

**Objective**

In this unit, you will describe and appreciate jobs done by children.

**A Listening and speaking****LESSON ONE****Activity 1**

Work with a partner. What is taking place in the picture?



**Exercise 1:** Answer these questions.

1. Do you think the boy attends school? Give reasons for your answer.
2. Find out if any of your neighbours or villagemates does such a job.
3. What should the government do to help such children?
4. Why do they do such jobs?

**Listening practice****Activity 2**

Before you listen to the story of a child, talk about the following questions in groups.

1. What is child labour?
2. Why do children get employed to work as child labourers?
3. How can children that are employed be helped?
4. What problems do children face at their work places?

**Exercise 2:** Your teacher will read to you a passage about Mulumebet Eshete who works as a nanny. Listen carefully and answer the following questions.

1. Who is a nanny?
2. What does Mulumebet do everyday?
3. Does Mulumebet go to school? If so, in which Grade is she?
4. What chores does a nanny do?
5. Does Mulumebet teach the children?

## LESSON TWO

### Dialogue

#### Activity 1

The following is an interview a shoeshine boy had with a journalist.

Interviewer : Good morning, young boy.

Shoeshine boy : Good morning, **madam**.

Interviewer : How do you find your **work**?

Shoeshine boy : It is **tedious** and I get very little money.

Interviewer : Do you go to school?

Shoeshine boy : Yes I do.

Interviewer : Why do you do this job?

Shoeshine boy : I do this job in order to **earn** some money.

Interviewer : Oh! so who pays your school **expenses**?

Shoeshine boy : I pay my school fees from the little savings I make.

Interviewer : Do you get enough time to **study** and work at the same time?

Shoeshine boy : Of course I don't. But I try to manage my time effectively.

**Exercise 2:** Work with a partner. One of you will assume the role of a shoeshine boy and the other an interviewer (journalist). Read and act the above dialogue by replacing the words in bold with these below.

line 2: lady

line 3: job

line 4: hectic

line 8: get

line 9: dues

line 11: read

**Activity 2**

Work with a partner to write another dialogue. Your dialogue will be between an interviewer and a goat herder.

**Exercise 2:** Identify and write words which have similar meanings with the words below.

activity	
payment	
difficult	

**Exercise 3:** Answer the following questions based on the dialogue you have read.

1. Does the shoeshine boy find his work easy/difficult? Why?
2. Why does he do this type of job?
3. Who pays his school fees?
4. Where does he get the money to pay his school fees?

**LESSON THREE****Grammar practice****Using: although**

**Read these sentences. How are they similar? How are they different?**

1. A shoeshine boy finds work tedious, **but** he must continue working.
2. **Although** the shoeshine boy finds the work tedious, he must continue working.

**Exercise 1:** Replace **but** with **although** in the sentences below and write your answers in your exercise book.

**Example:** I work hard, but I earn little money.

Although I work hard, I earn little money.

1. Shining shoes fetches little money but the boy has to keep working.
2. A shoeshine boy has to go to school but he has to work first.
3. A shoeshine boy earns little money from his job but he has to save some for his school expenses.
4. I can pay for myself but I don't have enough time to study.
5. I sleep late but I have to wake up early.

**Exercise 2:** Join the sentences below using **although** and **but**. Write the answers in your exercise book.

1. It is raining. It is not cold.
2. He studied very hard. He did not pass the English examination.
3. He is rich. He is not happy.
4. She has little money. She saves a lot in the Credit Union.
5. China has the largest population in the world. China can feed all her people.

## LESSON FOUR

### Using: although

Read this sentence and explain to your partner what it means.

Although a shoeshine boy finds his work tedious, he has to continue working.

**This sentence can also be written as:**

A shoeshine boy has to continue working although he finds his work tedious.

**What do you learn about these two sentences? Do their meanings change?**

**Exercise 1:** Form five sentences of your own in your exercise book using **although**. Exchange your sentences with a partner and rewrite the sentences by interchanging the position of **although**.

