

**Unit
1****Making choices****Listening and speaking**

1. People make choices all the time.
 - Some choices are simple, for example, you choose which food to eat, what clothes to wear or what books to read.
 - Some choices can be more difficult, for example, sometimes you have to choose to tell the truth or whether you still want to be friends with someone.
 - a) Tell your partner about three choices you have made today. Discuss how you decided what to do in each case.
 - b) Have you ever had to make a difficult choice? Tell your partner about it.
2. Listen as your teacher tells you a story called *Susie's choice*.
 3. Look at these pictures. Tell your partner what is happening in each picture.



4. In groups, answer these questions about the story.
- a) Who is the main character in the story?
 - b) Where does the story take place?
 - c) What happened first in the story?
 - d) What choice does Susie have to make?
 - e) What would you do if you were Susie?
5. Read this short rhyme aloud.

Jabu said, "It cannot be done."
But Sipho just smiled and replied,
"Maybe it can, maybe it can't.
But we'll never know till we've tried."

Language



Countable nouns

- Nouns are used to name things.
- Some nouns can be singular or plural.
For example:
bird - birds; boy - boys;
peach - peaches.
 - Countable nouns can be used with a number because they can be counted.
For example:
one boy; five boys.

6. Write down the singular form of these plural nouns.

branches	sticks	peaches
girls	babies	trees
nests	children	eggs
boys	stones	shoes
leaves	bags	friends

Remember

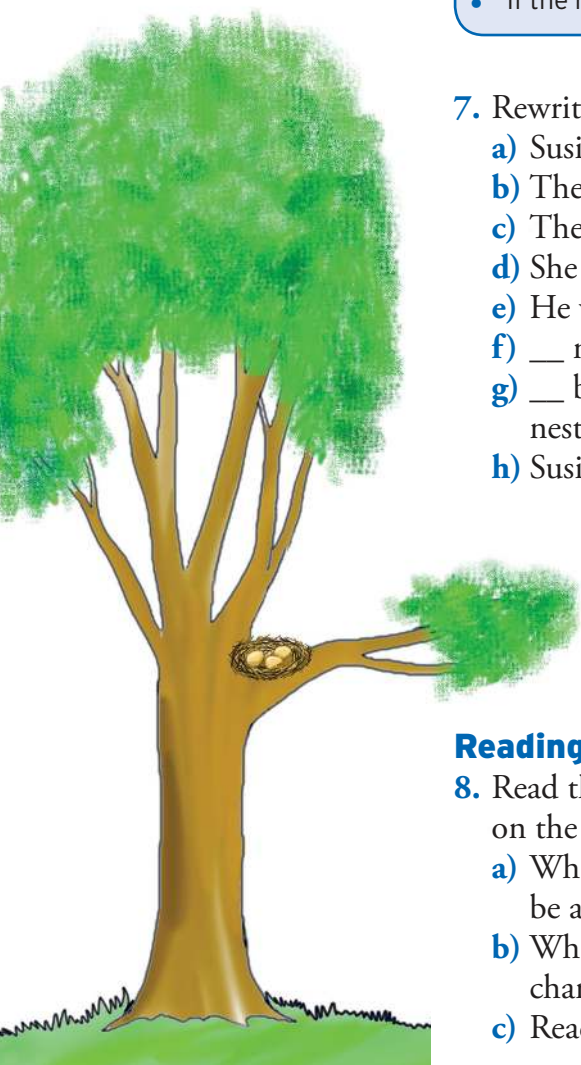
- If there is one thing, you use **is**.
- If there is more than one thing, you use **are**.





Articles

- **A, an** and **the** are called articles.
- **The** is the definite article. It refers to a specific thing.
For example:
Susie saw **the** boy.
She went to **the** school play.
- **A** and **an** are indefinite articles. They refer to general things.
For example:
Susie saw **a** boy. (any boy)
I want **an** apple. (any apple)
- If the noun starts with a vowel (**a, e, i, o** or **u**) use **an**.



