from the South African government. Our Coat of Arms has many pictures in it. Each one has a special meaning.

Secretary bird with spread-out wings, keeping watch over our nation

The rising sun, which means light and life

A protea flower, symbolising the beauty of the land

A spear and knobkierie in a resting position, showing that there is peace in the land

Elephant tusks, which stand for our wisdom

A shield, showing that we are ready to face whatever happens

Wheatears, showing the fertility of our country, which makes it possible for us to grow enough food to eat

Two San rock drawings, to remind us of the first people who lived in our country

Our motto, *Ike e!xarra!ke*, which in the language of the San means "different people unite"



Let's talk

Talk to your friend about where you have seen our Coat of Arms. Can you show your friend the Coat of Arms right now?



Let's write

Write down 2 or 3 other places where you have seen our Coat of Arms.



Our national symbols

Let's read

Look at the pictures. Each of these things is a national symbol of South Africa. A symbol represents another thing. All of these symbols represent South Africa.

Let's write

Write a caption for each of the pictures of our national symbols below.
Use one of the following:

Springbok

Galjoen

Yellowwood

Blue Crane

King Protea



Let's do

Make a painting of one of these symbols. Discuss the colour, texture and shape.

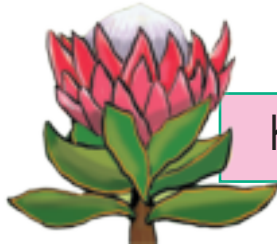


Let's write

Complete the sentences below. Use these words.



Real Yellowwood



King Protea



rugby



fish

5

five



animal



five cent

Our national flower is the _____.

Our national tree is the _____.

The springbok is our national _____.

Our national bird appears on our _____ coin.

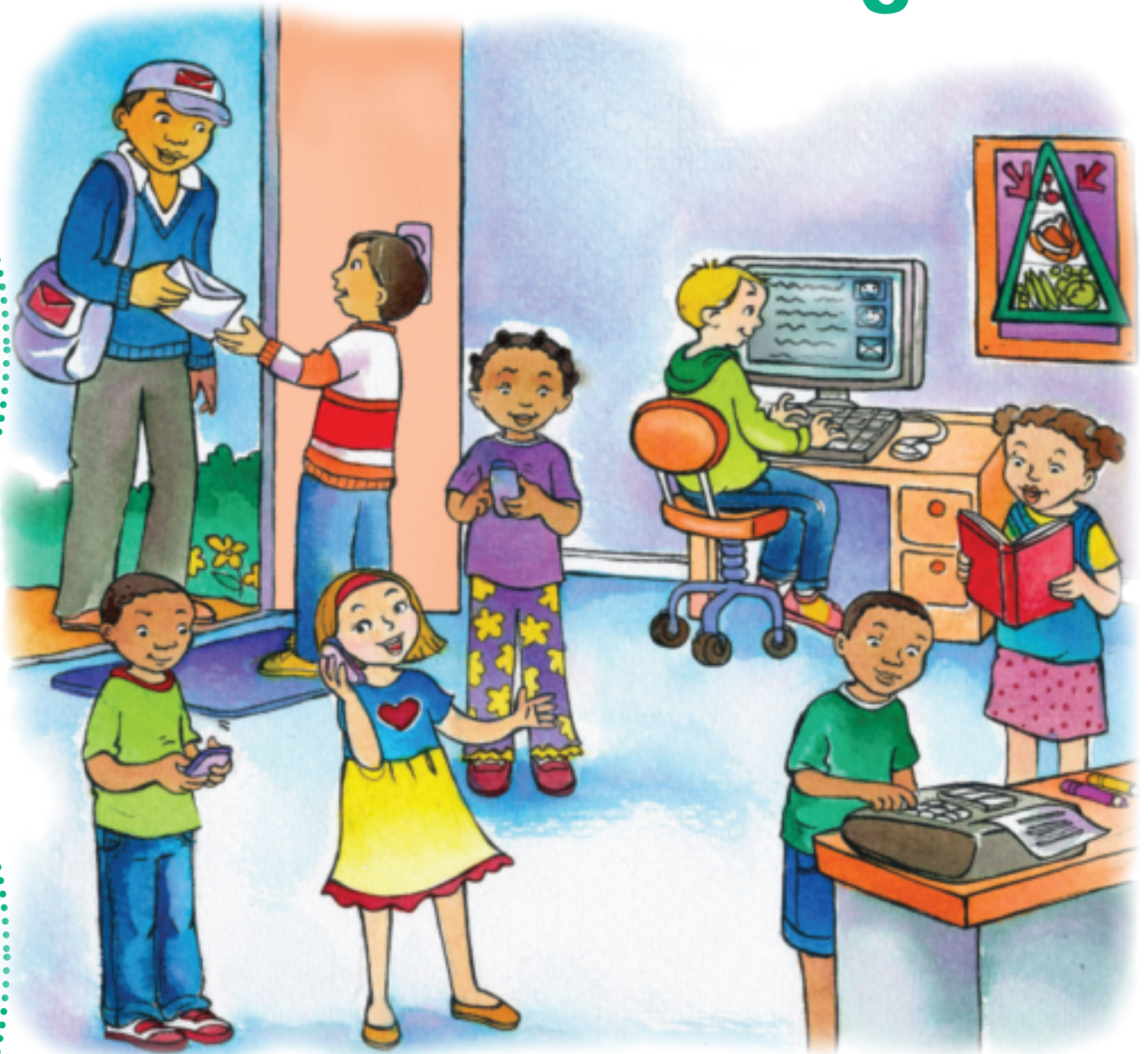
Our national animal is on the jerseys of our _____ team.

