



# Naka and Nala talk about fire

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"Hurry up Naka, we'll be late for school!" exclaims Nala.

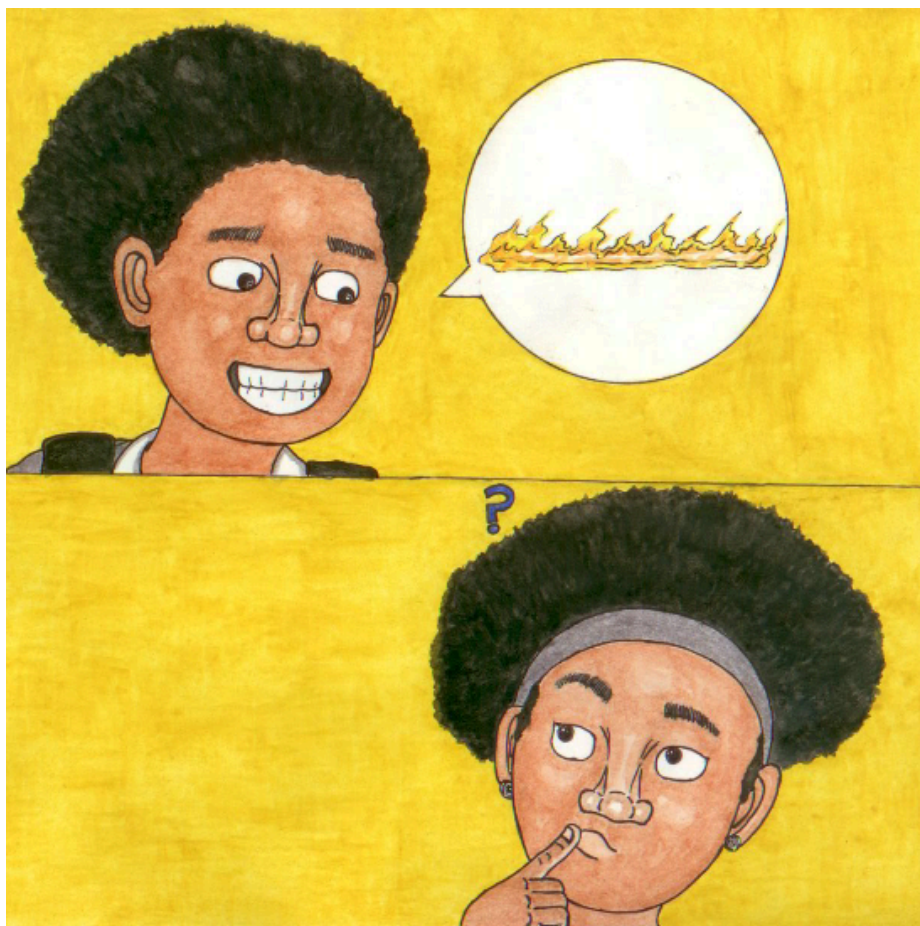
"I'm freezing! Let's stop and make a fire to get warm," says Naka.



"Have you forgotten that aunt told us not to play with fire?" asks Nala

"I heard her, but we're not inside the house!" replies Naka.





Nala says, "We're on the street, but it's still dangerous. Fire can spread quickly and cause a lot of damage."

Naka thinks about this.



“But in the past, fire was the only source of heat and light.

People used it for cooking, warmth, and lighting,” says Naka.



Nala responds, "Fire is a useful resource, but it's difficult to control.

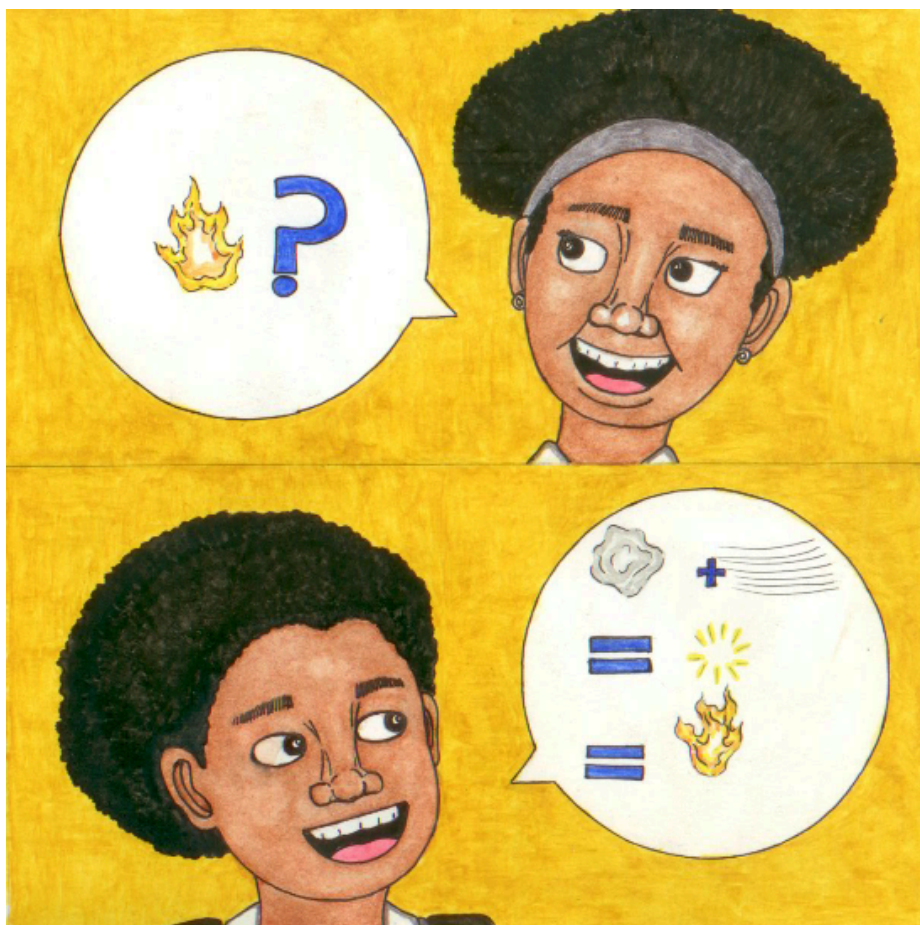
That's why children should not light a fire. Everyone should be careful with fire."





