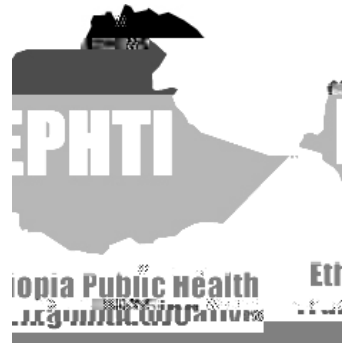


Improving Academic English Skills through HIV/AIDS Awareness

Instructor's Guide

For the Ethiopian Health Center Team



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Haramaya University

In collaboration with the Ethiopia Public Health Training Initiative, The Carter Center,
the Ethiopia Ministry of Health, and the Ethiopia Ministry of Education

2005



Funded under USAID Cooperative Agreement No. 663-A-00-00-0358-00.

Produced in collaboration with the Ethiopia Public Health Training Initiative, The Carter Center, the Ethiopia Ministry of Health, and the Ethiopia Ministry of Education.

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ACKNOWLEDGMENTS

We would like to express our gratitude to the Carter Center for financing this project. The HIV/AIDS Unit of Alemaya University also deserves special thanks for initiating and following up on the whole preparation process of the material. We would like to thank Alemaya University for allowing the joint project between the departments of English language and the Faculty of Health sciences.

We appreciate helpful comments and criticism we received on the manuscript from various individuals and institutions in Ethiopia: Dr. Nuru Mohammed, Dr. Birhanu Bogale and Mr. Mamo Kifle from Addis Ababa University; Prof. K. Mahadevan from Black Lion Hospital; Mr. Getachew Baye from Defense university College; Mr. Demeke Dessu from Gondar University; Mr. Yemaneberhan Kelemework from Jimma University; Dr. G/Medhin G/Selassie from Debu University and Dr. Sandra Rajan, Mr. Gemechu Hinika, Dr. Dula Benti, Nega Baraki from Alemaya University are worth mentioning for without which their contributions the work could not come to an end.

We are also grateful to the international reviewers who painstakingly read the material, provided comments, offered advice or drew attention to errors and omissions. We have been happy for incorporating all their suggestions and learned better ways of doing things than the ones we have suggested.

Lastly, would like to extend our sincere thanks to W/rt. Hiwot Birhanu and W/rt. Tinebeb Reta for taking their precious time in typing the manuscript.

