

## objectives

In this unit, you will:

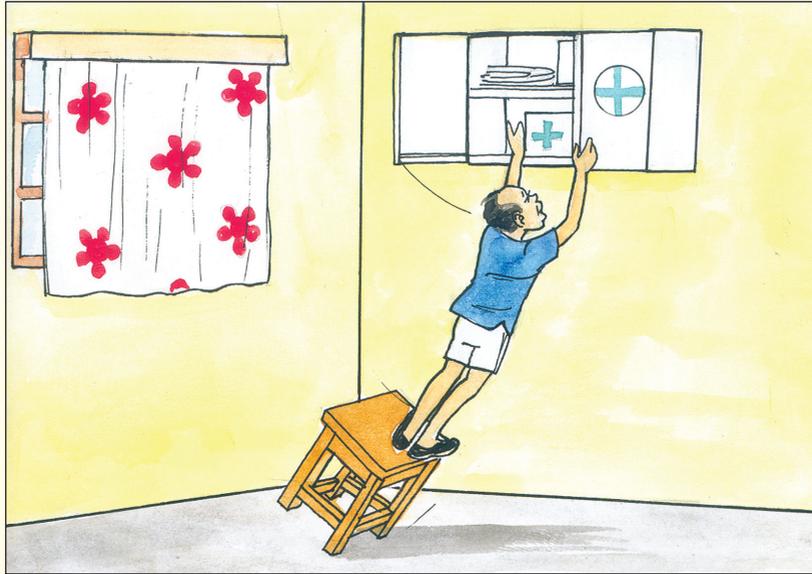
- ▶ talk about common dangers.
- ▶ discuss safety rules to avoid those dangers.

## A Listening and speaking

### LESSON ONE

#### Activity

With a partner, discuss what is happening in the picture



**Exercise 1:** Answer these questions.

1. What is the boy doing?
2. Where is the medicine?
3. Describe the danger you see in the picture.
4. How can we avoid such danger?

### Listening

**Exercise 2:** Your teacher will read to you a poem about **what is safe**. Listen carefully and answer the questions below.

1. What are some of the things used in a home according to the poem?
2. Give examples of materials that should be kept away from children.

3. What do you understand by the phrase **a live wire**?
4. How should a person be careful?

## LESSON TWO

### Word practice

#### Activity

Discuss the meaning of the sentences with your partner.

1. Mother advises me to keep my young brother away from **hot water**.
2. The teacher told us to **pick up** all the rubbish.
3. Bekele suffered from rabies after a **dog-bite**.
4. People should **clear** the **bushes** around their homes.
5. We **collected** the **broken pieces of glass** and threw them into the **pit**.
6. You will **bleed** if you cut yourself with a razor blade.
7. Kefyalew got a **shock** when he touched a live electric wire.
8. Tami has a **wound** on her leg because she was bitten by a dog.

**Exercise:** Use the correct form of the words in brackets. Write the sentences in your exercise book.

1. If you had left the poison in the sitting room, the children would have **(drink)** it.
2. He got **(bruise)** on the cheek when he was slapped.
3. The broken bottle has **(cut)** my finger.
4. Have you **(throw)** the expired medicine away?
5. A thorn pricked me and I **(bleed)**.
6. Acid is a very **(danger)** liquid.
7. Nemomessa was **(burn)** with hot water.
8. Mesfin got an electric **(shock)** when he touched a live wire.

## LESSON THREE

## Grammar: Language practice

Using: must

## Activity 1

In groups, look at the following traffic signs and discuss what each sign means.

**Example:** You must cross the road at a zebra crossing.



## Activity 2

Discuss some of the problems in your school and suggest possible solutions.

Study these sentences.

- Throw all broken glass into a pit.
- You **must** throw all broken glass into a pit.
- Keep the wound well dressed in order to keep flies away.
- You **must** keep the wound well dressed in order to keep flies away.
- Give first aid to accident victims.
- You **must** give first aid to accident victims.

**Exercise:** Make sentences using **must**. Write the sentences in your exercise book.

**Example:** Never forget to wash your hands after visiting the latrine.

- (a) Wash your hands after visiting the latrine.
- (b) You must wash your hands after visiting the latrine.

1. Hot liquids must be kept away from children.
2. Pit latrines must always be covered.
3. Remember to get immediate help if a snake bites you.
4. Acid and poison must be kept away from children.
5. Remember to handle sharp objects with care.