There are _____ languages in our National Anthem.

The galjoen is our national _____.



Different ways of communicating



Let's talk

Look at the picture and talk to your friend about all the different ways of communicating that you see in the picture.



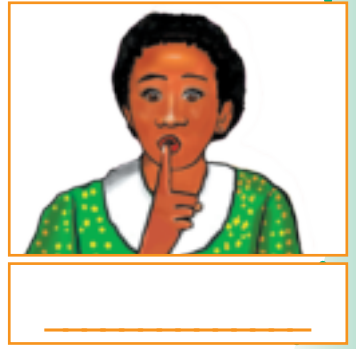
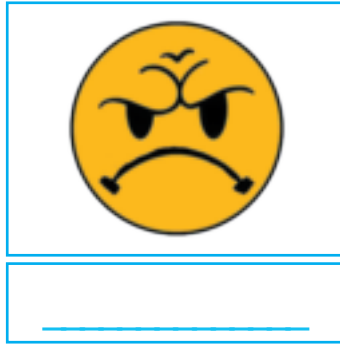
Let's read

Talking is a way of communicating that we all know. We can also communicate by writing. Sometimes we communicate without language. Look at the pictures at the top of the next page. Each picture tells us something without using language.



Let's write

In the spaces under the pictures, write down what each picture is communicating.



Let's do

Look at these sentences in the boxes.

We can tell someone all these things without talking. Take turns with your friend to show how we communicate each one.

Sit next to me.

I don't know.

I'm angry.

Come here.

No.

Be quiet.

Yes.



Let's read

When you talk to someone on a telephone, you must remember that they can't see you. If you use your hands or your face, they will not see what you are communicating. But you can use your voice, because they can hear your voice. You can make your voice happy or sad and they will hear what you are communicating.



Let's do

Take turns saying these sentences with your friend. Show the feeling with your face, hands and voice.

Say the sentence



My dad took me to the library.

We went to town in a taxi.

I stayed at home on Saturday.

My granny is going back home.

There was a loud noise.

Today is Thursday.

Feeling

happy

happy

angry

sad

scared

happy



Teacher:

Sign:

Date:

Now say the sentences again. This time, use **ONLY** your voice to show the feeling.

Communicating in writing and with our voices



Let's write

We use writing for different kinds of communication. Look at the pictures and write the correct label below each picture. Use one of the following words.

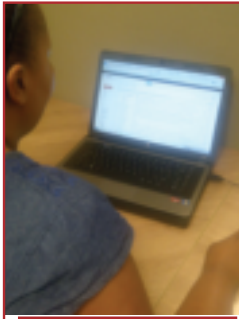
SMS

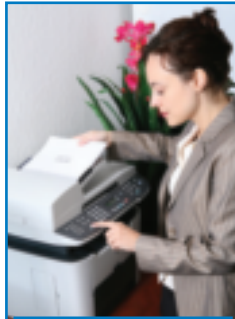
e-mail

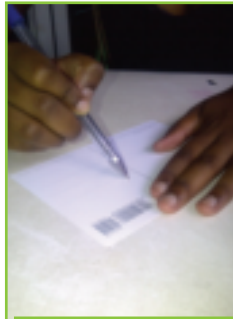
letter

fax

postcard















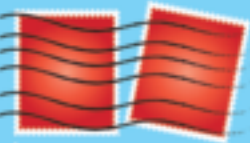
Let's write

Pretend you are on holiday in a town that you have not been to before. Write a postcard to your friend about everything you have seen and done.





