

Part A

Objectives

By the end of this part of the unit you will be able to:

- check your knowledge of HIV
- listen to facts about HIV
- take part in a discussion about AIDS
- read about an AIDS victim
- read a poem about death
- express sympathy with someone
- write sentences about Ethiopian statistics for HIV / AIDS
- use the zero conditional tense
- give advice to younger children about AIDS
- use the modal verbs *must, need, have to, don't have to*
- make a poster about AIDS.

A5.1 Introduction: What do you know about HIV?

Work in a small group and decide which answers are correct.

- 1 What is HIV?
 - a A virus.
 - b An infection.
- 2 How is HIV transmitted?
 - a By touching someone with HIV.
 - b Through contact with certain body fluids of a person with HIV.
- 3 What can you do to prevent HIV infection?
 - a Don't have sex with people who are HIV positive.
 - b Don't use a plate used by someone who is HIV positive.
- 4 Can you make plans for your life if you are HIV?
 - a No, because you are ill and will be too weak to do anything.
 - b Yes, because you may stay healthy for a long time.
- 5 How can you help someone you know with HIV?
 - a Give them some condoms.
 - b Encourage them to lead a healthy lifestyle by eating good food with them or doing sports with them.



A5.2 Listening: Facts about HIV

Listen to your teacher reading some facts about HIV and check your answers from the exercise in A5.1.

GET A TEST BEFORE SEX

**Sharing razors and syringes
can spread HIV virus**

**ANTI-RETROVIRAL DRUGS
SLOW DOWN AIDS DEVELOPMENT**

**USING CONDOMS CAN
HELP PREVENT THE
SPREAD OF HIV VIRUS**

**FRIENDSHIP AND SUPPORT HELP
HIV / AIDS SUFFERERS**



A5.3 Speaking: Discussion about AIDS

- 1 In the listening text we heard one of the myths about HIV / AIDS: that having sex with a virgin can prevent you from getting the HIV virus. There are many other myths about HIV. Work in a small group and discuss each of these statements. Decide if you agree or disagree with each statement and give the reason for your opinion.
 - 1 You can wash the virus away by washing with disinfectant soon after having sex.
 - 2 Abstaining from sex is the only safe way to avoid the virus.
 - 3 Condoms are 100% safe.
 - 4 Drinking alcohol makes it harder for you to say 'no' to sex.
 - 5 If someone asks you to have sex with them, it means that they love you.
 - 6 You can have a boyfriend or a girlfriend without having sex with them.
- 2 In your groups think of the ways in which HIV / AIDS can be transmitted.

Example:
AIDS can be transmitted through infected needles.
- 3 It is not easy to say *no* when someone you like asks you to have sex. In your group, think of ways of saying 'no' to each of these statements:
 - 1 If you love me you will have sex with me.
 - 2 I haven't had sex with anyone else.
 - 3 If you say no, I will leave you.
 - 4 Having sex makes girls more beautiful.
 - 5 I will never have sex with anyone else.
 - 6 Saying 'no' means that you are still just a child.
 - 7 It is normal and natural to have sex.

- 4** Work in pairs to ask and answer questions about AIDS. Use both the *present simple* and the *past simple* tenses.

Examples:

Question: *What causes HIV and AIDS?*

Answer: *A virus causes it.*

Question: *What caused many deaths in Africa last year?*

Answer: *HIV and AIDS caused many deaths in Africa last year.*



A5.4 Reading: Living with AIDS

- 1** Read the following passage.



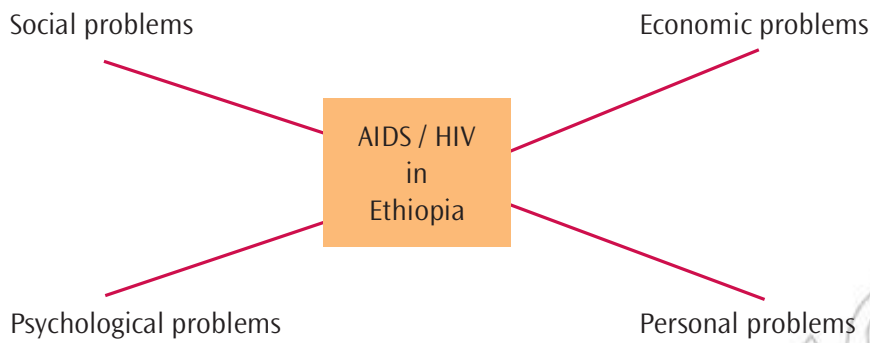
We did not know that Father had become infected with the HIV virus because he showed no symptoms of illness. For about six years the virus continued to develop and destroy cells in his body, so that his immune system became weaker and he began to suffer from a number of different infections.