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INTRODUCTION



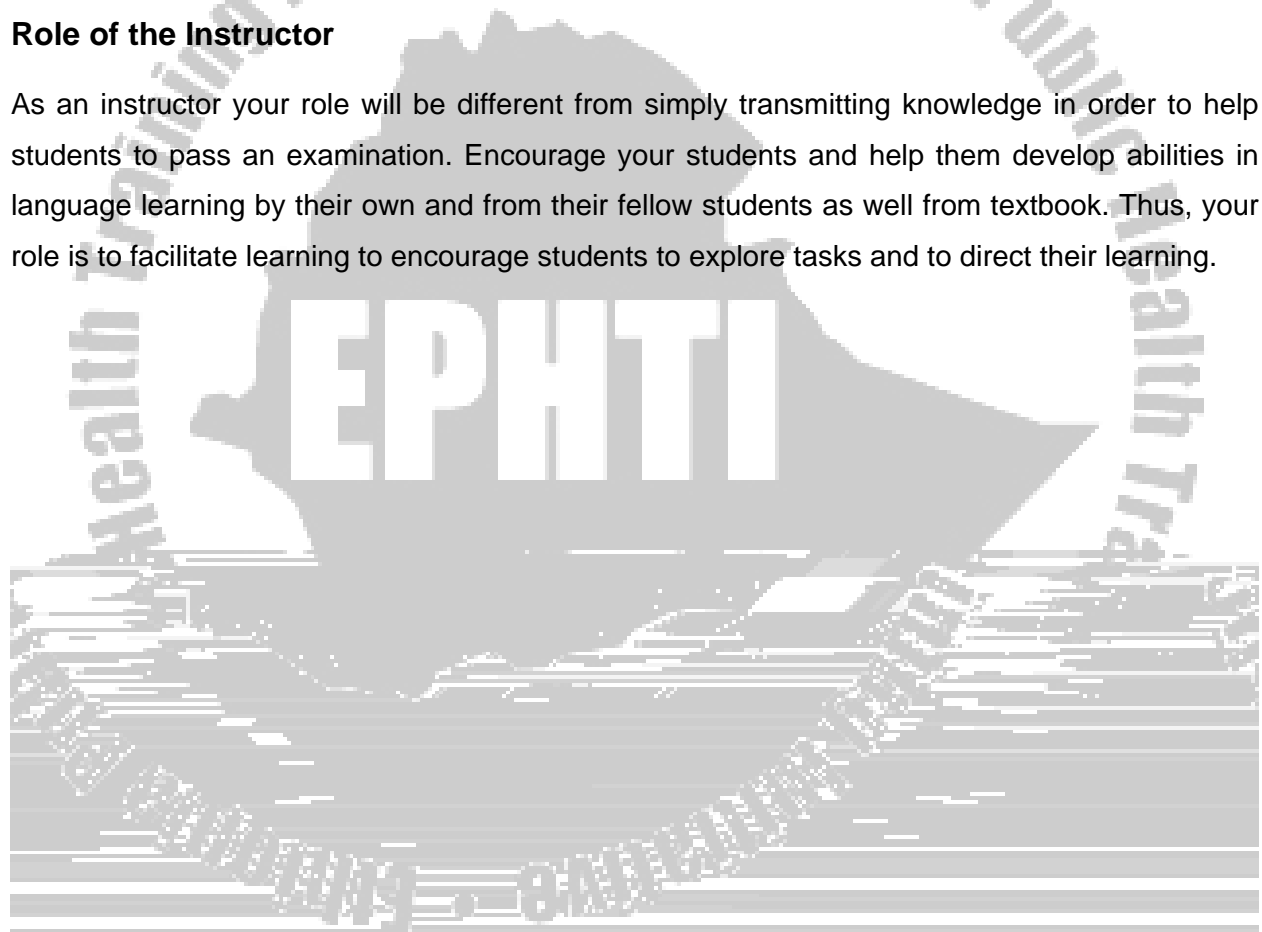
Role of students and Instructors

Role of Students

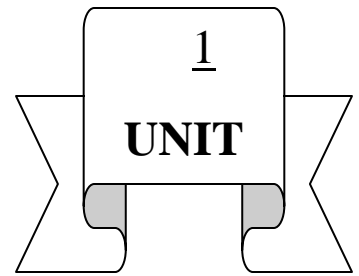
The course introduces students to a new way of learning language. In studying this course, students are encouraged to develop their individual abilities to study effectively and to see themselves as the center of the learning process. We also believe that students work and learn most effectively when they spend part of their time cooperating with each other. For this reason, students spend most of their time working in pairs and groups. Students should be encouraged to value such a learning situation and use it as a source of development of their own ideas and therefore of their own learning.

Role of the Instructor

As an instructor your role will be different from simply transmitting knowledge in order to help students to pass an examination. Encourage your students and help them develop abilities in language learning by their own and from their fellow students as well from textbook. Thus, your role is to facilitate learning to encourage students to explore tasks and to direct their learning.