Air Mail



POST CARD



Let's do Now work with your friend.

- Sit back-to-back and pretend that you are talking to each other on the telephone.
- Take it in turns to talk about your holiday.
- Use your voice to communicate your feelings.



Let's talk

Look at the picture below and talk to your friend about it. How are these children using their voices? Talk about other ways of using your voice to communicate.



Let's move

Let's play cricket.

- Divide into two teams.
- Decide which team is going to bat and which team is going to bowl and field.
- Do you know the rules of cricket? If you don't, your teacher will help you.



Teacher: _____
Sign: _____
Date: _____

More ways of communicating



Let's do

Do you know the path your postcard has to follow to reach your friend? Read this description of the steps on that path. Now look at the pictures. Number the pictures so that they match the steps in the description.



1
You write your postcard.



2
You buy a stamp and stick it onto your postcard.



3
You post your postcard in a postbox.



4
The mail van takes your postcard to the post office.



5
At the post office, your postcard is sorted and put with other mail going to the same town.



6
Now your postcard travels by train or airplane to a post office in that town.



7
A postman from that post office delivers your postcard to your friend's house.



Let's talk

Look at the picture and talk to your friend about it. How many different ways of communicating can you find?



Let's write

Look at the picture again and answer these questions.

How many people are reading something?

What kind of reading can we do for fun?

What can we read every day to find out what is happening in our country?



Communicating in adverts and through music



Let's do

Advertisements are also a way of communicating. Design your own poster to advertise a new fruit juice. Include the following in your poster:

- Name of the fruit juice
- Price of the fruit juice
- Picture of the fruit
- Description of the fruit juice
- Description of people who would like the fruit juice
- Where people can buy the fruit juice

Show it to your friends and discuss the colours and shapes you used.





Let's talk

Talk to your friend about where to put up your poster.
You want to make sure that many people see it.



Let's do

Music is also a way of communicating. Talk to your friend about different kinds of songs that you know.

- ♪ Take it in turns to sing a song that makes you happy.
- ♪ Now sing a walking song.
- ♪ Why is it a good song for walking?
- ♪ When do you sing at school?
- ♪ Sing your favourite song.
- ♪ Tell your friend why you like it.



Let's move

Divide into teams of four.

You are going to do a relay race.

The first runner in each team has a baton (a kind of stick).

When the teacher gives the sign to run, the first runners run to the second lot of runners and give them the baton.

The second runners run and give their batons to the third lot of runners.

The third runners run and give the baton to the fourth lot of runners.

They run to the finishing line.



How do we communicate if we can't hear?



Let's do

We use our ears when we communicate. Draw a picture that shows someone listening. Show what he/she is listening to.



Let's write

Answer these questions.

Do you like listening to the radio? Say why.

What information can you get from the radio?

What does a radio DJ do?



Let's do

Pretend that you are reading the news on the radio. Use your voice to make listeners interested. Use these words:

