

Unit
1

People and places

Learner's Book pages 5–11

5 hours

Curriculum content and concepts

- Places to live in: farm, village, town, city
- Work: jobs people do in different places
- Buildings in different places and their uses
- Roads and footpaths: how they are used in settlements

Teaching notes

You will need: sheets of blank paper

- If you have a collection of pictures, show it to the class and ask learners to tell you what they know about the different places people live in. If you don't have a collection of pictures, use the picture on page 5 of the Learner's Book to start a similar discussion.
- Let the learners do the activity at the bottom of page 5. Circulate while they are busy and write some of the words they have used on the board. Point out to the learners that these are all words used to describe what different kinds of places are like.
- Read through page 6 of the Learner's Book with the learners. Then let them read page 7 and do the activity on their own. Go around the class to help where necessary. Discuss the answers and check that the learners can identify each of the items in the list accurately.
- Let the learners read and do the activities on pages 8–10 on their own. Go around the class to assess informally and help where necessary.
- Talk about the different kinds of work that people do in the area around your school. Help learners to include work done outside buildings, such as gardening, refuse removal, driving delivery trucks and so on.
- Write the heading 'Jobs people do in different places' on the board. Ask the learners to work in pairs, and assign one of the pictures on pages 7–10 of the Learner's Book to each pair. Let them talk about the kinds of work that people are doing in their picture, and make a list in their notebooks.
- Learner pairs can join up to share their lists of the kinds of work people do.
- Let the learners copy and complete the table on page 6 in their notebooks. Go around the class to help as needed and to note any learners who appear to be struggling, or work faster than the others.
- Read through page 11 of the Learner's Book with the class and let them work in pairs to do the activity. Circulate to do informal assessment while they are busy.



BRIGHT IDEA!

- Ask the learners if they have visited friends or relatives in places different to the area where they live.
- What was different?
- What was the same?
- Talk about the different kinds of places people can live in and what it's like to live there. Add any new keywords to your list on the board.

Answers to activities

Page 6, *pair activity*

	Farm (A)	Village (B)	Town (C)	City (D)
Number of people	30	60	50 000	Over 3 million
Size of the place	50 hectares/ Big	Small	Big	Very big
Work people do	Various farming activities	Cook; herd goats; wash clothes; collect firewood; collect water; teach; nurse; grow vegetables; bury rubbish	Taxi driver; bus driver; rubbish collector; nurse; doctor; teacher; miner; shop assistant; office worker; petrol attendant; factory worker; cleaner	As for Town, as well as train driver; aeroplane pilot; ticket seller
Functions of buildings	Farmhouse; outbuildings; cottages for farm workers and their families	School; huts; clinic; church	School; houses; garage; sports stadium; swimming pool; hospital; petrol station; offices; shop	As for Town, as well as high- rise buildings; factories; train station
Amount of open land	A lot	A lot	Little	None
Types of roads and footpaths	Dirt roads; footpaths	Footpaths	Tarred roads and pavements	Tarred roads and pavements

Page 11, *pair activity**

Function	Type	In my area
Buildings		
To live in	Houses, shacks	
For health and education	School, hospital	
For religion	Church, mosque, temple, synagogue	
For work	Factory, offices, bank	
For commerce (buying and selling things)	Shops, shopping mall, spaza, petrol station	
For entertainment and sport	Sports stadium, cinema	
For transport	Garage, airport, bus terminal, petrol station	
Roads and footpaths		
For cars	Tarred roads, gravel roads, dust roads	
For walking on	Footpaths, pavements	

* Note: the answers above are based only on the words given in the Learner’s Book. The learners may come up with many others that are correct. Note also that some words may be equally correct in two places, for example, ‘petrol station’ is used for filling up cars, and so is used for transport, but it is also a place where petrol is bought and sold, so it is equally correct to place it with commerce.

Informal assessment

Assess learners’ progress in the activities. Help learners who have difficulty by giving them a remedial activity, and keep learners who work faster busy by giving them an extension activity.

Page 6, *pair activity*: Can learners extract relevant information from pictures? Can they see what is different about different types of settlement?

Pages 7–10, *individual activity* related to each picture: Can the learner identify (point to) each of the features in each picture?

Page 11, *pair activity*: Do the learners’ answers demonstrate that they understand the different uses of buildings and roads? Can they transfer this knowledge to an understanding of their local area?

Remedial and extension activities

Remedial: Let the learners draw a picture of the area where they live and label all the buildings. They should write a sentence about each building.

Extension: Divide the class into small groups of three or four and give each group a blank piece of paper, folded in half. Ask them to brainstorm and write down the names of different kinds of buildings that they know about, for example ‘school’, on the first half. If needed, they can use the pictures on pages 7–10 of the Learner’s Book for help. When they have thought of five to ten buildings, let the learners talk about what people use each of the buildings for, and write that next to each building, on the other half of the paper. Allow a few groups to present their buildings to the class and let each of them explain the use of the buildings, with the help of the rest of the class as necessary. You could also ask the learners to talk about the jobs people do in each of the buildings.