MODULE ONE
ESSENTIAL HIV/AIDS ISSUES

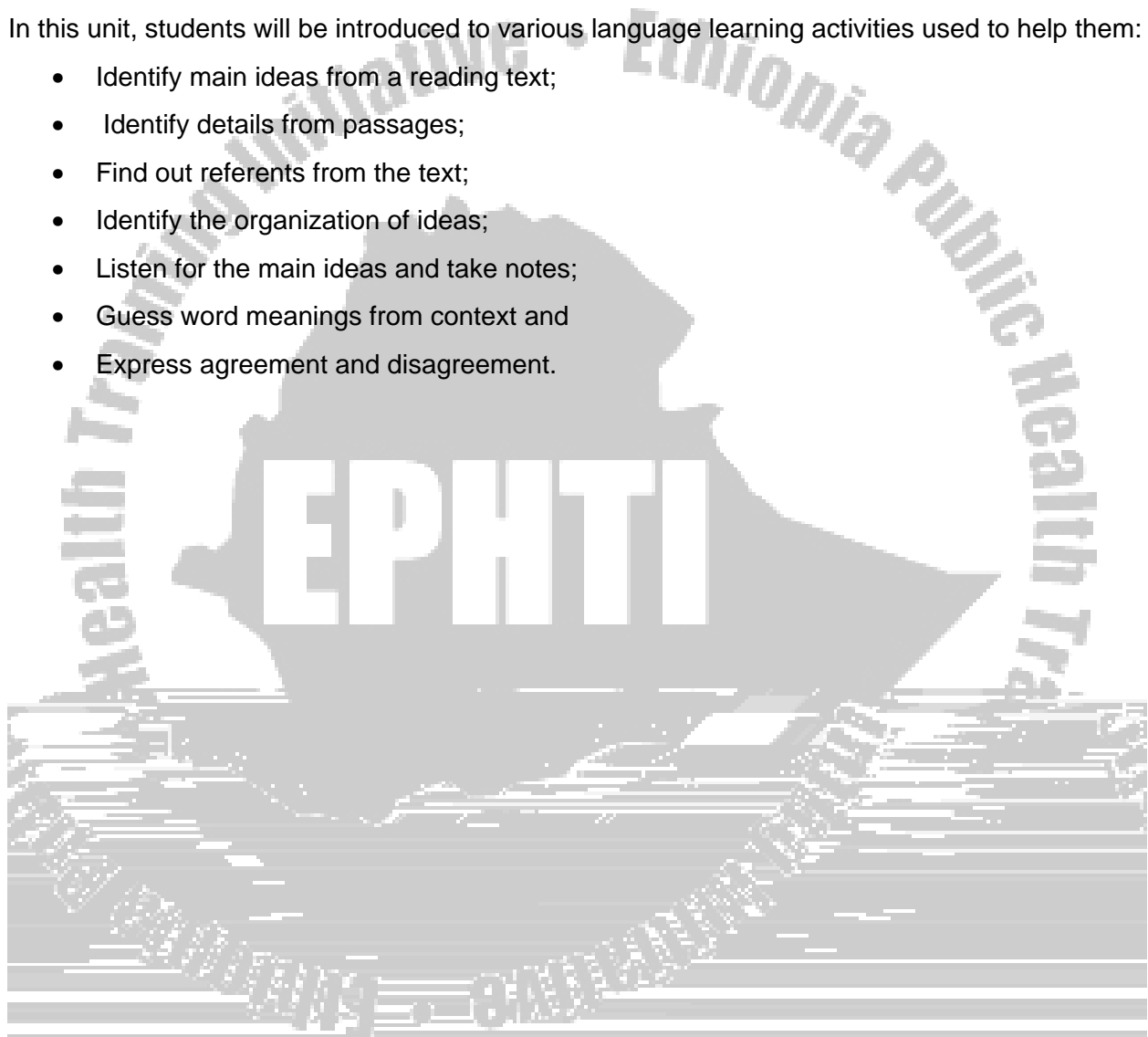


UNIT ONE

HIV/AIDS: HISTORY AND PREVALENCE

In this unit, students will be introduced to various language learning activities used to help them:

- Identify main ideas from a reading text;
- Identify details from passages;
- Find out referents from the text;
- Identify the organization of ideas;
- Listen for the main ideas and take notes;
- Guess word meanings from context and
- Express agreement and disagreement.



Section 1: Brainstorming

Aim: To activate the learners' previous knowledge and experience.

Procedure: Ask students to work individually and then compare their answers with their partners. Draw out a variety of responses.

1. AIDS – Acquired Immunodeficiency Syndrome
HIV – Human Immunodeficiency Virus
2. Draw out a variety of responses to this question
3. Ask students to share their ideas, but leave definite answers to be discovered as students work through the unit.

Possible modes of transmission include:

- Sexual contact
- Mother to baby
- Shared hypodermic needles
- Contaminated blood

Section 2: Reading

Objectives: To help the learners

- Skim or look over a text quickly to get the main ideas
- Understand references in a text

Task 1. Reading for main ideas

Before students read the text, remind them that they are reading for the overall meaning. They do not, therefore, need to focus on every word and detail. They can skim (read quickly), focusing on the main points that the author wants to make.

1. True
2. False
3. False
4. False

Task 2. Reading for details

Before students read the text again, remind them that the task involves reading for detail. Encourage them to work quickly, but carefully.

1. Homosexual men
2. Poverty, lack of formal education, and natural and manmade disaster
3. C
4. Blood donors, military recruits, active duty military personnel, etc.

Task 3. Reading for reference

References are words that substitute for nouns and are used by writers to avoid repetition. They can be pronouns (he/she/it, etc.) or nouns. Explain this to students.

1. HIV
2. AIDS
3. Individuals in the USA
4. ELISA
5. Social and political changes
6. The establishment of the Department of AIDS Control in the MOH plus a National Program to Prevent and Control HIV/AIDS
7. HIV/AIDS.

Section 3: Vocabulary

Objective: To help the students understand synonyms.