**LESSON FOUR****Using: Do not ... / ... mustn't ...****Activity 1**

With a partner, discuss the meaning of the sentences.

- Do not put clothes near fire.
- You mustn't put clothes near fire.
- Do not drink from broken glasses.
- You mustn't drink from broken glasses.
- Do not carry hot things with bare hands.
- You mustn't carry hot things with bare hands.
- Do not play with sharp objects.
- You mustn't play with sharp objects.

**Activity 2**

Ato Abera recorded a number of accidents that occurred in various homes in Chancho Village last year. These are some of the causes of the accidents he identified. Discuss them in groups.

1. Burning candles were left near clothes.
2. Poison was kept within the reach of children.
3. Pits were covered with soft wood.
4. Broken glass was left lying around.
5. Long grass was left to grow around homes.
6. Some parents left their children on their own in the house.
7. Children played with sharp objects.
8. There was stagnant water in the trenches.
9. People walked barefooted in the bush.

**Exercise 1:** Study Ato Abera's findings and give solutions to each of the above causes.

**Examples:**

- 1: (a) Do not cover pits with soft wood.  
(b) You mustn't cover pits with soft wood.

2. (a) Do not walk barefooted in the bush.  
 (b) You mustn't walk barefooted in the bush.

**Exercise 2:** Write different ways of keeping safe at home.

## LESSON FIVE

### Numbers

### Thousands

#### Activity 1

In a group, study these numbers in figures and words:

(a) 4,000 = Four thousand	(h) 10,000 = Ten thousand
(b) 6,000 = Six thousand	(i) 30,000 = Thirty thousand
(c) 7,000 = Seven thousand	(j) 50,000 = Fifty thousand
(d) 9,000 = Nine thousand	(k) 80,000 = Eighty thousand
(e) 5,000 = Five thousand	(l) 100,000 = One hundred thousand
(f) 8,000 = Eight thousand	(m) 200,000 = Two hundred thousand
	(n) 450,000 = Four hundred fifty thousand

**Exercise 1:** (a) Write these figures in words.

- |           |            |             |
|-----------|------------|-------------|
| (a) 3,000 | (b) 4,000  | (c) 6,000   |
| (d) 8,000 | (e) 10,000 | (f) 770,000 |

### Millions

Read these numbers

- 1,100,000 = One million one hundred thousand.  
 2,300,000 = Two million three hundred thousand.  
 3,700,000 = Three million seven hundred thousand.

(b) Say these numbers. Write them in your exercise book.

- |                |               |               |
|----------------|---------------|---------------|
| (a) 4,000,000  | (b) 6,000,000 | (c) 9,000,000 |
| (d) 10,000,000 | (e) 8,450,000 | (f) 5,230,000 |

**Activity 2**

With a partner, dictate and write down numbers.  
Dictate numbers and change roles as your partner writes them down.

**Exercise 2:** Answer the following questions.

1. About how many people live in your local town?
2. About how many people live in your region?
3. What is the population of Ethiopia?

**LESSON SIX****The present simple tense****Activity 1**

Read the following paragraph about what Tenkir does everyday and answer the questions that follow.

Tenkir is a shopkeeper, a barman, a taxi driver and a student. He lives and works in Addis Ababa. On week days, he wakes up at 6.00 a.m. and drives children to school at 7.00 a.m. At 8.30 a.m. he goes to the market to help his sister in her shop. At 1.30 in the afternoon, he assists his brother in the coffee bar. At 5.00 p.m. he collects school children and goes to his school for evening classes. He is in Grade 5 now.

**Exercise 1:** Answer the following questions.

1. Where does Tenkir live now?
2. How many jobs does he have?
3. What does his sister do?
4. Complete the following table about Tenkir.

Time	Activities
6.00 a.m.	
7.00 a.m.	
8.30 a.m.	
1.30 p.m.	
5.00 p.m.	

**Exercise 2:** Read the text again and identify the verbs. Use them in sentences about yourself.

**Example:** I am a student, I leave home at 7:30 a.m.

### Activity 2

Describe the different jobs and activities people do in your community.