storms and flooding

school holidays

roads very busy

Grade 2 pupil

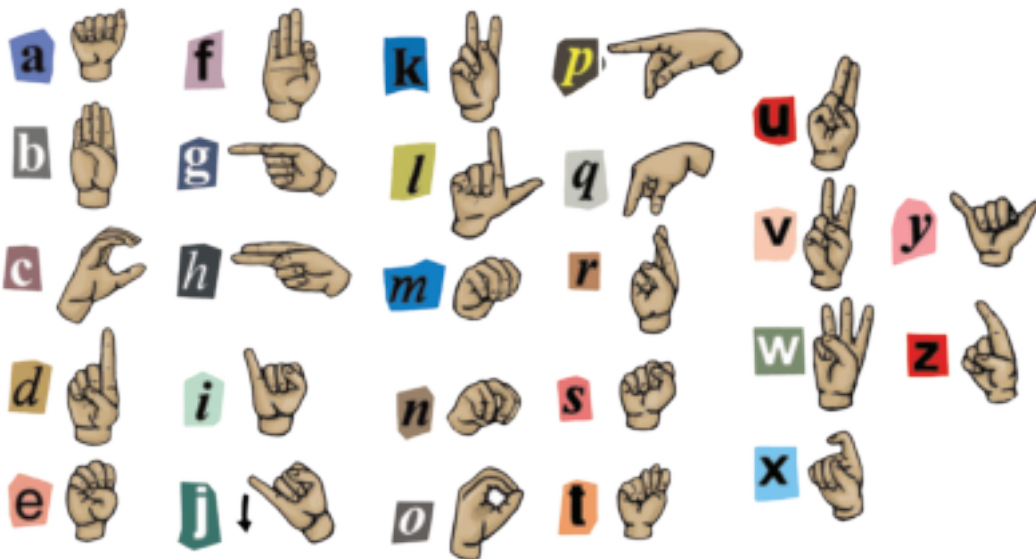
maths prize

Bafana Bafana



Let's read

People with disabilities often have to find different ways of communicating. For example, many people who cannot hear cannot learn to talk. They use hand or finger signs to communicate with other people. We call this sign language. Different signs have different meanings. Look at the alphabet of sign language below. Try to say your own name in sign language. Now use sign language to say a greeting to your friend.



Let's write

Do a self-assessment for the previous activity. Read the sentences and make a tick (✓) or a cross (✗) in the correct box.

Self-assessment

	✓	✗
It was easy to sign my name in sign language.		
I could understand my friend's sign language.		
I enjoyed communicating in sign language.		



How do we communicate if we can't see?



Let's do

Close your eyes and think about the things you can't do when your eyes are closed.

Can you read a book?

Can you write?

Do you know if your friend is smiling?

What is your friend wearing today?

Open your eyes and check.

Were you right or wrong?



Let's read

People who are blind and cannot see use the Braille alphabet when they read and write. The Braille alphabet uses dots that you can feel on the paper with your fingers. When people who know Braille run their fingers across the dots, they can read the words with their fingers. The Braille alphabet was invented by a man called Louis Braille, who could not see.





Let's read

Look at the Braille alphabet.

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



Let's do

Write your name in Braille.

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--



Let's write

Assess yourself on the previous activity. Read the sentences and make a tick (✓) or a cross (✗) in the correct box.

Self-assessment

I could sign my name using sign language.

I could write my name in Braille.



Day and night



Let's talk

Look at these pictures and talk to your friend about them.



Let's write

Look at the pictures again and answer these questions.

In which picture is it night-time?

Say why you think so.

Which do you like best – daytime or night-time? Say why.

What can we use to make light when it is dark?



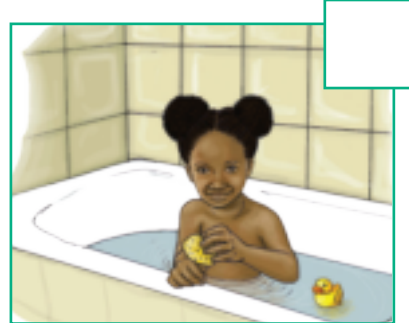
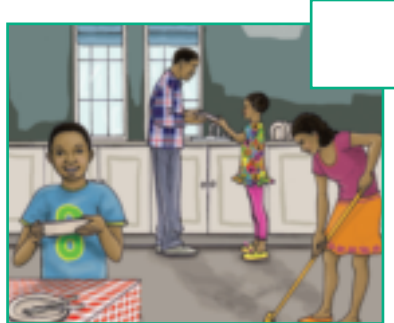
Let's talk

Look at the pictures and talk to your friend about them. What does a torch need to make it work? What must you do to make the torch light up?



Let's write

Number these pictures in the right order to show what Refiloe does from supper time until she goes to bed.



Now choose a caption for each picture from the list in the table below. Write the number of the correct picture next to the caption.

She is tired and she goes to sleep straight away.	
She has a bath.	
Refiloe and her family like to talk, have supper together and tell stories in the evenings.	
Then it is time for Refiloe to go to bed.	
She brushes her teeth.	
After supper they all help to clean the dishes and tidy the kitchen.	



Dreams and wishes in the night



Let's do

Pretend that you have had a strange dream. Draw a picture of your dream.



Let's write

Now write a few sentences about the dream.

What happened?

What did you see?

How did you feel?



Let's write

Some people say that when you see a shooting star, you should make a wish. Pretend that you've seen a shooting star, and write down your wish.

I wish ...

I would like to dream about ...



Let's do

Paint a picture of yourself sleeping.