7. Rewrite these sentences. Fill in **a, an** or **the**.
- Susie saw ___ boy with ___ stick.
 - The bird laid ___ egg.
 - There was ___ nest in ___ branches.
 - She hid behind ___ tree and shouted at ___ boys.
 - He was using ___ stick to hit ___ tree.
 - ___ nest was in danger of falling out of ___ tree.
 - ___ boys did not know there were eggs in ___ nest.
 - Susie asked ___ boys to stop hitting ___ tree.

Reading

8. Read the title and look at the pictures of the story on the next page.
- What do you think the story is going to be about?
 - What do the pictures tell you about the characters in the story?
 - Read the first part of *Sihle's difficult decision*.

Sihle's difficult decision *Part 1*



Jabu, Simon and Sihle were walking home from school after soccer practice. They walked past the stands at the end of the field to get to the gate. As they passed the stands, Simon saw a wallet lying in the grass. He bent down and picked it up.

"Hey, guys!" he shouted. "Look what I found."

"What's in it?" asked Jabu.

The boys stood closer as Simon opened the wallet.

"Wow! Look at this, there's over R500 in cash here." Simon exclaimed. "Let's keep it. We can share it out and buy ourselves something cool."

"What a good idea," replied Jabu. "I need some new takkies."

Sihle shook his head. "No!" he scolded. "That's dishonest. It's not right to steal someone else's money. I think we should hand in the wallet to the office. The person's cards are in it, so the principal can phone them."



Comprehension

9. Work with a partner and answer these questions.

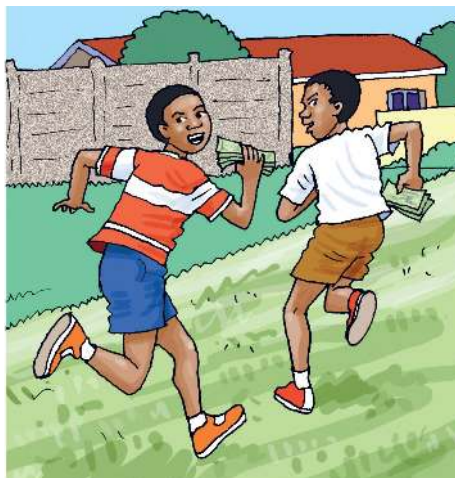
- a) Where were the boys going?
- b) What did they find?
- c) Where did they find it?
- d) How much money was in it?
- e) Who wanted to take the money?
- f) What did Sihle want them to do?
- g) What do you think will happen next? Why?

