

Objective

In this unit, you will discuss the issue of child labour.

**A Listening and speaking**

**LESSON ONE**

**Activity 1**

Describe the activities you see in the pictures. Comment on the kind of work or on what the people are doing.





**EXERCISE:** Answer the questions based on the pictures on page 217. Write the answers in your exercise book.

1. What are the children doing?
2. About how old do you think are the children?
3. Do you think this is fair work for them?
4. Where else do you see children doing hard labour?

### Activity 2

In groups of three, discuss the following.

1. What does child labour mean?
2. What do you think causes children to become beggars?
3. How do you think street children can be helped ?

Present your views to the rest of the class.

## LESSON TWO

### Class discussions

#### Activity 1

With a partner, talk about the possible answers to the questions below.

1. Why do some children work?
2. Where do children go to work?
3. What can be done to prevent child labour?

#### Activity 2

Have you seen or met children working in your area? Tell the class what you saw.

## LESSON THREE

### Vocabulary practice

#### Activity 1

With a partner, discuss what kind of work each one of these people does.

housekeeper	vendor	herdsboy	hawker
house cleaner	beggar	herdsgirl	courier
babysitter	shepherd	porter	conductor
garbage collector	shop attendant		

What is the importance of the work each of these people does?

#### Activity 2

Write down some of the work that you enjoy doing. What kind of work are children forced to do at home, on streets or elsewhere?

**EXERCISE 1:** In your exercise book, write down the work that children can do without complaining. Write down work which you think is too hard for children.

### Grammar Practice

#### Using: comparisons

##### Example:

1. Street children eat **less** food than children at home.
2. Children at home are **healthier** than street children.
3. Her sister is **more beautiful** than she is.

**EXERCISE 2:** Based on the examples above, complete the sentences correctly in your exercise book using the words in the brackets.

1. Children at the construction sites work (**hard**) than newspaper vendors.
2. Adults are (**strong**) than children.



- I am (careful) than my siblings.
- Legesse is paid (much) money than Fida.
- Tariku is (heavy) than Gulelat.
- Diriba is (weak) than his brother.
- Wole is (clever) than Abiot.
- We are going to work (hard) than last year.
- Their manager is (hard working) than ours.
- This work is (tiresome) than the other.

## LESSON FOUR

### Conditional sentences

#### Activity

Work in pairs. Share with your neighbour what you would do if the following happened.

get money	buy school books
eat bad food	fall sick
work hard	get paid
study hard	go to university
mosquito bite	get malaria

#### A Using: If... ( present simple + future tense )

##### Example:

- If I get money, I shall buy new clothes.
- If they pay my school fees, I shall go to a boarding school.
- I shall visit you if I get time.
- I shall sit and wait If they do not call my name.



**B Using: If... ( past simple + future past )****Examples:**

1. If he came, I **would go** with him.
2. If she told me, I **would not refuse to go**.
3. He **would cry** if you **beat him**.
4. She **would not get married** If you **didn't force** her.

**EXERCISE 1:** Form correct sentences using the examples in the table. Write complete sentences in your exercise book.

take her to school	study well
go to market	buy enough food
do not beat him	not run away
tell me what to do	do it
sell in the market	get money

**The Past Tense**

**EXERCISE 2:** Complete the table by filling in the Past Simple Tense of the given words. Do the work in your exercise book.

is — was	choose — _____
are — were	select — _____
eat — ate	say — _____
drink — drank	sleep — _____
sing — _____	work — _____
swing — _____	give — _____
tell — _____	break — _____

**EXERCISE 3:** Use the past simple tense of the words given in brackets to complete the following sentences.

1. I \_\_\_\_\_ fishing with my father last holiday (go).
2. Abeba \_\_\_\_\_ two acres of coffee to get school fees last year. (digs)
3. Shume \_\_\_\_\_ his daughter to Dessie to work in a shop. (send)



- I \_\_\_\_\_ as a shoeshine girl before I joined school. (work)
- At our home, girls \_\_\_\_\_ lunch while boys \_\_\_\_\_ the garden. (cook, weed)

### Using: ...some... and ...any...

#### Example:

- Kibiru has **some** oranges in the bag.
- Desta doesn't have **any** pencil on the table.
- There aren't **many** books in the library.
- Chala doesn't have **much** money to pay for us.