You will need:

- any kind of paint
- a paint brush
- a sheet of white paper
- water in a jar or a cup to clean your paint brush

What you must do

Fold the sheet of paper in half, then open it again. On one side of the fold, paint a picture of yourself in your night clothes. Now fold the paper in half again and rub your hand over it. When you open the paper again, you will see your twin on the other side.



Let's move

Warm up: shrug your shoulders, make your arms loose, shake your hands. Swing your right arm forwards and around. Do this six times. Now do the same with your left arm. Swing your right arm backwards six times. Do the same with your left arm. Swing both arms forwards six times. Then swing them backwards. Now swing one arm backwards and one arm forwards, at the same time. Do this six times and then change arms. Cool down: put your hands on your tummy. Breathe in, down into your tummy, until you see your hands move apart. Breathe out slowly and softly. Do this four times.



Day and night work



Let's talk










Look at the pictures and talk to your friend about them.

Which people work at night? Which people work during the day?



Let's write

Which of these people do their work during the day as well as during the night? Make a tick (✓) next to the correct pictures.

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>		
 <input type="checkbox"/>	<p>We work both day and night.</p>		 <input type="checkbox"/>		
 <input type="checkbox"/>			 <input type="checkbox"/>		
 <input type="checkbox"/>			 <input type="checkbox"/>		
 <input type="checkbox"/>			 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

Doing good work at night



Let's talk

Look at the pictures and talk to your friend about them.
What story do the pictures tell you?





Let's write

Look at the pictures again and then answer these questions.

What do you think the doctor said to the miner?

What does a miner use to see underground?

Why is there a security guard at the hospital?

Do you know anyone who works at night? What work do they do?

Is it possible for anyone to work right through the day and night?
Say why you think so.



Let's move

- Climb up and down a step ten times. Stop and breathe quietly.
- Climb up and down another ten times. Open and close your hands while you do this.
- Climb up and down ten more times. Shake your arms.
- Now do the last ten steps up and down. Clap your hands while you do this.



Teacher: _____
Sign: _____
Date: _____

Animals of the night

Let's talk

Look at the pictures and talk to your friend about them. See how many of these animals you can name. Have you seen any of these animals yourself?



Let's read

Many animals hide away and sleep during the day, and move around only at night. We call them nocturnal animals. Some nocturnal animals live where it is very hot and dry during the day. They wait until it gets cool after the sun has set before they come out. Some nocturnal animals hide from other animals that hunt during the day. There are also nocturnal animals that hunt at night.



Let's write

Now answer these questions.

Why do some animals hunt at night?

What animals have you heard in the night?



Let's write

Read these sentences. Make a tick (✓) in the box if you think the sentence is correct. Make a cross (✗) if you think it is wrong.

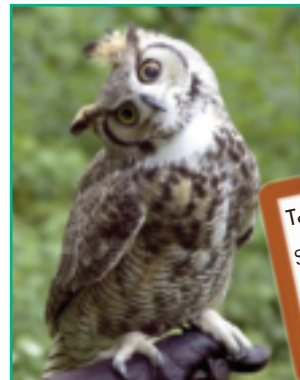
Self-assessment	✓	✗
Some nocturnal animals can hear very well.		
Some animals sleep during the day to stay cool.		
Many nocturnal animals can smell very well.		
Birds are all daytime animals.		



Let's read

Owls sleep during the day and come out at night to hunt. They have big eyes that face forwards, the way ours do. Owls see very well in moonlight. They cannot see when it is completely dark.

Owls have very strong, sharp claws. They use them to grab hold of the small animals they hunt. Their wings are covered in soft feathers. The feathers help owls to fly very quietly so the animals they hunt do not hear them.



Let's write

Read about owls again and answer these questions.

How does an owl grab the animals it hunts?

Do owls hunt for big or small animals?

What kind of claws does an owl have?

Teacher:

Sign:

Date:

An animal that stays safe at night



Let's talk

Look at the picture and talk to your friend about it. Do you know the name of this animal? Have you ever seen one?



Let's read

Porcupines sleep during the day. At night they look for food. They use their strong claws to dig up roots and bulbs to eat. Porcupines like to hide away under rocks. They have quills all over their bodies. The quills are like very sharp needles. When a hunting animal gets too close, a porcupine quickly moves backwards and sticks its quills into the hunter. The quills fall off the porcupine, so that it can run away. The hunter is usually too sore to chase the porcupine!