Procedure: Tell the students that synonyms are words having similar meanings. Encourage them to find the synonym of each word or phrase in the reading passage.

1. launched
2. response
3. associated with
4. inevitable
5. conducive

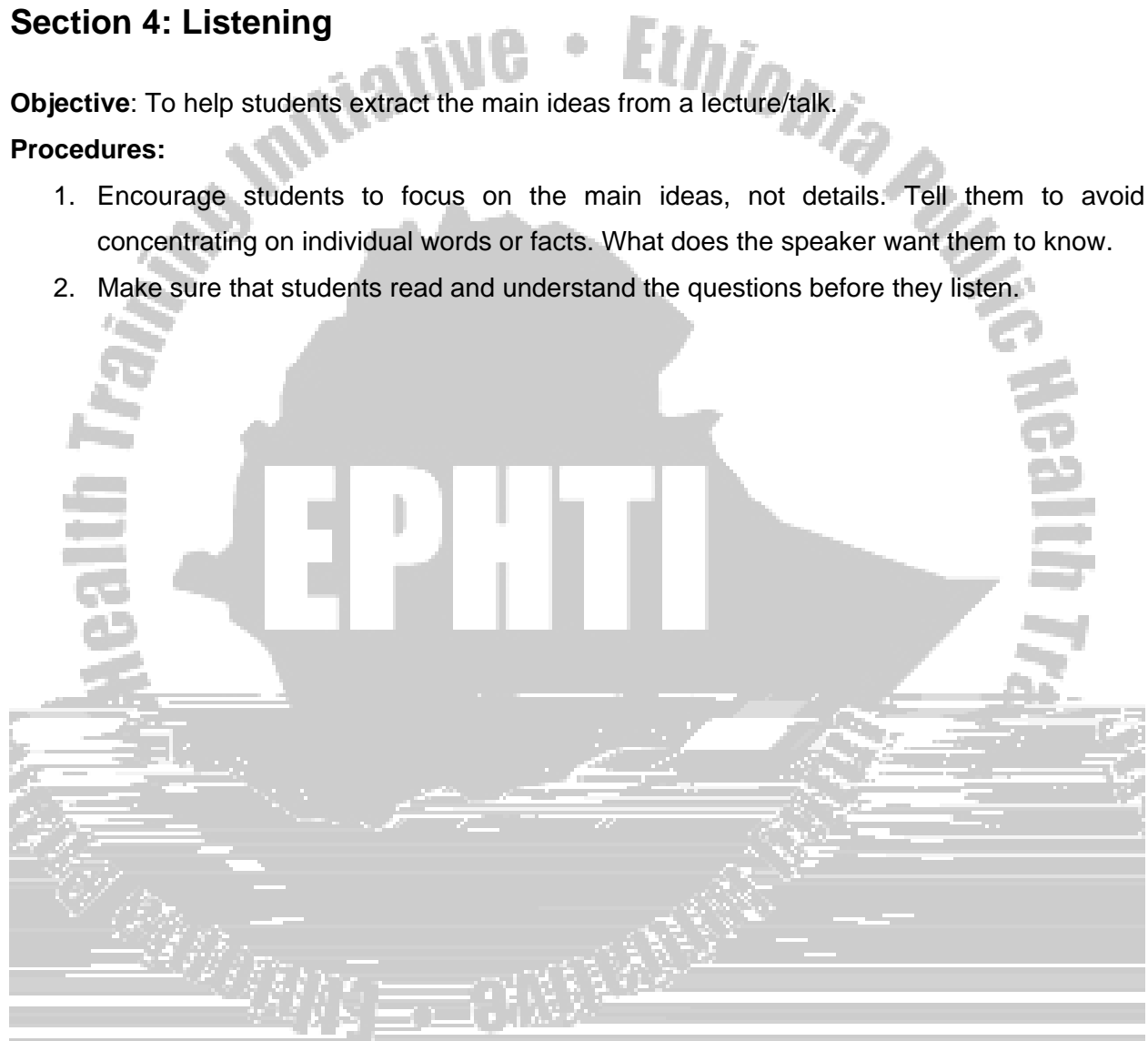
6. homosexual
7. abreast
8. recognized
9. enormity
10. susceptible

Section 4: Listening

Objective: To help students extract the main ideas from a lecture/talk.