- Example:**
- (a) Although shoe shining fetches little money, one has to continue working.
  - (b) One has to continue working although shoe shining fetches little money.

**Exercise 2:** Complete the following sentences using **although** or **but**.

1. The students were in class, \_\_\_\_\_ there was no teacher.
2. \_\_\_\_\_ Ethiopia has lots of tourist attractions, only a few tourists come.
3. Most people love to watch football \_\_\_\_\_ Ethiopia doesn't have a strong team.
4. The farmer has got some fertiliser \_\_\_\_\_ it is not enough.

### Grammar highlight

**Although** is a conjunction. A conjunction is a joining word. It joins two or more sentences. Other joining words are **and**, **as**, **but** and **because**.

## LESSON FIVE

### Direct and Reported / Indirect speech

Read the sentence with a partner. Which actual words are spoken by the boy?

The boy said, he shined shoes to earn some money.

Read the sentences in A and the ones in B. Compare the two groups of sentences.

A : Direct speech	B: Reported/Indirect speech
The teacher said, "This is a nice book."	The teacher said that that was a nice book.
"These trees are very young," said Emebet.	Emebet said that those trees were very young.
"The woman is still here," Girma told us.	Girma told us that the woman was still there.
"The pupils write their answers in ink," Dagmawit told the director.	Dagmawit told the director that the pupils wrote their answers in ink.
They said, "we are coming now."	They said that they were going then.

**Exercise 1:** Answer the questions based on the table. Point out the changes in the tense. Describe the differences.

**Exercise 2:** Change the sentences into reported speech.

**Example:** My mother told the teacher, "This child is quite obedient."

My mother told the teacher that that child was quite obedient.

- "The children who make bricks don't drink boiled water," Birtukan said.
- "These are nice flowers," the housemaid said.
- "This new teacher is very kind to children," the director told parents.
- "I am still cooking," the cook told his friend.
- "We are expecting a visitor now," the car washer said.

**Exercise 3:** Write an account of all the interesting things that happened during the past week. Remember to follow the correct grammar rules on punctuation, spelling, verb tenses, adjectives, verbs, adverbs and any other structures. Your piece should not exceed 200 words.

**LESSON SIX****Group discussion and dialogue****Activity**

Work in groups of three. Below is a list of jobs done by some children. Discuss the activities they do. Your group secretary will report your findings to the class.

- |                        |                   |                    |
|------------------------|-------------------|--------------------|
| (a) shining shoes      | (b) weaving       | (c) shepherd       |
| (d) selling sugarcanes | (e) bus conductor | (f) house servants |

**Exercise:** Respond to the teacher's questions in your exercise book based on the example.

- Shoeshine boy : I am a shoeshine boy.  
 Teacher : What did he say?  
 Student : He said (that) he was a shoeshine boy.  
 Shoeshine boy : I work for 12 hours a day.  
 Teacher : What did he say?  
 Student : ....  
 Shoeshine boy : I get little time to read my books  
 Teacher : What did he say?  
 Student : ....  
 Weaver : I sew clothes and weave carpets.  
 Teacher : What did he say?  
 Student : ....  
 Weaver : I sleep for four hours a day.

**Grammar highlight**

*Direct speech refers to the actual words said by someone.*

*Reported speech: These are words you use to report what someone else said.*

**Example:** "I am a shoeshine boy," he said. (direct speech).

He said he was a shoeshine boy. (reported speech)

*Reported speech is also known as indirect speech.*

## LESSON SEVEN

## Probable condition with if

## Activity 1

Work in groups. Talk about what would happen if child labourers stopped working. How would it affect them and the people they are serving?

1. What **would** happen if the shoeshine boy did not work?  
If the shoeshine boy didn't work, he **would** not earn any money.
2. What **will** happen if the weaver does not work?  
If the weaver does not work, she **will** be sacked.