#### EXERCISE 4: Complete the sentences in your exercise book using; **some, any, many, much, a lot of.**

- Abeba paid \_\_\_\_\_ money at the bank.
- Henok carries \_\_\_\_\_ stones at the new building construction site.
- Frewoire has lost \_\_\_\_\_ money because of the thieves.
- There are \_\_\_\_\_ children on the streets.
- We do not have \_\_\_\_\_ food in the store.
- \_\_\_\_\_ children need help.
- They have destroyed \_\_\_\_\_ forests; this is dangerous!
- I didn't see \_\_\_\_\_ children going to school.

#### EXERCISE 5: Use these words correctly to complete the sentences. Do the work in your exercise book.

very quite well at all ago last at all

- She was a \_\_\_\_\_ good student but because of her sickness, she fell out of school \_\_\_\_\_ year.
- They are doing a lot of work but they are not friendly \_\_\_\_\_.
- He visited his parents two days \_\_\_\_\_.

4. \_\_\_\_\_ year we were in Grade 5.
5. She is \_\_\_\_\_ sick, she needs to see a doctor.

## LESSON FIVE

### Dialogues

#### Activity

Do you know a child who is suffering because of child labour? Discuss what the child is going through with a partner.

#### Talking about yourself:

**EXERCISE 1:** Complete the sentences. Compare your ideas with a partner then share with the class.

1. As soon as this lesson ends, I am going to \_\_\_\_\_.
2. If I have time this evening, I'll \_\_\_\_\_.
3. If our teacher gives us a lot of home work, I won't \_\_\_\_\_.
4. While I'm doing my home work, I'll \_\_\_\_\_.
5. I won't go to bed until \_\_\_\_\_.
6. When I perfect my English, I will go to \_\_\_\_\_.
7. As soon as I'm earning a good salary, I'll \_\_\_\_\_.
8. Before I get old, I'm going to \_\_\_\_\_.

**EXERCISE 2:** Practise the following conversation with a partner.

Abeje : Times have changed, children in the past were not subjected to child labour as it is these days.

Desta : **Father, I don't think that is bad. They work to earn some money.**

Abeje : If you start working at an early age, you will suffer from stress related sickness.

Hana : Father, what do you mean?

Abeje : It means getting problems as a result of working too hard.

Desta : **I would think working in the holidays has no problem.**



- Abeje : During holidays, children are supposed to be doing some domestic work.
- Hana : Father, you mean one should work after studying?
- Abeje : Yes, my dear, there are many problems that children face when they start working at an early age.
- Desta : Like which ones?
- Abeje : Girls can be defiled, boys can be tempted to steal, there are accidents at places of work and also children lose interest in their studies.
- Hana : When I grow up, I want to stay with my family and look after my children.
- Desta : Do you think your husband will give you everything?
- Hana : I think working when you are an adult is okay but staying home to look after your children is what I want to do.
- Abeje : Yes dear. So, I think you won't choose to make quick money now.
- Desta : It's okay dad, I will work in an office when I grow up.
- Hana : Pity! children doing hard manual work like slashing, carrying heavy loads to the market.
- Abeje : Let us hope that our government will do something about this problem.

## B Reading

### LESSON SIX

#### Comprehension

##### Pre-reading activity:

1. In groups, give some reasons why you think children are paid to work.
2. Design posters against child labour. Pin them on the wall outside the class.

##### Examples:

**“SAY NO TO CHILD LABOUR”**

**“DON'T EMPLOY CHILDREN”**



**EXERCISE:** Read the story below and in your exercise book, answer the questions that follow.



### Tesfaye's Story

My name is Tesfaye Bekele. I am 12 years old. I come from Gondar City. I am an orphan, I stay with my **grandmother**, my two young sisters and one brother.

During the **holidays**, I look for part-time work around the city. Some people do not like giving us jobs, they say we are not strong and fast. But on a lucky day, I work as a porter on a big building. I get some little money which grandmother uses to buy food and other needs.

Sometimes, as I wake up to go for work, I feel sick. There is always a lot of pain in my back and neck. I think this is because of the heavy loads that I carry. Grandmother



then looks for herbs to treat me. When I feel strong, I again go to work the next day.