Reading

10. Now read the ending of the story with a partner.

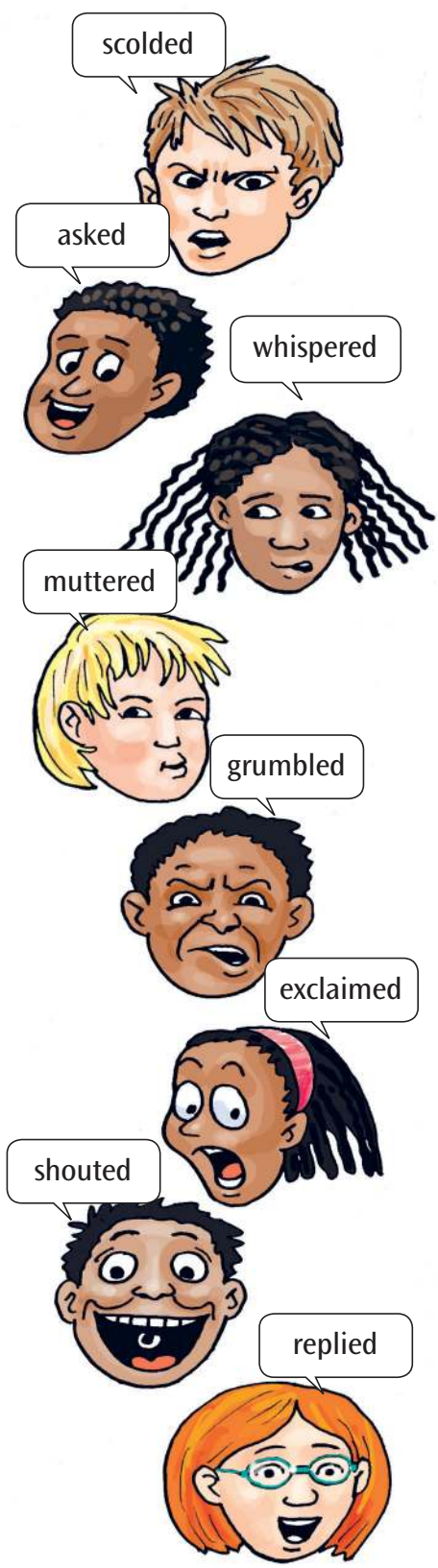
Sihle's difficult decision *Part 2*

The other two boys stared angrily at him. "Ag, Sihle," Simon grumbled. "You are such a goody-goody. We're taking the money and you can't stop us. You can take the wallet to the office if you like. But you better tell the principal that it was empty when you found it. Or else!" Then they grabbed the money, threw the wallet on the ground and ran off laughing.



Sihle picked up the empty wallet. He wasn't sure what to do next. He sat on the grass and muttered to himself. Should he hand in the wallet and say it was empty? Should he tell the truth and get his friends in trouble? Should he leave the wallet and just go home?

After some time, Sihle stood up slowly. "My name is Sihle and it means 'good'. I know what I have to do," he whispered to himself as he walked towards the office.



Vocabulary

11. Some of the words in the story tell you **how** the boys speak.
- a) Read the words in the speech bubbles.
 - b) Find the words in the story.
 - c) Discuss what you think each word means.
 - d) Now read these definitions. Match them to the words in the speech bubbles. Use a dictionary if you get stuck.

- Speak in order to get an answer
- Complain in an unhappy way
- Say something suddenly or loudly in a surprised or angry way
- Speak in a low voice because you are upset about something
- Say something to answer a question
- Speak angrily to someone about something they have done
- Say something very loudly
- Say something very softly using your breath, not your voice

Writing

12. Start working on your personal dictionary for Grade 5.
- Label the pages with the letters of the alphabet.
 - Write these words in the correct places in your personal dictionary.

tell mention suggest argue explain

- Use a dictionary to find the meaning of each word.
- Write the meaning of each word next to it using your own words.

Listening and speaking

13. Imagine that you are Sihle. When you get home, your mother asks you why you are late. What would you tell her?
14. Summarise the main events in the story. Use these words to help you.
 - In the beginning ...
 - Next ...
 - Then ...
 - After that ...
 - At the end ...
15. Work with a partner.
 - a) Talk about one thing that you liked in the story, *Sihle's difficult decision*.
 - b) What was one thing that you disliked in the story?
 - c) What is one thing you would change in the story if you were the author?

Writing

16. Complete these sentences. Say what you liked and what you disliked in the story.
 - When I read this story, I liked ...
 - The thing I disliked in this story was ...



Proper nouns

- A proper noun is the name of a person or place.
- A proper noun starts with a capital letter.
- For example: Sihle, Johannesburg.

Language

17. Punctuate these sentences.
 - a) simon saw a wallet
 - b) they go to jeppe high school
 - c) sihle went to mr brown
 - d) jabu and simon are friends