**Exercise 1:** Copy and complete the table below in your exercise book.

**Example:** If a shoeshine boy did not work, he would not earn any money.

shoeshine boy	weaver	shepherd	sugarcane cutter	bus conductor
no money	be sacked	father be angry	no food	passengers
no money for food	be beaten at home	goats die	die of hunger	complain
				abused
				lose job

**Exercise 2:** Make sentences using **if** about the child labourers in the table.

**Exercise 3:** Change the verbs in the brackets to form correct sentences.

**Example:** If the shoeshine boy does not shine shoes, (no money for school expenses).

If the shoeshine boy does not shine shoes, he will not get any money to pay for his school fees.

1. If he does not wake up early, he (lose) customers.
2. If he does not clean the shoes fast, customers (scold) him.
3. If he does not go early to school, the teacher (punish) him.
4. If the weaver does not work hard, customers (be) angry.
5. If the sugarcane cutter is not careful, a snake (bite) him.
6. If the bus conductor sleeps in a bus, passengers (shout) at him.
7. If the goat herdsboy does not tether the goats at night, they (run) away.

**Activity 2**

Work in groups. Talk about what would happen if the rules in your school were abolished. What will happen if you don't work hard at your studies?

**LESSON EIGHT****Jumbled sentences**

**Exercise:** Rearrange the sentences in a paragraph form to describe a shoeshine boy who also attends school.

1. If there are no customers, I revise my books.
2. I attend Dessie Central School.
3. My name is Alemtsehay Masiresha.
4. My father died when I was 3 years old.
5. My mother left me under the care of my married sister.
6. At 2 o'clock, I leave school for work.
7. My school is located in Dessie, a 5 km journey from home in Komobolcha.
8. I usually wake up early in the morning and attend to my customers before I go to school.
9. On a good day, I earn between birr 5 to birr 8.
10. On a bad day, I get between birr 2 to birr 4.
11. The weather sometimes is rough.
12. It is extremely cold in the mornings and in the rainy season.
13. Afternoon heat and dry season is equally troublesome.
14. I have no option, but to work in order to get money for school fees and to help support my family.
15. I have to be careful because a gang could easily attack me and steal my day's earnings.
16. At 8.30 a.m. I rush to school to attend my lessons.



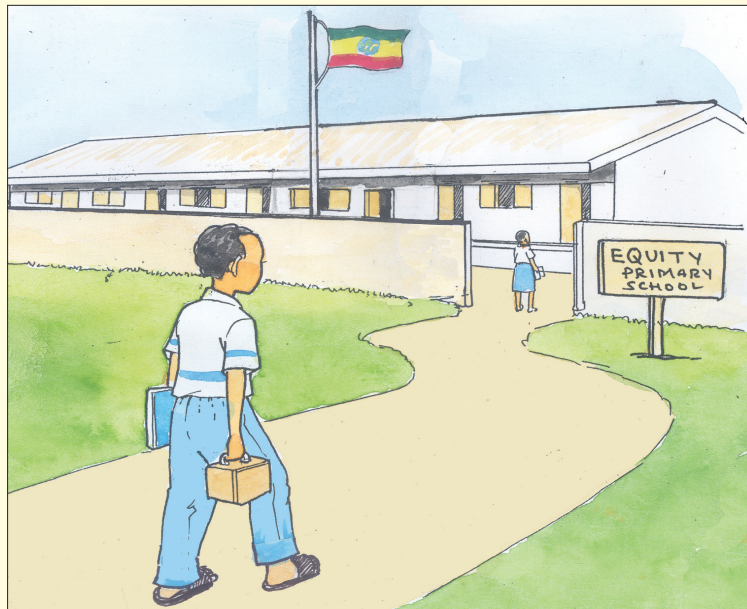
## B Reading

### LESSON NINE

#### Comprehension

##### Activity

Look at the picture below and answer the questions that follow.