Working as a child has so many disadvantages and little **benefits**. For example, on some days, I do not get paid and my fellow workers mistreat me. When the school term starts, I am able to buy some books and pens and save some little pocket money. If my grandmother had a job, I would not be working.

1. Why is Tesfaye working as a porter?
2. Why does Tesfaye feel pain sometimes?
3. What problems does Tesfaye face while at work?
4. What makes you feel sad about Tesfaye's life?
5. Give any two solutions that parents may suggest to reduce child labour.

### Hussein's story

I am called Hussein Adem. I am thirteen years old. I come from Semera. I live with both my parents. I have two sisters and two brothers. My father is a civil engineer while my mother stays at home most of her time. She has a shop at home.

During our free time, we sit down with our parents to discuss different things in life. For example, what each of us would like to be in future, being God fearing and using our time in school well. My mum advises my sisters to keep away from boys because of the increased cases of defilement in the country.

One day, I told our parents about a story of two boys who escaped from school and one of our teachers, Woizero Roman Gebre, saw them working in an auto garage. They were both carrying heavy spare parts and when my teacher called them, they both ran away.

1. Where does the writer come from?
2. What is the job of the writer's father and mother?
3. What advice does Adem's mother give to his sisters?
4. Why do you think those boys escaped from school to go and work?
5. How would you help the boys who ran away from their parents homes?



## C Reading

### Activity

With a partner, describe what you see in the pictures. What problems do you think the children may face as a result of the kind of work they have to do?





### Exercise:

1. Name the work which children enjoy doing.
2. Which work do children find difficult to do?
3. Suggest the problems which children face when doing difficult jobs.
4. Why do you think that children should not do some jobs?
5. How can you be of help to children who work under difficult conditions?

### Revision Unit Two:

#### Exercise one:

**A.** Read the following statements. Are they true or false? Give reasons for your answers.

1. Children have a right to drop out of school when they feel like.
2. Carrying luggage / loads in market is an example of child labour.
3. Children should not do any work at home because that is abusing their rights.
4. Looking after cattle at home is considered as child labour.
5. Children have the right to work when they want.



6. Children below 18 years are allowed to marry.
7. It is dangerous to drop out of school.
8. You cannot concentrate on studies while working.
9. You should study hard before getting married.
10. Do not employ children for work.

**B. Use **some** or **any** to complete the sentences. Do the work in your exercise book.**

1. I have \_\_\_\_\_ cooking oil to give you.
2. Fate hasn't \_\_\_\_\_ more paper left.
3. They prepared \_\_\_\_\_ coffee for the guests.
4. Do you have \_\_\_\_\_ food in the dish?
5. We saw \_\_\_\_\_ tourists walking towards Lalibela.
6. Can you pay \_\_\_\_\_ money?
7. Roro is selling \_\_\_\_\_ books.
8. Barena did not sell \_\_\_\_\_ apples at the market.
9. There aren't \_\_\_\_\_ loaves of bread in the shop.
10. I have paid \_\_\_\_\_ money to the cashier.

**Exercise Two:**

**A. Which of these words are used to describe nouns?**

black	vehicle	dry	correct
gate	books	good	fast
lion	cotton	indisciplined	slow
wet	radio	collect	desk
sunny	run	wall	keys
old	expensive	blue	

**B. Select two adjectives to describe a noun. Do the work in your exercise book.**

- |                |                  |                        |
|----------------|------------------|------------------------|
| 1. dress       | new, expensive   | an expensive new dress |
| 2. machine     | big, old         | _____                  |
| 3. vehicle     | running, fast    | _____                  |
| 4. tree        | leafy, tall      | _____                  |
| 5. examination | short, easy      | _____                  |
| 6. journey     | tiresome, long   | _____                  |
| 7. bottle      | plastic, big     | _____                  |
| 8. shirt       | new, nice        | _____                  |
| 9. chair       | sofa, dining     | _____                  |
| 10. ball       | spherical, light | _____                  |

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

- One of the twins is \_\_\_\_\_. (tall)
- Robera is the \_\_\_\_\_ boy in class. (short)
- Tesema was the \_\_\_\_\_ student in school. (fat)
- Ras Dashen is the \_\_\_\_\_ mountain in Ethiopia. (high)
- Of the two athletes, Taye is \_\_\_\_\_. (fast)
- Ethiopia has produced the \_\_\_\_\_ dancer in Africa. (beautiful)

