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Chapter 1

Places where people live

In this chapter you will ...

- look at pictures of where people live
- describe places where people live
- look at how people use buildings
- learn important new words
- talk about good and bad things about roads
- explain the way to a place
- make a drawing of a journey you know
- find out how you get some of the things you need
- read stories about people’s lives.

Unit 1 People and places

Important words

description
  words that explain something

game
  animals found in a game reserve such as lions and elephants

game reserve
  place where people can look at wild animals

rural
  villages and farms, areas where there are fields, forests and open spaces

settlements
  the places where people live

urban
  town or city where people work in factories, offices and shops
1. **Places to live in**

We all live somewhere. Some people live in villages. Some people live in towns. Other people live on farms. And some people live in large cities. Where do you live?

Classroom activity 1

Look at picture A. It is a picture of a city.
1. Where do the people in this picture live?
2. Name the types of buildings in the picture.
3. What different kinds of transport can you see?
4. Name two good things and two bad things about living in a city. Write your answers in a table such as the table below.

<table>
<thead>
<tr>
<th>Good things about living in cities</th>
<th>Bad things about living in cities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Picture A – part of a city*
Classroom activity 2

Look at picture B. It is a picture of a village.

1. Where do people live in this picture?
2. What kinds of buildings can you see?
3. How do people use the land in this picture?
4. What different types of transport can you see?
5. Name two good things and two bad things about living in a village. Write your answers in a table such as the table below.

<table>
<thead>
<tr>
<th>Good things about living in a village</th>
<th>Bad things about living in a village</th>
</tr>
</thead>
</table>

Picture B – part of a village
Settlements are the places where people live. Settlements can be small with only a few buildings. Settlements can also be large places such as cities with tall buildings and big roads. Cities and towns are in urban areas. Farms and villages are in rural areas.

The information below describes four kinds of settlements: a farm, a city, a town and a village.

**City**
- A large urban area with many people, houses and shopping centres.
- There are often factories, an airport, big roads and railways.

**Farm**
- There are a few buildings.
- Some of the buildings are for people and some buildings are for animals.
- The settlement is in the middle of fields.

**Village**
- Groups of houses or huts.
- There may be some small shops and a police station or church.
- There are schools and some roads.
- Most people walk in this settlement.

**Town**
- A town is an area that has some shops and many houses.
- There are schools but not many factories.
- The transport is good.
Classroom activity 3

1. Match each *description* on the papers on page 4, with one of the four photos below.
2. Write down the numbers of the photos that show rural areas.
3. Write down the numbers of the photos that show urban areas.
2. **Work in different settlements**

Rural areas are places where people do jobs such as farming, fishing and cutting down trees. In urban areas, people work in shops, offices, on streets and in factories.
7. Different jobs that people do in settlements

Classroom activity 4

- Make a copy of the table below.
- Look at the pictures of jobs people do above and on page 6.
- Fill in the answers to the following questions in the table.

1. What jobs can you see people doing in each drawing?
2. Show which of the jobs people do:
   a. in rural areas
   b. in urban areas
   c. in both rural and urban areas.

<table>
<thead>
<tr>
<th>Drawing</th>
<th>Jobs people do</th>
<th>Job done in rural area</th>
<th>Job done in urban area</th>
<th>Job done in rural and urban areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
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<td>4</td>
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<td>5</td>
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<td>7</td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. **Buildings in rural and urban areas**

A settlement is made up of different buildings. People use buildings for different things. Some buildings are for working in. Other buildings are for living in. The buildings in rural areas are different from buildings in urban areas.

![Some buildings in rural areas](image)

**Classroom activity 5**

- Look at the four pictures A–D.
- Make a copy of the table below.
- Answer the questions in the table for picture A and picture D.
- Answer question 3 for all four pictures.

<table>
<thead>
<tr>
<th></th>
<th>Picture A</th>
<th>Picture D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the building made from?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What is the building used for?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Who do you think made each of the four buildings?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Some buildings in urban areas

Classroom activity 6

- Look at the four pictures of buildings E–H.
- Make a copy of the table below
- Answer the questions in the table.

<table>
<thead>
<tr>
<th>Picture E</th>
<th>Picture F</th>
<th>Picture G</th>
<th>Picture H</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do people use the building for?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Who uses the building?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Roads and footpaths
The drawing below shows an area in a game reserve in Mpumalanga.

Classroom activity 7

- Look at the picture of the game reserve.
- Find a path that animals made. Put your finger on it.