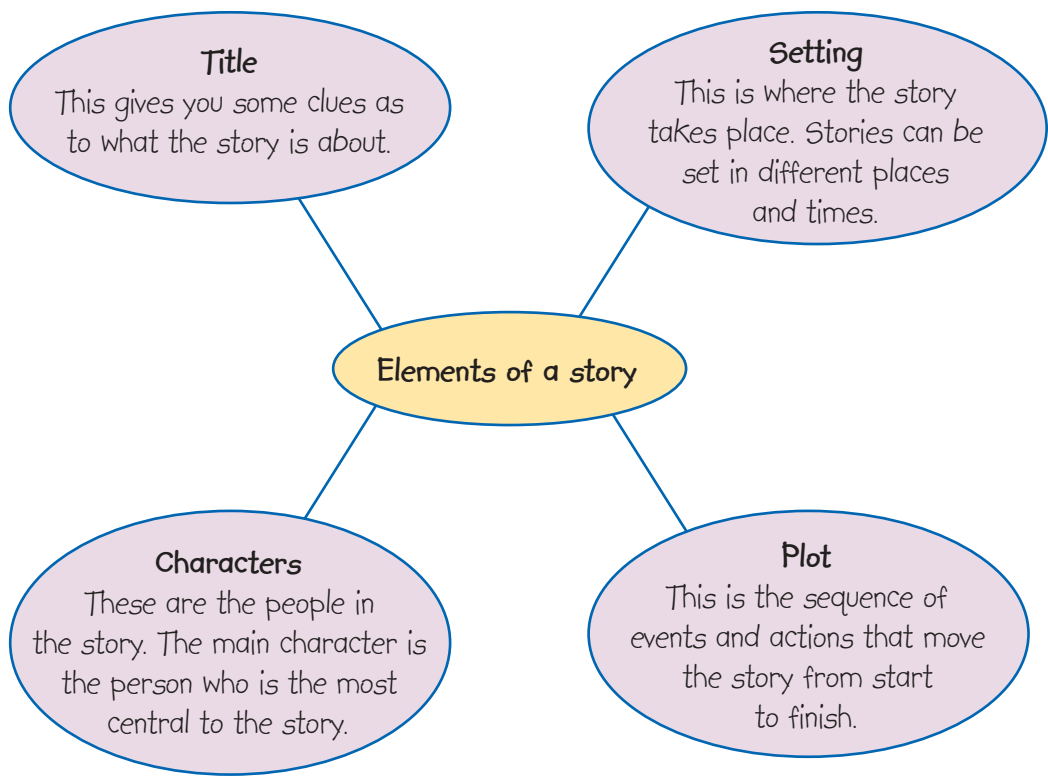


Reading

18. Read this mind map about the different elements of a story. Then answer these questions.

Core Reader
You can read about Jenny's decision in *Ballerina Jenny* in your Core Reader.

- a) What is the title of the story you read about Sihle?
- b) Who is the main character in the story? How do you know this?
- c) Where is the story set?
- d) Summarise the plot of the story in point form.



Writing

19. Copy this story frame. Use it to plan a short story about someone who has to make a difficult decision. You can write about your own experience, or you can make up a plot.



Title: _____

Characters

Main character: _____

Other characters: _____

Setting

Place: _____

Time: _____

Plot (sequence of events)

What happened:

First ...

Then ...

Next ...

After that ...

Finally ...

- Write your story in your book. Your story should have at least three paragraphs. It must be between 100 and 150 words long.
- Give your story an interesting title. Your title should make people want to read the story.

Reading

20. Read your story aloud to your group. Try to pronounce the words correctly and read with expression.

Writing

21. Listen to all the stories.
- a) Discuss one thing you like and one thing you dislike about each person's story.
 - b) Write two sentences about what you liked and disliked.



Personal pronouns

You use personal pronouns in place of proper nouns so that you don't have to write the person's name over and over again.

These are personal pronouns:

I	me
you	he
him	she
her	we
us	they
them	

Language

22. Fill in the correct pronouns in each sentence.
- a) ____ was walking home with ____.
 - b) ____ found a wallet in the grass.
 - c) Sihle told ____ not to take the money.
 - d) ____ did not listen to Sihle.
 - e) Sihle knew what ____ had to do.
23. Correct these sentences.
- a) We plays soccer.
 - b) I is the fastest runner.
 - c) They eats supper.
 - d) You goes to school early.
 - e) He like hot dogs.

Vocabulary

24. The letters **oy** and **oi** sound the same in many words. Read these words aloud. Choose the correct spelling. Write the correct words in your exercise book.
- a) boi / boy
 - b) boil / boyl
 - c) tois / toys
 - d) oil / oyl
 - e) enjoy / enjoi



Reflecting on reading

25. What have you read in the last two weeks?
- Tell your partner about one story you read. Use three to five sentences.
 - Did you enjoy the story? Explain why or why not.
- If you enjoyed the story in this unit, you may like these books:
- *Big fat lies*, by Ann Walton
 - *The visitor*, by Wendy Hartmann.