**B. Write the opposites to the following adjectives in your exercise book.**

- |            |              |            |
|------------|--------------|------------|
| 1. young   | 6. expensive | 11. harder |
| 2. older   | 7. neatest   | 12. rough  |
| 3. better  | 8. cleverest | 13. easy   |
| 4. careful | 9. wide      | 14. bright |
| 5. ugly    | 10. deep     |            |

**Exercise Four:****Comprehension**

Read the passages and answer the questions that follow.

**My Sad Story**

My name is Mindaye. I am 14 years old. One day while I was taking a walk in the mountainous area of Mt. Batu, I suddenly heard a threatening and deafening sound. “BOOM!” is all I heard, and the next thing I remember was me falling to the ground. After three days in the hospital, I realized that I only had one leg. My mother and I were so heart broken and we cried in pain for days. The nurses tried to console us, but it just did not work.

The reality was that I had stepped on a land mine, which blew off my leg and there was nothing I could do about it. It was unbelievable that three days before I had both my legs and now I only had one. “Oh my God!” I cried even more.

Three weeks later, I was given a wheel chair. Our community supported my family and I. I am happy to say that I am now learning some weaving skills.

1. Who is the writer of this story?
2. What happened to the writer?
3. Who do you think took the writer to the hospital?
4. Why must we avoid going to lonely places alone?
5. What hit the writer?
6. Why was the writer given a wheel chair?
7. What shows that the writer has hope of living a better life?
8. What advice would you give to the writer if you were a member of the community?
9. What other word could mean “handicapped”?



## Comprehension

### The Lion and the Jackal go hunting

Shortly after the lion and the jackal set off hunting together, the lion killed a fine fat eland. 'Run back to my house while I look for more game,' said the lion 'and tell my children to come and carry the meat home.' But the jackal ran quickly to his own house and called his own children who soon carried away all the meat. The lion could find no more game, so he stopped hunting and went home.

"Is that not a fine eland I killed?" he boasted before his wife, the lioness. She looked puzzled. "We see no eland," she growled.

"Didn't the jackal come and tell the children to carry the meat home?" He asked.

"He did not, and we are starving," was the reply. The lion was furious. He strode to the jackal's home, which was high up on a rocky ledge, and could only be reached by a rope.

In a little while, the jackal came down to drink after his large meal. And out jumped the lion. The jackal ran with all his might and just managed to dodge down a small hole, but not before the lion grabbed him by his tail.

"Now I've got you!" He roared.

"What do you mean?" retorted the jackal, "That is not my tail you are pulling, it is just an old root. If you don't believe me, hit it with a stone and see if it bleeds."

The lion thought this would be wise and went to look for stones which, however, were not plentiful. When he returned the jackal was long gone. On finding out that he had been tricked again, the lion was furious, and went romping off to the jackal's rocky stronghold. "Hey, there, little jackal," he roared. The jackal peeped through the ledge. He was safe, so he was cheeky.

"Who are you?" he shouted back. "What is your name? Whose son are you? Who was your father? Where are you from? Where are you going? Who do you want? Why?"

The lion replied, "I have merely come to see you. Just let down the rope so I



can come up.” The little jackal let down a rope of mouse skin, and when the lion climbed a good way up, it broke and he fell down. The jackal laughed, and the poor lion went home to nurse his sore head.

1. What animals went to hunt?
2. Why did the jackal hide away?
3. How did the jackal trick the lion when he caught him?
4. What happened to the lion when he tried to punish the jackal again?
5. Do you think the lion deserved this punishment?

### Extra reading work

#### Deadly Living Organisms in Water

Millions of living organisms live in the soil, water and air. Decaying matter is a very good habitat for these living organisms. This is because there is water and oxygen necessary for their survival. The deadly living organisms in water secrete substances which are poisonous to human life. That is why we should keep all water sources clean. We must boil our drinking water. This is the only way we can get rid of deadly living organisms in water.

An example of these deadly organisms are bacteria which endanger our environment. These bacteria do a lot of harm to the body because of the waste material (toxins) which cause diseases like diphtheria and tetanus.