1. Why do animals make paths?
2. What is the difference between road A and road B?
3. Who do you think made the roads?
4. Why do people make roads?
People make roads and footpaths to get from one place to another. A footpath is for walking on. A road is for cars and other kinds of transport. Cars and buses must not go on footpaths. There are different kinds of roads in settlements.
Classroom activity 8

1. Match the following words with each picture on page 11.
   
   *sand road, footpath, city road, motorway*

2. Who uses each of these roads and footpaths?
3. Which picture shows a road that people are not allowed to walk on?
4. Find the picture that shows a road that has a footpath next to it. What do we call this kind of footpath?
5. Name some bad things about sand roads.
6. Think of some good things and some bad things about roads in cities. Write your answers in a table like the one below.

<table>
<thead>
<tr>
<th>Good things about roads in cities</th>
<th>Bad things about roads in cities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Landmarks

We know where we are because we see things that we remember. We call these things **landmarks**.

- Landmarks are places or objects that stand out on the land.
- Landmarks can be natural things such as rivers, trees and mountains.
- Landmarks such as buildings, streets and roads are made by people.
- Landmarks help you to remember places.

*Some natural landmarks*
Chapter 1

Classroom activity 9

Do this activity in a group at break time. You will need a scarf or a cloth for a **blindfold**.

- Put the blindfold on one person in the group.
- Help him or her to walk to another place in your school.
- Remove the blindfold. Watch the person carefully.
- Ask the person if they know where they are.

If the person does know where they are, how do they know this?
2. **Describe and draw a short journey**

A drawing of a *journey* is sometimes easier to follow than a description in words.

**Classroom activity 10**

- Draw a picture of a road or a path that you travel often.
- Draw important landmarks along the road or path.
- Name the landmarks on your drawing.
- Now describe your journey in words to a friend.

Which way of explaining a journey is easier to understand – the drawing or the description in words?
3. **Explaining the way**

We use landmarks to help us explain the way to a place. We also use words like left, right and straight. The activity below will help you to find your way to a place called Summer camp.

![Map of Summer camp](image)

*Explaining the way to the Grade 4 Summer camp*
Classroom activity 11

• Examine the drawing on page 16.
• Follow these instructions and find your way to Summer camp:
  – Put your finger on the word Start. Then go straight.
  – Turn right at the fountain.
  – Follow the road until you see the windmill. Then turn left at Bridge Road.
  – Go over the bridge. Turn right.
  – You will pass Eagle’s Nest on your left. The river is on your right.
  – At the old mine, turn left.
  – Turn right and then right again.
  – You are at Summer camp.

Name all the landmarks you pass on this journey.

Classroom activity 12

• The instructions below are another way to the Summer camp.
• Copy out the instructions and choose the correct words for each instruction.
• Make sure you follow the way on the map.

1. From the word Start, (go straight ahead/turn left).
2. Turn left at the (tower/fountain/windmill).
3. When you see the fruit farm turn (left/straight/right).
4. Cross the bridge and go (straight/right/left).
5. Follow the road until you get to (Eagle’s Nest/the old mine).
6. Turn (left/right) and go straight.
7. Turn (left/right) and then (right/left) again.

Homework activity 1

• Write out a set of instructions like the ones above.
• Your instructions will explain the way to a place in your area.
• Use the words left, right and straight.
• Name landmarks that will help people follow your instructions.
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Chapter 1

Unit 3 People and their needs

Important words

<table>
<thead>
<tr>
<th>energy</th>
<th>power that makes heat, movement and action</th>
</tr>
</thead>
<tbody>
<tr>
<td>fuels</td>
<td>something we burn to give us energy, such as coal and gas</td>
</tr>
<tr>
<td>need</td>
<td>something that helps you to live</td>
</tr>
</tbody>
</table>

1. What all people need

What you need to have every day

How do we get the things we need? When we are children, our family helps us to get the things we need. Older people work to get the things they need.
Classroom activity 13

1. Look at the pictures A–D above. Does anybody in your family do these things?
2. How do you get food, clothes and water?
3. List three other things you think your family needs.

Some needs are more important than others. You will die if you do not have food and water. You will not die if you don’t go to school. Another thing that people need is energy. Energy makes things work. We use energy in many ways:

- To cook our food
- To heat our homes
- To make our transport move
- To power our machines
We get energy from wood, coal, gas, paraffin, petrol and the sun. We can also make electricity from coal and other fuels. Many machines need electricity to work.