He had been ill for some time when he was finally diagnosed with having AIDS. My mother, my older brother and I nursed him and took care of him as his condition got worse. We knew Father needed our love and support in his illness, and we tried to make his last months as good as they could be. Most of our neighbours remained friendly and came to visit us, although some were very shocked and stayed away.

We took turns to care for my father. We gave him good food to eat, and kept him as healthy as possible. Mother always arranged for Father to be treated very quickly if he caught any infections, and she showed us all how to practise sensible hygiene. We knew that there was no risk in caring for my father as long as we were careful to wash our hands before and after being with him, and before handling food. We knew that we could not catch HIV from ordinary contact with him, such as hugging, shaking hands or touching him, or from sharing towels, utensils or telephones. We made sure that we covered any open wounds on our hands, and that we kept Father's room and surroundings fresh and clean.

- 2** Using the information in the passage above, discuss how to treat or help people living with HIV and AIDS.

3 Discuss the social, economic, psychological and personal problems that AIDS causes, then in your group complete the following spidergram about AIDS in Ethiopia:



A5.5 Reading: A poem

Isatou died
 When she was only five
 And full of pride
 Just before she knew
 How small a loss
 It brought to such a few.
 Her mother wept,
 Half grateful to be so bereft.
 The neighbours wailed
 As they were paid to do,
 And thought what a spread
 Might her wedding have been too.

Lenri Peters



Answer these questions about the poem.

- 1 How old was Isatou when she died?
- 2 What did her mother do?
- 3 What did the neighbours do? Why?
- 4 What were the neighbours thinking about?
- 5 Was the mother right to be so 'grateful'? Give reasons for your answer.



A5.6 Speaking: Expressing sympathy

1 Work in a group and discuss how you would sympathise with someone who has just learned about the death of a near relative. Make a list of the expressions of sympathy you might use.

2 Put these expressions of sympathy in order of the seriousness of a situation. Can you add any other phrases that were suggested in your discussion?

- What a nuisance!
- I'm really sorry to hear that.
- How awful!
- What a pity.
- Poor you!
- Oh no!
- How terrible!
- That's sad.
- What a shame.

3 Read the passage *Living with AIDS* again. Imagine a conversation between the young girl and a friend who is expressing sympathy about her father's illness. In your groups write a conversation between the two girls about the situation. Extend the conversation to use as many of the expressions of sympathy as you can.

Example:

A: *I've just heard that my father has been diagnosed as HIV positive.*

B: *How awful.*

A5.7 Writing: Statistics for HIV / AIDS in Ethiopia

1 Look at these statistics from *Population Reference Bureau & UNAIDS* for HIV / AIDS in Ethiopia in 2007–8

Population 2008 (estimate)	80,713,000	
People living with HIV / AIDS, 2007	980,000	1.2%
Women (aged 15+) with HIV / AIDS, 2007	530,000	0.6%
Children with HIV / AIDS, 2007	92,000	0.1%
Adult HIV prevalence, 2007	1,614,260	2%
AIDS deaths, 2007	67,000	0.1%

2 Use the following words and phrases to complete the sentences about the table:

most	majority	half	small
number	large	number	minority

- 1** The _____ of people with AIDS were adults.
- 2** A _____ of people with AIDS were children.
- 3** _____ of the people with AIDS were adults over 15.
- 4** _____ of people with AIDS in 2007 died from the disease.
- 5** A _____ of deaths had other causes.
- 6** A _____ of adults showed a HIV prevalence.

A5.8 Language focus: Zero conditional

- We use the *zero conditional* to talk about facts or situations that are always true, such as scientific facts and general truths.

Examples:

If / When / Unless + present + present

If / When	present simple	present simple
<i>If</i>	<i>you heat ice,</i>	<i>it melts.</i>
<i>When</i>	<i>she's not in,</i>	<i>her sister takes a message.</i>
<i>If</i>	<i>you don't water plants,</i>	<i>they die.</i>

Note: When the *if* clause comes first, a comma is usually used. When the *if* clause comes second, there is no need for a comma.

- We often used the *zero conditional* to give instructions, for example:
Press the button if you want a receipt.
If you want to leave a message, speak after the tone.