Most food contains bacteria. This is the reason why all food must be cooked or washed before being eaten. Because of the big number of bacteria in our environment, everyone is advised to keep the environment clean. Drain all stagnant water and sewage. Correctly dispose of rubbish or any sanitary products. Good health habits include cooking, refrigeration, bottling, drying, roasting, proper sewage disposal, proper hygiene, sterilisation and immunisation.

**Questions**

1. How many living organisms live in the soil?
2. Why is decaying matter a very good habitat for living organisms?
3. What do bacteria do to the body?
4. What do the deadly living organisms secrete?
5. Why must all food be cooked?
6. What diseases do waste materials cause?
7. What should you do with stagnant water?
8. What must you do with rubbish or any sanitary products?

**Anile the Careless Housekeeper**

When aunt Aysha came back from work, her housekeeper, Anile was nowhere to be seen. Everything at home was in total disorder. There were broken bottles in the compound. If she had not had any shoes on, she would certainly have got a deep cut in her foot.

She quickly walked to the house. In the kitchen there was a burning stove. The baby was crawling towards the stove! Aunt Aysha quickly pulled the baby away. She had arrived just in time to save her baby.

“What a careless girl Anile is!” Aunt Aysha said to herself. As she was thinking of what to do next, she saw a small bottle of rat poison on the window sill. It had been placed near a jug of milk. The jug was not covered! Somebody could accidentally mix the milk with the poison.

Aunt Aysha was very angry. She asked Anile to leave because she had proved to be a very careless housekeeper.

**Questions**

1. Where was Anile?
2. Where had Aysha gone?

3. How did the home look like when aunt Aysha returned?
4. What was happening in the kitchen?
5. Who pulled the baby away?
6. What was in the small bottle?

## Using a Dictionary

A dictionary is a reference book. We use a dictionary to look up the meanings of words and expressions which we do not understand well. A dictionary has the following:

Naming words (nouns), describing words (adjectives), words indicating actions (verbs), words describing verbs (adverbs).

When we want to know the correct way of reading a word then we refer to pronunciation. When we wish to understand grammar in any language, it is advisable to check the definitions, punctuation, and other explanations given.

A dictionary has regular and irregular verbs, compound words, comparatives and superlatives, synonyms and similes. The most interesting words are abbreviations like i.e., etc., and acronyms like UNESCO, WHO.

When you have a dictionary, your learning is made a lot easier.

### Questions

1. What is a dictionary used for?
2. What should one do if he or she does not understand a word well?
3. What do you look for when you want to find the correct way to read a word?
4. What are words which describe verbs in a dictionary called?
5. What is a naming word called in a dictionary?
6. What word describes a verb?
7. How are words arranged in a dictionary?
8. How are acronyms different from abbreviations?



<b>Clothes</b>	<b>Jobs</b>	<b>Place and geography</b>	<b>Adjectives/ Verbs</b>	<b>Family words</b>	<b>Prepositions</b>
Sleeve earring bracelet tie	artist sportsman sportswoman athlete shoeshine boy shoeshine girl	air climate coast continent desert equator jungle land lightning ocean soil temperature wave city country mountain valley degree celsius	alive alone awake blind bright cheap comfortable deaf delicious dangerous famous handsome polite important hot curly healthy sick ill fit visually impaired- hearing impaired- elderly physically disabled sensibly fast slowly quickly well quite very not at all	grandson granddaughter stepson stepdaughter cousin niece nephew elder	above over below under against
<b>Food</b> flour rice cheese honey tasty spicy sour sweet juicy fry grill roast wash chop	<b>Animals</b> camel hyena mouse lion scorpion zebra hippo giraffe	<b>Environment</b> pollution rubbish garbage smoke sewage litter plastic bag		<b>Materials</b> leather cotton silk wool	<b>Quantifier/ counter</b> a bag of a bunch of a sack of a kilo of a pair of a piece of other nouns sign language labour victim braille other places climb fly kill related to communicate beg polish sell buy
<b>Kitchen</b> equipment tools pan ladle stove bowl bucket	<b>Directions</b> East West South North  <b>Health</b> hygiene health fit exercise			<b>Places</b> capital factory grocery kiosk province market bus station police station gas/petrol station	