1. What is the boy carrying?
2. What is he wearing?
3. Where is he going?
4. Why do children go to school?

**Exercise 1:** The following paragraphs are not in the right order. Rearrange them in a logical order to make a good story.

#### The poor boy

In the weaving industry, I was **mistreated**. I got beaten by my boss whenever I made a mistake and I worked for sixteen hours for 4 birr. I decided to stop this job after I saved up 20 birr then started a shoe shining job. I was **self employed** and four years later, I had saved enough money to pay my school fees. I bought the school requirements and joined Equity School.

I visit my mother occasionally and buy her a few **necessities** from my little savings. I work very hard at school because I would like to become a pilot and support my mother and my **siblings**.

My name is Habtamu. My father died when I was four years old. I **suffered** because my mother had no job. I ran away from my rural home and went to Addis Ababa. I hoped to make enough money in the weaving industry.

**Exercise 2:** Answer the following questions in your exercise book based on the text you have rearranged in the paragraphs.

1. What work does Habtamu's mother do?
2. Why did Habtamu run away from his home village?
3. Why did he leave his job?
4. What did he do after the weaving job?
5. What does he want to become in future?

**Exercise 3:** Find the correct answer to these questions.

1. In the weaving industry, Habtamu was \_\_\_\_\_.  
A. getting enough money.                      B. happy with the job.  
C. working hard for little pay.                D. not contented with the job.
2. Habtamu started the shoe shining job because \_\_\_\_\_.  
A. he wanted to be his own boss.  
B. he wanted to get 20 birr.  
C. he was stubborn in the weaving factory.  
D. he was mistreated and given little pay in the weaving industry.
3. He wants to become a pilot so that \_\_\_\_\_.  
A. he can fly aeroplanes.  
B. he avoids the shoe shining job.  
C. he supports his family members.  
D. he gets more money.
4. From the story, we learn \_\_\_\_\_.  
A. to use every opportunity we have.  
B. to hate weaving jobs.  
C. to love people who mistreat us.  
D. to be contented with what we have.

**Exercise 4:** Give the meanings of the words in bold as used in the passage.

## C Writing

### LESSON TEN

#### Activity

Study the table below. Discuss and answer the questions that follow. Work in groups.

Name	Age	Job	Activities	Daily earning	School	Hours of rest
Barena	10	car washer	washes cars	20 birr	school	seven
Tesfaye	8	porter	wakes up early for building work or any petty work	10 birr	no school	six
Shewit	12	housemaid	does house work	7 birr	no school	eight
Kedist	9	snack seller	sells bread	5 birr	no school	six
Redwan	11	shoeshine boy	shines shoes	2 birr	no school	seven
Robera	9	petty trader	deals in general merchandise	5 birr	school	seven

1. Who is the youngest of the child labourers?
2. What are Robera's activities?
3. Why do you think Tesfaye, Shewit and Kedist do not go to school?
4. Why does Tesfaye have to wake up early?

**Exercise:** Based on the table above, write a paragraph describing what each of the child labourers does and the challenges he or she faces. Do the work in your exercise book. Describe the job of each of the children by completing the passage using information from the table.

Shewit is a \_\_\_\_\_. She does not go to \_\_\_\_\_. She is \_\_\_\_\_ years old. She earns \_\_\_\_\_ daily. Tesfaye is a \_\_\_\_\_. He earns \_\_\_\_\_ daily. He wakes up early for \_\_\_\_\_. He does not also go to \_\_\_\_\_.

**LESSON ELEVEN**

**Exercise 1:** Punctuate the following sentences. Do the work in your exercise book.

1. the man said, do not eat raw food
2. they are on their way to school said Aregawi
3. hailemariam is very bright, the teacher said
4. we are waiting for the teacher, the students said
5. mestawit said girls write more neatly than boys

**Exercise 2:** Choose the correct word from the table to complete this paragraph.

is	earned	told	met	was	last week	hard	has to
this month							

I \_\_\_\_\_ a snack seller. She \_\_\_\_\_ me her name \_\_\_\_\_ Haregawine. She said she sold ten loaves of bread yesterday. She \_\_\_\_\_ 4 birr. She saved 3 birr \_\_\_\_\_. She said she \_\_\_\_\_ work \_\_\_\_\_ though the weather \_\_\_\_\_ very cold. She said if she worked harder \_\_\_\_\_, she would get 25 birr.