Join these words to make conditional sentences:

- iron / rust / it / get / wet
- no rain / the grass / not / grow
- you / not eat enough / you / always hungry
- my daughter / eat / too much chocolate / she / get / sick
- ice / float / you / drop / it / in water



A5.9 Speaking: Advice for younger children

- 1** Work in small groups to make sentences using the zero conditional tense; use the phrases in the box below.

Example:

If people keep their illness secret, this leads to fear and suspicion.

become infected with HIV	immune system becomes weak	take care of AIDS patients
wash your hands	treat infections	cover open wounds
share towels and utensils		

- 2** Now write a presentation or play about HIV / AIDS for younger children. Use information you have learned about the infection, then act it out for the rest of the class.

A5.10 Language focus: Obligations and duties

- 1** In Unit 1 we learned about the modal verbs *must*, *need* and *have to*, to express obligation or necessity. We can also use *should* in the same way.

Example:

We must not ignore the problem of HIV and AIDS.

You should not drink too much at a party.

If we want to say that we are able to do something we use the modal verb *can*.

Example:

HIV positive people can live full and active lives.

2 Complete the following passage with *can, mustn't, must, have to, should* or *shouldn't*.

Doctor: Good morning, please sit down. How (1) _____ I help you?

Patient: It's my arm, doctor. It's very painful.

Doctor: Let me have a look. Oh dear! That does not look very good. What happened?

Patient: Well, I cut it on a nail that was sticking out of a wall. That was about a week ago. I thought it was getting better, but as you (2) _____ see, it isn't.

Doctor: No, it's very swollen now. It's infected. Did you wash it when you cut it?

Patient: No, doctor, I didn't think it was very bad.

Doctor: Now you see what happens when you just leave it! When you cut yourself you (3) _____ wash it and cover it. I'm going to give you some tablets. You (4) _____ take one three times a day. You (5) _____ stop taking them until they are finished. Do you understand?

Patient: Yes, doctor.

Doctor: The nurse will dress this wound. You (6) _____ come back in two days so that she (7) _____ change the dressing. You (8) _____ get it wet.

Patient: No, doctor. Do I (9) _____ stay at home?

Doctor: No, you (10) _____ go to school, but you (11) _____ be careful. You (12) _____ run around. You (13) _____ rest and eat well.

Patient: Yes, doctor.

Doctor: Come back if it gets worse.

Patient: Thanks very much, doctor.

3 Answer these questions about the dialogue.

- 1 What problem did the patient have?
- 2 What things did the doctor do?
- 3 What advice did the doctor give the patient?



A5.11 Reading: Poster about HIV / AIDS

1 Look at this poster about AIDS. Now work in pairs to make your own posters. Remember to include:

- an appropriate illustration
- an eye-catching and memorable slogan
- useful information
- who your poster is aimed at.

2 When you have finished, write a short description about your poster. Your partner should read out the poster and your description of it to the rest of the class.



Part B

Objectives

By the end of this part of the unit you will be able to:

- discuss pictures showing teenage problems
- write a story about one of these pictures
- classify words according to their parts of speech
- read a leaflet about HIV / AIDS
- write a leaflet about HIV / AIDS
- read and act a radio interview about AIDS
- use direct and indirect questions
- use the modal verbs *mustn't*, *don't have to*, *shouldn't* and *can*
- learn more words about AIDS and HIV
- discuss your reading goals
- learn some tips for practising listening.

B5.1 Speaking: Problem pictures

In your groups, look at these pictures and describe what problem is being shown in each one.

1



2



3



4



5



6

**Example:**

Picture 1 – There is a girl sitting alone. She is dressed up to attract the attention of the boy.

**B5.2 Writing:** Write a story

Choose one of the pictures from above, and write a story about it in one or two paragraphs. Remember to introduce the situation and the characters; describe them; and say what is happening in the picture. When you end your story, try and include a moral for the picture.

**B5.3 Reading:** A radio interview

- 1 Before you read the text below, discuss what causes AIDS with your partner and share ideas about it. Do you know of anybody who suffers from any kind of ailment? How does the person look? Does he or she show any sign of weakness?
- 2 Read and act out the interview in pairs.

Presenter: Dear listeners, tonight in the studio I am interviewing Dr Seif of Tirunesh Beijing Hospital in Addis Ababa to discuss the prevention and transmission of the killer disease AIDS. As you are fully aware, AIDS can claim the lives of both old and young in many parts of the world. I hope that Dr Seif will be able to answer some of our questions tonight. Dr Seif, many listeners don't understand much about AIDS. Can you tell them briefly what AIDS is?