Procedures:

1. Encourage students to focus on the main ideas, not details. Tell them to avoid concentrating on individual words or facts. What does the speaker want them to know.
2. Make sure that students read and understand the questions before they listen.



vociferous denials of even the existence of homosexuality, the truth that HIV can be transmitted through homosexual sex becomes further obscured. Despite these limitations, available statistical data provide an important tool to understand the shape of the epidemic in different parts of the world.

Having said this, let's look at HIV-prevalence in Africa. Almost 70% of all those with HIV are living in sub-Saharan Africa, a region that is home to just 10% of the world's population. At least 30 million Africans now live with HIV, and in 2002 AIDS claimed the lives of an estimated 2.4 million African people. Ten million young people (ages 15 to 24) and almost 3 million children under 15 were living with the virus. Life expectancy in the 35 worst affected countries in Africa is estimated at 48.3 years – 6.5 years less than it would be in the absence of AIDS. Nearly 90% of children born with HIV or infected through breast-feeding are living in sub-Saharan Africa. The countries of southern Africa are most severely affected by the disease; HIV prevalence among adults exceeds 30% in Zimbabwe, Botswana, Namibia, Lesotho and Swaziland. In East and Central Africa around 10-15% of adults are estimated to be HIV-infected. When we move onto the situation in Ethiopia Over 6.6% of the Ethiopian adult population is thought to be HIV positive. That is to say approximately 3 million people are infected with the virus. As is the case elsewhere in Africa, transmission is almost exclusively through heterosexual contact. Surprisingly, a large proportion of new HIV infection is occurring in young people under 25 years old.

Now let me say few words about HIV prevention in Africa. Although HIV/AIDS has devastated Africa over the last few years, there are some hopeful signs. HIV prevalence among adults continues to fall in Uganda, a country that has undertaken major prevention programs. Moreover, there is evidence that prevalence among young people, particularly women, is dropping in other parts of the continent. HIV prevalence for South African pregnant women fell from 21% in 1998 to 15.4% in 2001, and in Ethiopia infection levels among women attending ante-natal clinical in Addis Ababa dropped from 24.2% in 1995 to 15.1% in 2001. The report also notes the encouraging trend of continued declines in Uganda and Zambia.

At this point we shall have a look at the degree of prevalence of HIV/AIDS in Asia. The epidemic seems to have reached Asia more recently than Africa. Yet parts of Asia have shown rapid rises in infection levels, and researchers predict that the region of South and South East Asia is set to become the next epicenter of the epidemic. An estimated 7.2 million Asians were living with HIV

by the end of 2002 – a 10% increase since 2001. A further 490,000 people were estimated to have died in 2002, and about 2.1 million young people (15-24) were living with HIV.





Then talk about which expressions for disagreeing are more polite than others

Section 7: Speaking

This task enables learners to practice agreeing and disagreeing with each other by taking a position.

Procedures:

1. Write each statement from section 6 on the blackboard
2. Demonstrate what to do with one of the students. Then ask the students to exchange ideas by agreeing or disagreeing on each statement in pairs.
3. For feedback, you can ask some students to present their argument to each statement to the class.

Section 8: Reflection

The aim of this section is to get the students to evaluate their language learning so far and to plan for improvement in the future.

Procedures/.



UNIT TWO

MODES OF HIV TRANSMISSION AND RISK FACTORS

Introduction to the unit

In this unit students will study a number of listening and reading texts, in which HIV transmission modes and risk factors are described. The objectives are to enable them to:

- Listen and take notes;
- Change information in a chart into a paragraph;
- Read for main ideas;
- Draw implications and conclusions from reading text and tabulated data;
- Express your ideas orally, and
- Work out word meanings from contexts.

Section 1: Brainstorming

This activity helps students prepare for the following reading and listening texts by getting them to exchange and discuss their prior knowledge about HIV transmission factors. Get students to answer the questions individually and then discuss their answers in groups. Get feedback from the whole class. Accept a variety of answers but leave definite answers to be discovered as students work through the unit.

Answers

- a. Low risk
- b. Yes
- c. Not unless both have cuts on their hands
- d. Yes, if unprotected
- e. Yes, if unprotected
- f. No
- g. No

Section 2: Reading

The aim of this activity is to help the students draw conclusions from what they read.

Task 1. Predicting

This task helps students predict the information in the text based on their experience and prior knowledge and encourage them to read the passage to confirm their expectations.

Thus encourage the students to the table with their predictions and then read the passage to find out if their answers are consistent with what the passage or the table shows.

Task 2. Reading for main ideas

Ask students to read and understand the following questions before reading the passages. They should then skim the text quickly to answer them.