Share your work with a partner.

**Composition**

**Exercise 3:** Write a paragraph describing your daily job routine. Talk about the challenges you would face and how you would deal with them. Share your work with your partners.

**Exercise One**

Read the folk tale below and answer the questions based on it.

**The Black Snake and the Eggs**

“My eggs!” cried Chicken. “One of my eggs is missing! Yesterday, I had twelve eggs and today they are only eleven!” As Chicken fled her nest to find Rooster, she had no idea that she was about to lose more eggs.

No sooner had Chicken left, than the thief who had patiently waited crept slowly into the nest and quickly **swallowed** another of the eggs.

Black Snake smiled to himself. His plan had been so simple and had worked so well. He swallowed another egg.

“I’ll be back later for another **delicious** egg, Chicken,” hissed Black Snake as he **slithered** away.

Meanwhile, frantic Chicken led the rooster back to her nest.

“Why would someone take my eggs?” she clucked.

“Are you sure you counted correctly? Perhaps they were eleven eggs?” The rooster said. From the expression on the chicken’s face, the rooster knew he shouldn’t have asked that question.

She **glared** at him and reported, “You know I can count. See for yourself. How many eggs are in my nest?”

“One, two, three, ...” began the rooster. He frowned and stopped counting out loud.

“What’s the matter?” Chicken asked. “Are you afraid to admit you’re wrong?”

“No, it is nothing like that at all,” responded Rooster, “something is very wrong here. There are only nine eggs.”

“What? Who would do this to me?” cried Chicken in despair.

Black Snake continued eating Chicken’s eggs whenever she was away until there was only one egg in the nest. Chicken and Rooster laid a **trap** with the last egg. They boiled it. When Black Snake swallowed the last egg, it slid down his throat easily, but when his muscles squeezed the egg, it did not break. It was firmly **lodged** in his throat cutting off air supply.

Black Snake **writhed** violently as he tried to crush the egg but failed. By the time chicken returned with the rooster, Black Snake was dead.

“Well”, said Chicken “There is our thief.”

1. Who was stealing chicken's eggs?
2. How many eggs did the thief swallow in all?
3. Why did Rooster stop counting the eggs?
4. How did Chicken and Rooster trap the thief?
5. What happened to the thief?

### Exercise Two

**A:** Change the following sentences from past simple to present simple tense.

1. I had twelve eggs.
2. The thief patiently waited for the chicken to leave.
3. Black Snake smiled to himself.
4. He swallowed another egg.
5. His muscles squeezed the egg but it did not break.

**B:** Change the following sentences as instructed.

1. "Someone is stealing my eggs," cried Chicken. (**Begin:** Chicken cried that .....)
2. "I will be back for another delicious egg," said the black snake.  
(**Begin:** Black snake said .....)
3. "I have one egg left." cried Chicken. (**Begin:** Chicken said .....)

### Exercise Three

**A:** The following is a telephone conversation between a teacher and a student. Fill in what the teacher could have spoken.

Teacher : Tilahun speaking. Can I help you?

Student : Sir, my father is very sick. I don't think I can sit for today's English test.

Teacher : Sorry, .....

Student : He got an accident and was admitted in the hospital.

Teacher : .....

Student : He was admitted three days ago.

Teacher : .....

Student : My mother and brother are fine. They are slowly recovering from the shock they got when father had an accident.

Teacher : Thank you for informing me. Don't worry, I will organise another test for you.

Student : .....