Dr Seif: AIDS stands for Acquired Immune Deficiency Syndrome. Acquired means to get from other people, Immune means protected, Deficiency means insufficient protection, and Syndrome means a number of symptoms appearing together.

Presenter: Can you please tell us in simple terms what you mean, Doctor?

Dr Seif: AIDS is caused by the HIV virus, the Human Immuno-deficiency Virus, which is passed between people having sex when one of the partners is infected with HIV. Semen, vaginal secretions and blood from an infected person contains HIV. Drug users can also get it by sharing needles, syringes and other injecting equipment that is contaminated with infected blood. You can also get it when you are given infected blood during a blood transfusion; by using unsterilised instruments for tattoos or ear-piercing; or by using unsterilised needles for injections.

Presenter: I understand that some people have the virus but do not look sick. How would you know if someone is HIV positive?

Dr Seif: Yes, it is true that infected persons can appear completely healthy, and can therefore pass on the virus to their sexual partners without them knowing it. To avoid getting the virus, you need to make sure that your partner has had an HIV test before starting a sexual relationship.

Presenter: Doctor, you have explained the most common ways that someone can get AIDS, but what about babies who have it?

Dr Seif: Young babies get it from their mothers. If a mother has the HIV virus in her blood, she can pass it on to her unborn baby. An infected mother who breastfeeds her baby may also transmit the HIV virus to her child.

Presenter: Dear listeners, we have only a few minutes left before the end of the programme, but perhaps Dr Seif can tell us briefly how to avoid this deadly disease.

Dr Seif: This is not easy to answer, but the first thing to remember is that if you are married, stick to your partner. That is, have only one lifetime sex partner.

Presenter: But Doctor, I am quite sure you are aware that some men have several wives.

Dr Seif: Dear listeners, if a man has several wives, all these people can still be safe as long as the husband and wives don't have sex with other people. Secondly, people who hope to get married should both have an HIV blood test before having sex. Remember, some people look healthy when they are already infected. Don't take the risk.

Presenter: Doctor, there are lots of adverts on TV and radio about having safe and protected sex by using condoms. What is your advice about this?

Dr Seif: It is true that there are lots of adverts in the media about safe and protected sex, but people should not believe that condoms are 100% protection against AIDS. Using condoms definitely lowers the chances of contracting AIDS, but people should still take extra care and get tested.

Presenter: Well listeners, we have come to the end of our programme on the prevention and transmission of AIDS. Please tune in next week, same day, same time for another discussion on health matters. Good night.

3 Work with a partner to identify the key points in the interview and list them in your exercise book.

B5.4 Language focus: Indirect questions

An indirect or *embedded question* is a part of a sentence that would be a *question* if it were on its own, but is not a question in the context of the *sentence*, for example:

I don't know where she has gone.

Could you tell me where the bank is.

In the interview above, the presenter asks Dr Seif a number of questions. Write five questions, either direct or indirect, that you would like to ask Dr Seif. Discuss the answers in your group.

Example:

Could you tell me how many people there are in Ethiopia living with AIDS?

B5.5 Language focus: *Mustn't, don't have to, shouldn't, can*

Previously in this unit we revised the use of the modal verbs *must, need, and have to*, to express obligation. Similar modal verbs for giving advice are *mustn't, don't have to, shouldn't* and *can*. Remember that *don't have to* is used to mean something that is not necessary, while *mustn't* means that you are not allowed to.

Examples:

*We mustn't ignore the problem of HIV and AIDS.
HIV positive people can lead full and active lives.*

1 Put these phrases under the correct headings below in your exercise book, according to the rules in your school.

wear uniform
make a noise in class
come to school on Saturday
listen carefully to our teachers
leave the classroom without permission during a lesson
wash our uniform every day

run in the corridor
talk to our friends during break
make time to do our homework
come to school on time
wear a hat to school
eat our lunch at school

- We must ...
- We have to ...
- We mustn't ...
- We don't have to ...
- We should ...
- We shouldn't ...

Add one more item to each list.

2 Complete the sentences using *have to, don't have to, must* and *mustn't*.

Example:

You don't have to understand every word you read.