Classroom activity 14

1. Look at the pictures A–G above. Match each of the pictures with one of these words:
   
   gas, electricity, sun, petrol, coal, wood, paraffin

2. Choose one picture to match the word heat and one picture to match the word movement.

3. Name two other things people use electricity for.
2. **How people get what they need**

Some people grow their own food and make the things they need. Many people buy the things they need. People do jobs to earn money. People use money to pay for food and other things such as doctors, houses, water and energy.
Stories of how some people get what they need

On these pages you will read about two families and how they get some of the things they need.

**Story 1: Lindiwe Zagana from Phillipi near Cape Town**

I live in a shack with my two girls. I live here because I do not have enough money to pay rent or buy a house in another area. The people here build their own houses from corrugated iron and things like plastic and wood.

We get our water from a tap in the yard. When the tap is broken, there is no water. Some places have electricity. But most people use paraffin lights and stoves.

I work two days a week in Cape Town. I take two taxis and a train to my job. Transport is very expensive.
Paul Fredericks is a bus driver. He drives municipal buses in East London. Paul is paid money every month for doing his job. He uses the money to buy the things he needs.

I save some money for emergencies. Last year, I used up my emergency money. My children had health problems. I spent the money at the clinic and the dentist.

Paul pays rent every month. This includes money for water and electricity. Paul pays school fees every month for his two children.
Classroom activity 15

- Make a copy of the table below.
- Complete the table for Lindiwe Zagana’s and Paul Fredericks’ family.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Lindiwe Zagana’s family</th>
<th>Paul Fredericks’ family</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where in South Africa does each family live?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Describe the house they live in.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How do these people get their water?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do they have electricity?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Name one problem each person describes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In this chapter you will ...

- find information from photos and pictures ✓
- find information from different kinds of writing ✓
- find information about the present and past from people ✓
- find information from objects such as paintings, tools, pots ✓
- learn the meaning of important words: past, present and future ✓
- describe things that happened in the past ✓
- find out about your local area ✓
- do a history project about your local area to show that you can find out things in different ways. ✓

Unit 1 How we find out about the present in a local area

Important words

- dragon: a pretend animal that can breathe fire
- local area: places close to where you live
- object: a thing that you can see, hold or touch
- tourists: people who visit places away from their home
1. Finding out about places

The pictures below show you some of the ways we find out about places.

1. Pictures help us to find out about places.

2. We can find out about places from writing.

3. We find out about places by listening and asking questions.
Looking at objects helps us to find out about places.

Classroom activity 1

List the four ways people can find out about a place.
Write your answer like this: People can find out about a place in these four ways:
1 …
2 …
3 …
4 …
2. Finding information from a picture

Classroom activity 2
1. Look at the photo above. How many people are in the photo?
2. What are the people doing in the photo?
3. Describe what else you can see in the photo.
4. What things do you want to find out about this area? Write down two questions of your own.

3. Finding information from writing

The Zulu people called the mountains near their home uKahlamba. uKahlamba means ‘sharp edge’ in the Zulu language. People from Europe named the mountains Drakensberg, which means ‘dragon mountain’, in Afrikaans. They said dragons lived in the mountains. Today we call the mountains of KwaZulu-Natal the uKahlamba–Drakensberg.
Classroom activity 3
1. What do we call the mountains in KwaZulu-Natal today?
2. Name the two languages that make up this name.
3. What does uKhahlamba mean in English?
4. What does Drakensberg mean in English?
5. Write out only the true sentences from the list below.
   a. Zulu people live near the uKhahlamba-Drakensberg.
   b. The uKhahlamba-Drakensberg is in the Western Cape.
   c. People from Europe had a name for the mountains.

4. Finding information about the local area from people

Thembi and her friend Andile spoke to Mr Mkhize to find out about their area. Mr Mkhize works for the KwaZulu-Natal Parks Board.

Why are there no villages in the high mountains in the uKhahlamba-Drakensberg?

This area is not good for farming. The land is steep and full of rocks.

Do some people work in the uKhahlamba-Drakensberg?

The uKhahlamba-Drakensberg is now a special area. There are hotels and places for people to stay and work.

Do people still visit the mountains?
Classroom activity 4
1. What question did Thembi ask Mr Mkhize in the first picture?
2. What was Mr Mkhize’s answer?
3. What question did Andile ask Mr Mkhize in picture 2?
4. Name some of the jobs you think people do for the KwaZulu-Natal Parks Board.

5. Finding out about the local area from objects

Classroom activity 5
The two objects in the pictures above are from a Zulu village.
1. Give the names of the objects in any language.
2. What is each object used for?
3. What can these objects tell you about the local area?