**Exercise 3:** Match the jobs in A with the activities in B and write sentences.

**Example:** A farmer plants crops.

A	B
A farmer	looks after people in hospital.
A nurse	writes for a newspaper.
A lawyer	assists the doctor in hospital.
A doctor	plants crops.
A journalist	helps people in court.

## LESSON SEVEN

### The past simple tense

#### Activity

Do you remember what you did in Grade four? Write down at least five things you did in Grade four.

**Example:** I visited the library for the first time etc.

Give your sentences to your friend. Let your friend give you his/her sentences.

Write possible questions for your friend's sentences.

**Example:** **Sentence:** I reported to school with my sister.

**Question:** With whom did you report to school?

Work in pairs and discuss the difference between your sentences and your friend's questions.

**Exercise:** Write five sentences about your childhood in the past tense. Change the sentences into questions.

## LESSON EIGHT

## Using : Can / Could / Would you ... please?

## Activity 1

With a partner, study and discuss these requests. How do they differ?

1. Can you give us medicine, please?
2. Could you give us medicine, please?
3. Would you give us medicine, please?

What will you say if you want someone to throw the broken glass into the pit?

1. Can you throw the broken glass into the pit, please?
2. Could you throw the broken glass into the pit, please?
3. Would you throw the broken glass into the pit, please?

## Exercise 1: Make requests from the table.

Can		boil our drinking water,	
Could	you	cover the latrine,	
Would		keep the medicine away from children,	please?
		draw the water from the pond,	

## Exercise 2: Make requests from the orders.

**Example :** Build a fence around the house.

- (a) Can you build a fence around the house, please?
  - (b) Could you build a fence around the house, please?
  - (c) Would you build a fence around the house, please?
1. Dispose all waste materials .
  2. Clear the bush around the house.
  3. Keep sharp objects away from children.

## Dialogue

## Activity 2

Practise the dialogue with your partner.

## Endale's Wound

**Tigistu** : Endale, sorry about the pain you're in.

**Endale** : Never mind, I'll get better soon.

**Tigistu** : Tell me, how did you hurt yourself?

**Endale** : I stepped on a broken piece of glass as I was playing with my sister in the compound yesterday.

**Tigistu** : You have shoes, don't you?

**Endale** : Yes, I do but I was not wearing them.

**Tigistu** : You ought to wear your shoes always.

**Endale** : I'll be more careful next time. If I had put on my shoes, I wouldn't have got my foot cut so badly.

**Tigistu** : I wonder who threw the broken pieces of glass in the compound!

**Endale** : I think it was the housekeeper.

**Tigistu** : That was very careless of him. He should have put the broken glass in the dustbin.

**Endale** : Indeed, he should have.

**Tigistu** : Who helped you out?

**Endale** : My father did.

**Tigistu** : How did your father stop the bleeding?

**Endale** : He tied the wound with a clean piece of cloth. He then took me to a nearby health centre.

**Exercise 3:** Imagine you are a Students' Council leader. Talk to the students about the precautions that they must take in order to avoid accidents in their schools.

## B Reading

### LESSON NINE

#### Designing posters

##### Activity

In a group of five, study and discuss the posters.

#### Exercise 1: Answer the questions.

- What are the posters about?
- What danger is rat poison likely to cause?
- Suggest a place where poison should be kept in the home.
- In your opinion, when should we cover the latrine?
- Where would you place this poster?
- What is likely to happen when we do not cover the latrine?

There is rat poison in the bottle, keep away from children. Poison KILLS instantly.



Remember to cover the latrine after using it.



#### Exercise 2: Design safety message posters for the following:

- |                            |                                 |
|----------------------------|---------------------------------|
| (i) Pieces of broken glass | (ii) Hot objects                |
| (iii) Sharp tools          | (iv) Uninsulated electric wires |

Discuss the posters in your classroom.

### LESSON TEN

#### Comprehension

##### Activity

Discuss the following:

- What are the possible dangers of walking in the bush?
- How are snakes dangerous?
- Describe what you should do to avoid possible dangers at home.

**Exercise 1:** Read the passage and answer the questions that follow.

### Ahmed's bad day

One day, Ahmed was alone at home. He was bored so he decided to go to his neighbour's house to eat mangoes with his friends. As usual, they climbed the tree to pick the ripe **juicy** mangoes.

As they were **enjoying** the mangoes, Ahmed saw a snake on one of the branches. "A snake!" he shouted. All his friends **hurriedly** climbed down the tree.