**B:** Rearrange these sentences to make a good paragraph.

1. He is in my class and he is very brilliant.
2. I talked to my father since he works in an organisation that sponsors children's education.
3. I met him the next day and my father sympathised with the boy's situation.
4. One day I was going to school.
5. My father talked to his bosses and the boy started school.
6. He told me to bring the boy home.
7. I met a poor boy who looked miserable.
8. He told me that he would love to come to school too.

### Exercise Four

**A:** Talk about the advantages of educating the girl child. Write a poster. Indicate what you consider to be the advantages of educating the girl child in Ethiopia.

**Read the letter below and answer the question that follows.**

P.O. Box 247,  
Africa Union Avenue,  
Addis Ababa  
Friday 11<sup>th</sup> February, 2011

Dear Trehas,

I hope you are enjoying the holiday. Ever since we parted company, I have been missing you. But guess what? Saturday 29<sup>th</sup> April will give us the big opportunity. It is the day my sister Birtukan will graduate from the University of Addis Ababa.

Please try to be here by the 2nd of April so that we may spend enough time together. My parents say it will be alright. I will be waiting for you at the bus station.

Till then,  
Shewit

### Question:

Imagine you are Trehas. Write a reply letter indicating whether you may or may not attend the function.

**B:** Rearrange these activities which Senait will do the next day.

1. Finally, I will return home.
2. First, I will wake up and say my prayers.
3. After that, I will go to school.
4. Then, I will greet my parents, take breakfast and put on my uniform.
5. Next, I will attend all lessons.

### Exercise Five

**A:** Complete the following conversation about your future plans.

Tenagne : What grade will you be in next year?

Me : I will be going to .....

Tenagne : How old will you be?

Me : .....

Tenagne : Who will be your English teacher?

Me : .....

Tenagne : In which sport will you be participating?

Me : .....

Tenagne : What activities will you be helping your parents with, during holidays?

Me : .....

**B:** Complete the following sentences correctly in your own way.

1. If I pass my exams, I .....
2. If my father gets a better job, he .....
3. If I see my friend, I .....
4. If I get money, I .....
5. If the minister visits my school, I .....

### C: Composition

In about 80 words, write an account of what you want to be in 10 years' time. Use the title: **What I want to be in 10 years**



**Exercise Six****A: Rewrite these sentences using *although***

1. I am weak but I have to go to school to do exams.
2. Faine's aunt beats her, but she has to keep on the job.
3. Eislefe's leg was injured but he continued working.
4. The goat herdsboy was scorched by the sun but he never complained.
5. The weaver was shouted at by his boss but he continued showing diligence for his work.

**B: Use the words in the table to complete the paragraph. Do the work in your exercise book.**

scorching	quit	means	children
save	street vending	school	afford

My job is \_\_\_\_\_. It is not a worthwhile job. You stay under the \_\_\_\_\_ sun for long hours. I sometimes want to \_\_\_\_\_ this job but I have no other \_\_\_\_\_ of livelihood. When I see other \_\_\_\_\_ going to school, I envy them.

Last year, I tried to join \_\_\_\_\_, but I could not \_\_\_\_\_ the cost of scholastic materials. I hope that one day, I will be able to \_\_\_\_\_ enough money, so that I also join school.

**C: Rewrite the following sentences as instructed in the brackets.**

1. "A goat herdsboy joined our school yesterday," said Hagose.  
(Begin: Hagose said \_\_\_\_\_)
2. "I will come to see you tomorrow," said Zeberga (Begin: Zeberga said \_\_\_\_\_)
3. "Everybody saw the boy stealing my money," said Getahun.  
(Begin: Getahun said \_\_\_\_\_)
4. "If you see the shoeshine boy, tell him to give me my shoes," said Belaynesh.  
(Begin: Belaynesh told me \_\_\_\_\_)
5. "I gave change to a man I do not recall," said Senbeta.  
(Begin: Senbeta said \_\_\_\_\_).