Nala continues, "Electricity is safer and cleaner than burning wood or coal."

"Burning those fuels causes a lot of pollution," adds Nala.



Naka asks, "Do you know how fire starts?"

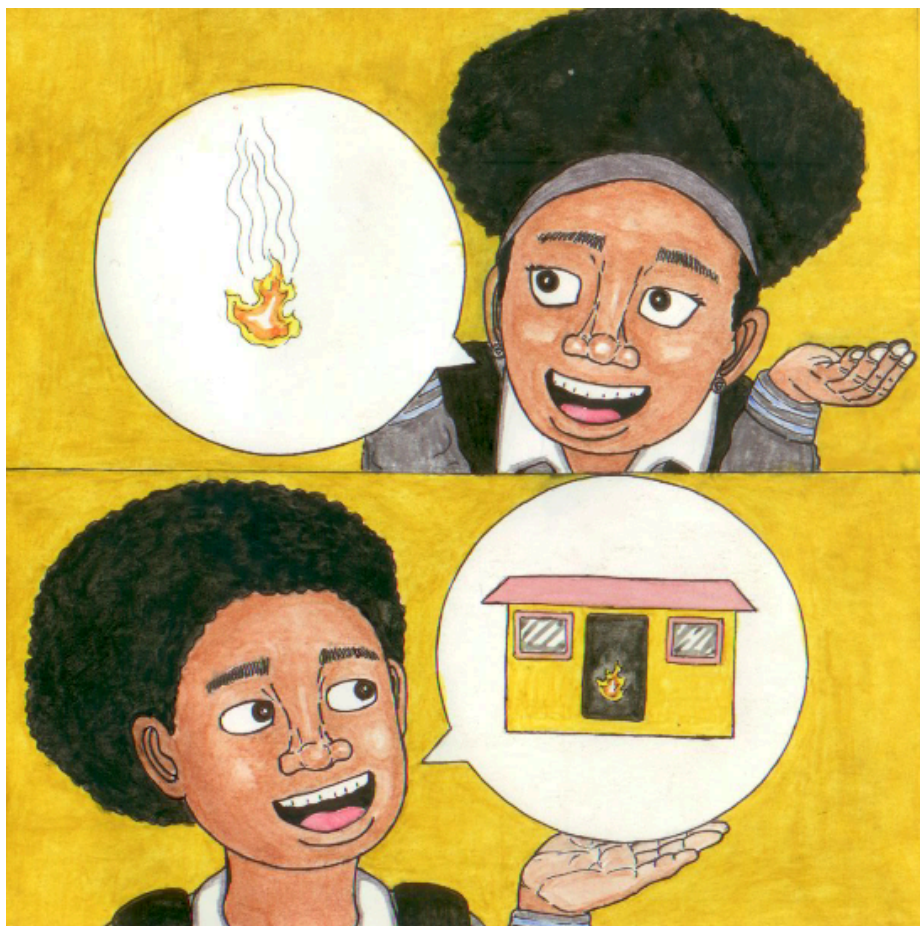
"When fuel and air mix together, it can cause a spark. That's how fire starts," explains Nala.





“When air and fuel mix quickly at the right temperature, a flame starts burning.

For example, rubbing sticks together or striking a match.”



“Fire gives off smoke,” says Naka.

Nala agrees, “Yes, that’s also why we shouldn’t light a fire inside. It’s not healthy to breathe smoke.”



Nala and Naka arrive at school.

"Never leave a candle or fire burning on its own. Fire can burn houses and people!" warns Nala.



## —Questions

1. Who wants to make a fire, and why?
2. List 3 uses of fire.
3. List 3 problems with fire.
4. What is 'pollution'?
5. List 2 ways to stay safe from fire.
6. Find out the word for 'fire' in 3 other languages. Draw a picture with the words.
7. Talk about any three types of fires.
8. Explain four methods used to put out fire.



Ulwazi Lwethu is a Zenex Foundation funded and initiated project to develop a series of graded and leisure African language readers and teacher support materials. This project is targeted at teaching and supporting learners in the Foundation Phase to improve their home language reading and understanding. The readers have been originated in nine African languages in collaboration with Molteno Institute for Language and Literacies, Nelson Mandela Institute for Education and Rural Development, Room to Read South Africa, and Saide. All resources are developed as Open Education Resources (OER).



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