Unfortunately, Ahmed did not climb down fast enough. The snake started moving towards him.

His friends **gathered** stones and helped by throwing them at the snake. But as they did so, one of the big stones hit Ahmed on the head. It was painful. Ahmed cried helplessly.

When he realised that the snake was about to bite him, Ahmed simply jumped down and **landed** on sharp thorns. What a bad day it was for Ahmed!

1. Why do you think Ahmed was bored?
2. What did Ahmed do when he saw the snake?
3. How did Ahmed's friends help him?
4. How did Ahmed escape from the snake?
5. What mistake did Ahmed's friends make?
6. What do you personally learn from the story?

**Exercise 2:** Match the words in **A** with their meanings in **B**.

A	B
juicy	collected
enjoying	with juice
hurriedly	fell
gathered	quickly
landed	eating

## C Writing

### LESSON ELEVEN

#### School rules

##### Activity

Do you have classroom rules at your school? How do they help you?

Here is a list of classroom rules.

Discuss the rules with a partner. Add more rules to complete the list and post it in your class.

1. You must attend all lessons.
2. You must wear a school uniform.
3. You must respect your teachers, the non teaching staff and your fellow students.
4. You must not escape from class.
5. You must not use bad language.

#### Safety on the road

**Exercise:** In your exercise book, complete the sentences to write a poster on road safety regulations. Use the words given below.

vehicle	driving	overspeed	signs	time to time	drunk
road	faulty brakes				

1. Study the road .....
2. Use seat belts while .....
3. Drive on the right hand side of the .....
4. Maintain your ..... and check it from .....
5. Reduce music or any other noise in the .....
6. Do not use mobile phones while .....
7. Do not drive a vehicle which has .....
8. Do not drive if you are .....
9. Do not .....; speeding kills.

## LESSON TWELVE

## Guided Composition

## Activity 1

In a group, read and re-arrange the sentences to write a good story about Anketse and Merid in your exercise book.

1. Anketse heard the warning.
2. Since that day, Anketse has been a very careful baby-sitter.
3. When Merid's mother got home, she found her child bleeding.
4. She promised never to be careless again.
5. The razor blade had been left on a stool by Anketse, the baby-sitter.
6. The cloth helped to stop the bleeding and soon Merid was out of danger.
7. Merid was bleeding because he had cut himself with a razor blade.
8. She warned her never to leave dangerous objects in places within a child's reach.
9. After promising not to be careless again, she tied Merid's wound with a clean piece of cloth.
10. Merid's mother was angry with Anketse because she was careless.

**Exercise 1:** Write a good story about Anketse and Merid. Read the story to your classmates.

## Activity 2

You sometimes go to different places. Discuss with your friends the rules you should observe in those places.

Place	Safety rules
garden	
swimming	
market	
library	
on the road	

**Exercise 2:** Write the rules in your exercise book.

## LESSON THIRTEEN

### Revision Exercise

**A:** Use the correct form of the words in brackets to complete the sentences in your exercise book.

1. Acid is very (**pain**) if it drops on your skin.
2. When he stepped on the thorn, he (**bleeding**) so much.
3. Boys are busy (**collect**) rubbish.
4. The boy (**fall**) down the steps and sprained his ankle.
5. A thorn (**prick**) Musa as he walked through the forest.
6. "Have you (**dispose**) of all the rubbish?" mother asked me.
7. My sister was (**bite**) by a snake as she walked in the garden.
8. Walk (**careful**) or you will be cut by broken glass.
9. The sharp razor blade (**cut**) me as I was grooming my nails.
10. The housekeeper was careless. She (**burn**) down the kitchen.

**B:** Rewrite the sentences in your exercise book as instructed in the brackets.

1. Do not put a candle near clothes. (**use never**)
2. That is the girl. She cut herself with a knife. (**use who**)
3. You must wash your hands before eating.  
(**Rewrite as a question beginning: What will happen ...?**)
4. What must be done after using gas cookers and cylinders?  
(**Answer the question using turn off properly**)

**C:** Answer the questions.

1. Why should people clear the bushes around their homes?
2. What will happen when a burning candle is left near hanging clothes?
3. Why must we keep poison away from children?
4. What may happen if you fall into a ditch?
5. Why should children sleep under mosquito nets?
6. How dangerous is a broken glass?