## Exercise Seven

Read the following letter Shewit wrote to Trehas.

P.O. Box 247,  
Africa Union Avenue,  
Addis Ababa  
Friday 11<sup>th</sup> February, 2011

Dear Trehas,

I hope you are enjoying the holiday. Ever since we parted company, I have been missing you. But guess what? Saturday 29<sup>th</sup> April will give us the big opportunity. It is the day my sister Birtukan will graduate from the University of Addis Ababa.

Please try to be here by the 2<sup>nd</sup> of April so that we may spend enough time together. My parents say it will be alright. I will be waiting for you at the bus station.

Till then,  
Shewit

A: Assume you are Trehas, write a letter to reply Shewit accepting invitation.

B: Write the sentences in your exercise book using; **which, who** or **that**

1. Where are the paintings \_\_\_\_\_ were on that wall?
2. \_\_\_\_\_ girl is stronger than her brother.
3. This is a beautiful piece of music. It was composed by Dagmawi.
4. Do you like this suit? I've just bought it.
5. We crossed the river. We crossed it at a point where it was narrow.
6. He learnt to speak Amharic. It is the official language of Ethiopia.

## Revision Unit One

Grade 8

C: Complete the following puzzle by filling in the answers to the questions below:

1	2					
3					7	
4		8				
5						
		6				

### Across

1. The smoking mountain in Afar region of Ethiopia
3. Ethiopian food
4. Ethiopian native language
5. People of Europe
6. Outline

### Downwards

2. Past tense of 'run'
5. Same as 'victory'
7. In the middle
8. Ethiopian marathon hero

## Exercise Eight

A: Complete the following sentences using the appropriate preposition (**at, on, in, of**)

1. Jemila got married \_\_\_\_\_ 2009.
2. I haven't seen Koren for a few days. I saw her \_\_\_\_\_ Monday.
3. The price \_\_\_\_\_ *Teff* is going down.
4. I don't like travelling \_\_\_\_\_ night.
5. The car is in the garage. It will be ready \_\_\_\_\_ two hours.

B: Make sentences using words in the brackets.

1. Don't phone Birke now. (She/should/be in bed.)
2. I wonder why Jember didn't phone me. (He should/forget.)
3. He was at school at the time the sheep were in the field, so (he couldn't/be/ responsible for the damaged crops.)
4. I have an appointment in 10 minutes. (I had better/ go now.)
5. Yasin missed exams. He (could go/should have gone) to school.

**C: Complete the following sentences with **should** or **had better**.**

1. It is a great book. You \_\_\_\_\_ read it.
2. I \_\_\_\_\_ go to bed early. I have to wake up early.
3. When people are driving, they \_\_\_\_\_ keep their eyes on the road.
4. I think everybody \_\_\_\_\_ learn a foreign language.
5. She'll not be happy if we don't take her, so we \_\_\_\_\_ call her.

**D: Complete the following sentences using the comparative or superlative forms of the adjectives in the brackets.**

1. It's noisy here, can we go somewhere \_\_\_\_\_? (quiet)
2. We stayed at the \_\_\_\_\_ hotel in town. (cheap)
3. The new hotel is \_\_\_\_\_ than the others in town (cheap).
4. I prefer this chair. It is \_\_\_\_\_ to me (comfortable).
5. If you go to bed early, you will wake up \_\_\_\_\_ than usual (early).
6. The exam was not easy, it was \_\_\_\_\_ than we had expected (difficult).
7. We are late. We should run \_\_\_\_\_ as we can. (fast)

**E: Change the following statements to questions.**

1. I am going to spend the holidays in Dire Dawa.
2. She expects to get good employment after university.
3. If he had arrived late he would have apologised to the teacher.
4. We shall save the plants by irrigating them.
5. The construction boom led to the high cement demand.
6. Some people do all types of jobs in order to get money.
7. Gadisa visits his uncle three times a year.
8. When he got better he was discharged from hospital.