- 1 Cars _____ stop when the traffic lights are red.
- 2 You _____ cross the road when the traffic lights are red.
- 3 We are going to visit our friends so we _____ take the bus to Addis Ababa.
- 4 Students _____ be late for school in the morning.
- 5 My father is ill with AIDS so I _____ help look after him.
- 6 You _____ wash your hands before a meal.
- 7 Because it is your birthday, you _____ help wash the dishes today.
- 8 We _____ tell lies or cheat; it is wrong.

3 Listen to your teacher read out some modal verbs and suggest phrases or sentences in which they could be used. Try to relate your sentences to the topic of HIV and AIDS.

Example:

*When treating an AIDS patient who has open wounds, you must wear gloves.
You can shake hands with someone who has HIV.*

B5.6 Increase your word power: Quiz

Find these words in the leaflet about HIV / AIDS below. Look them up in a dictionary and put the words into groups according to their parts of speech. See the headings listed below.

- | | | | | |
|-----------|----------------|--------------|---------|------------|
| infect | represent | distribution | adults | widespread |
| females | discrimination | orphans | exploit | disastrous |
| extend | recent | occur | sibling | clan |
| behaviour | rapidly | extended | admit | currently |

Nouns	Verbs	Adjectives	Adverbs



B5.7 Reading: An HIV / AIDS leaflet

1 You have two minutes to read the following leaflet and say what it is about:

HIV / AIDS

The widespread HIV / AIDS infection has hit Ethiopia with disastrous results. The current HIV rate is officially 6.6% (but 16% in Addis Ababa). 2.2 million Ethiopians are infected by HIV / AIDS (the third highest number of people infected in the world). Even more worrying is the fact that the highest number is in the 15 to 24 age group, representing recent infections for this twenty-year-old disease. The age and sex distribution of reported AIDS cases shows that about 91% of infections occur among adults aged between 15 to 49. The number of females infected between 15 to 19 years of age is much higher than the number of males in the same age group. The disease is made worse because women often do not have the confidence, knowledge or economic independence to protect themselves. As the disease strikes the economically active within families, those who are affected often face financial insecurity, discrimination, and therefore struggle for their living.

3.8 million children have lost one parent due to HIV / AIDS (among other illnesses) and there are more than 1.2 million orphans in Ethiopia. Traditionally, these children are taken in by extended families but because of their great numbers and the economic strain, many children are no longer cared for by their extended clan. Many orphans are now found on the streets, exploited and abused or working to care for their younger siblings by any means they have.

The rapid spread of HIV and AIDS in Ethiopia is a consequence of mass denial and the social disgrace of persons living with HIV / AIDS. This prejudice against people affected by HIV / AIDS is so strong that no one admits to having the disease, or even having relatives who are sick. Currently, it seems people are aware of how the disease is spread but are still not changing their behaviour.

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2 Now read the leaflet again and list what you think are the three most important new facts you have learned.

3 Answer these questions:

- 1 What is the current HIV rate in Addis Ababa? Is this higher or lower than for the rest of the country?
- 2 How many people are infected in Ethiopia?
- 3 What age range has the highest rate of infection?
- 4 Is the infection of males between 15 to 19 years higher than the number of females in the same age group?
- 5 How many children have lost a parent due to HIV / AIDS?
- 6 How many orphans are there in Ethiopia?

B5.8 Study skills: Your reading goals

Refer to the reading competency grid from the Study skills section in Unit 3 B3.5. Read the following information about Gebre and the advice he was given on how to read a book:

Gebre's teacher, Weizero Senait, has told the class to read a book. Gebre is very unhappy about it, because he doesn't know how to read a book. Look at these questions he asks her.



a Where can I read?

b Anything else?

c How do I choose a book?

d Can I write in the book?

e What about new words?

f When can I read?

Weizero Senait, I'm sorry, but I don't really know where to start.

These are Weizero Senait's answers. Match each of her answers to one of Gebre's questions.

Example:

Question c) = Answer 1

1 It is important to read a book that you are interested in.

- Look at the front cover, the title and the picture on the front (if there is one).
- Look at the back cover. It may give you some information about the story, read it.
- Look at the first page and read the first few sentences.
- Flick through the book, look at any pictures and chapter headings.

Now you should have some idea what kind of book it is, and what the story is about.

Repeat these steps with some other books, until you have found one that looks interesting.

2 You need to sit somewhere fairly quiet. Good places to read are: in the library, under a tree, in your room, in bed.

3 You have to find time to do some reading. It is not a good idea to read a book in one go. That would take quite a long time. Read a few pages, or a chapter, when you can. Try to do it regularly. When do you have time to read for a few minutes?