Let's write

Now answer these questions.

What is this animal called?

What does it do when a hunting animal gets too close?

Where does it live?

What does it eat?

Is it a nocturnal animal?

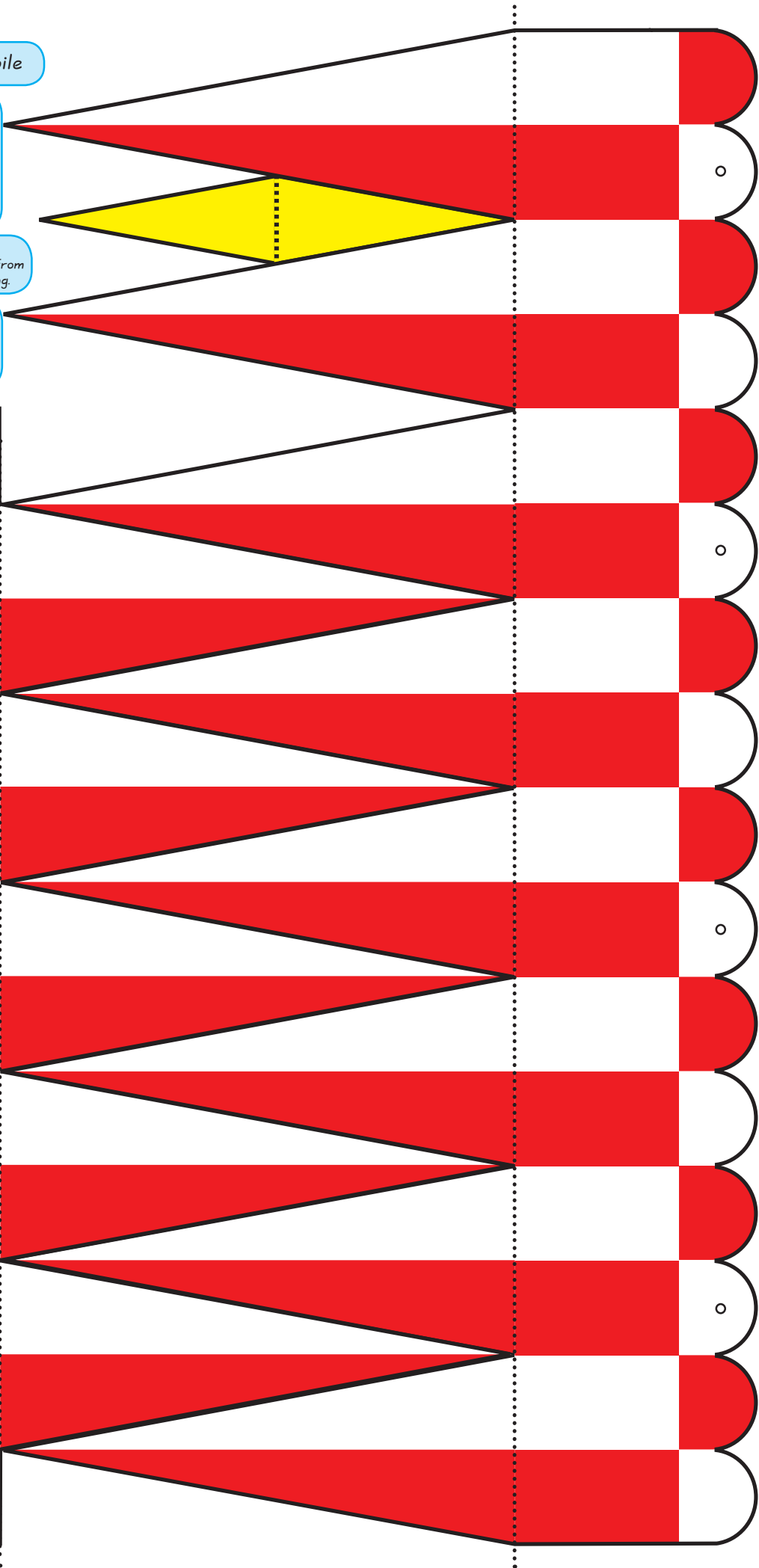
Make a circus mobile



Cut out the circus tent roof on the solid black lines. Glue the ends together to form a circle. Now join all the points together at the top with celotape.

Cut out the circus characters and hang them from the circus tent with string.

Fold the flag around the string at the top and glue it. Fold the stars around the string and glue it.



glue here

glue here