- When you wake up in the morning?
- When you get home from school?
- In the evening when it is dark?
- When you go to bed?

4 There are several things you can do to help you understand new words.

- Guess the meaning of the new word from the context.
- Ask someone else what it means or look it up in the dictionary.

5 Looking after books is very important. They are very expensive and not easy to get hold of. It doesn't matter if the book is from the library, one you borrowed from a friend, or if it is your own book. Here are some tips:

- Don't write in books because it spoils them.
- Don't fold down the corner of the page. Use a book mark when you put your book down to help you find the right page next time you pick it up. This can just be a piece of paper torn from an old newspaper or it can be something special, like some piece of coloured string or wool plaited together.
- Don't fold back the two halves of a book as you will break the spine and the pages will fall out.
- Protect your book from getting wet.

6 Well, it's a good idea to keep a reading notebook. You can use it in various ways.

- When you get to the end of a chapter, you can make a list of new words in your notebook. You can look back at the lists you have made from time to time, to revise the words.
- You can write a short report on the book when you have finished it. Write a sentence or two about the story and the characters and then another sentence about what you thought of it.

B5.9 Study skills: Tips for practising listening

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

1 Who do I listen to?

People, classmates, teachers, friends, family members.

What do I listen to?

Lectures, presentations, instructions, announcements, television, movies, radio.

2 Discussion

In groups, discuss the best way to remember information, lists, poems and so on. Share your ideas with the class.

3 How to remember a listening text.

Ask yourself the following questions:

1 How is the information organised? Does the storyline, narrative, or instruction conform to familiar expectations?

Texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious structure (main ideas first, details and examples second) are easier to follow.

2 How familiar are you with the topic?

Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties.

3 Does the text contain redundancy?

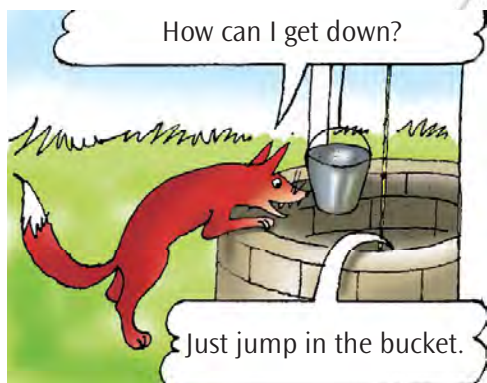
At the lower levels of proficiency, listeners may find short, simple messages easier to process, but students with higher proficiency benefit from the natural redundancy of the language.

4 Does the text involve multiple individuals and objects? Are they clearly differentiated?

It is easier to understand a text with a doctor and a patient than one with two doctors, and it is even easier if they are of the opposite sex. In other words, the more marked the differences, the easier the comprehension.

5 Does the text offer visual support to aid in the interpretation of what the listeners hear? Visual aids such as maps, diagrams, pictures, or the images in a video help contextualise the listening input and provide clues to meaning.

4 Listen to your teacher and fill in the key words in this story.



What do you think happened next?

Once upon a time a rabbit was walking in a wood and a fox saw him. The fox was _____ and said, "Come here, little rabbit. I want to give you a _____." But the rabbit _____ away and jumped down a _____. The fox could not _____ the rabbit, but the rabbit could not get out of the _____.

"Oh dear!" said the _____. "How can I get out of this well?" Then the rabbit had an _____. She shouted up to the fox, "There's a lot of food down here. Come down and get some, Mrs Fox."

The _____ looked down the well and said, "How can I _____ down there?"

The rabbit said, "Just jump in the _____ and you'll get down here all right."

- 1 What do you think happened to the fox?
- 2 What do you think happened to the rabbit?
- 3 What is the moral of this story?
- 4 Work in pairs to write a conclusion to the story.

B5.10 Fun with words: How many words can you make?**How many words can you make from this word? characteristics**

- In each word you can use each letter as many times as it appears in the word:

For example. c x 3, h x 1

- Words must have two or more letters
- Try to make at least 12 words.

For example, *car, stars*

Assessment**1 Speaking**

Your teacher will give you some pictures that tell the story of Mr Tolossa, but they are in the wrong order. Put them in the right order, then tell your friend the story.

2 Reading

Your teacher will give you a short extract from *The African Child*; it is the autobiography of Camara Laye and is about his childhood in Guinea, West Africa in the 1930s. Your teacher will give you some questions about the extract. Read the text and answer the questions in your exercise book.