Answer

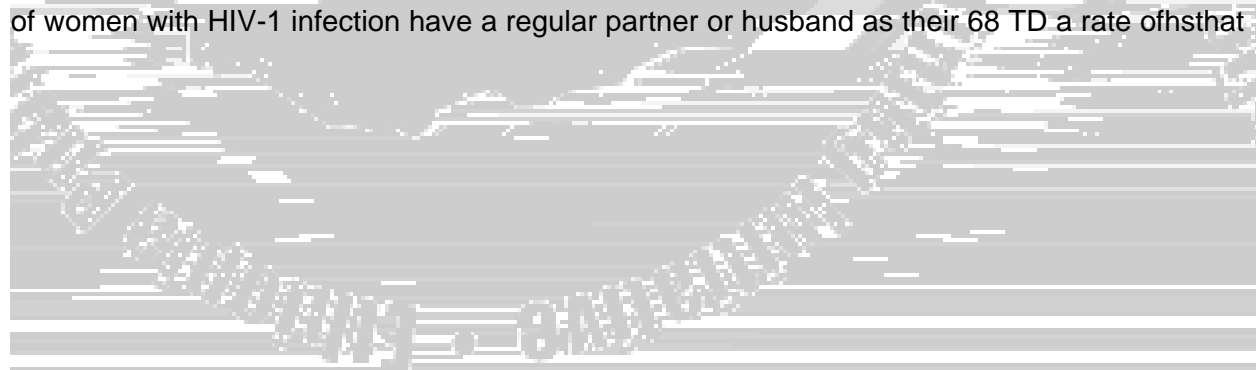
1.

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Today I'd like to talk about factors influencing the spread of HIV-1 infection in Africa in relation to sexual behavior. My talk focuses on three issues. First, I'll discuss rates of partner change and its effect. Next, I'll discuss sexual mixing patterns or male-female ratio, and finally, I'll talk about the level of condom use in Africa. In the first place, as you all know HIV infection is a sexually transmitted disease, and sexual behavior is without doubt the most important determinant in its spread. This is because the heterogeneity of sexual behavior among and within populations can be enormous and probably plays an important role in the heterogeneity of the AIDS epidemic in Africa, as well as in Europe.

The first and the most important factor in the spread of HIV-1 infection in Africa is high rates of partner change, which increase the risk of HIV infection. Rapid spread of HIV – 1 has been documented in female prostitutes, clients of prostitutes, and long distance truck drivers in Africa, just as it has in homosexual men in some major cities in North America and Western Europe. Another important factor is the ratio of men to women in a given population, which largely defines how rapidly HIV-1 spreads, particularly in the early stages of the epidemic. Thus, in cities with a high male – to – female ratio such as Harare or Nairobi, the rate of casual and commercial sex is increased resulting in high HIV–1 prevalence rates in prostitutes and their clients and in fairly rapid spread in the general population. In contrast populations with roughly equal numbers of men and women may see a slower spread of HIV. However... as the prevalence of infection increases in the general population an increasing number of people, particularly women, become infected without practicing high-risk sexual behavior themselves. This is illustrated by data from Kenya, Rwanda, and Zaire showing that an increasing proportion of women with HIV-1 infection have a regular partner or husband as their 68 TD a rate of hsthat generdmadise



Encourage the students to compare their answer with a partner/group Suggested
Answers

High rates of partner
change increases

1. **the risk of HIV
infection** as in
2. female prostitutes
3. clients of prostitutes
4. long distance truck
drivers

Sexual mixing
patterns in high
male to female ratio

High HIV
prevalence in 5.
prostitutes and their
6. clients e.g.
Harare and Nairobi

Level of condom use

- a. increased as a
result of 7. social

Section 4: Writing

Task. 1. Interpreting a pie-chart

A. The pie-chart shows:

1. The dominant HIV transmission mechanisms in Ethiopia
2. Sexual contact. Accept all possible explanations
3. Accept all possible explanations

B. Describing a pie chart

The task helps students practice writing a descriptive paragraph based on the data in the pie chart. Ask students to write about what they understand from the chart, and why they think sexual contact is the most important factor in the spread of HIV in Ethiopia. Then ask them to exchange their draft paragraph with their partner. Encourage them to comment on each other's work, paying particular attention to the organization and content of their paragraphs.

Section 5: Reflection

Encourage the students to review their progress in this unit as language learners. Draw their attention to language learning strategies used in the unit.



UNIT THREE

MANIFESTATIONS OF HIV/AIDS

Introduction to the unit

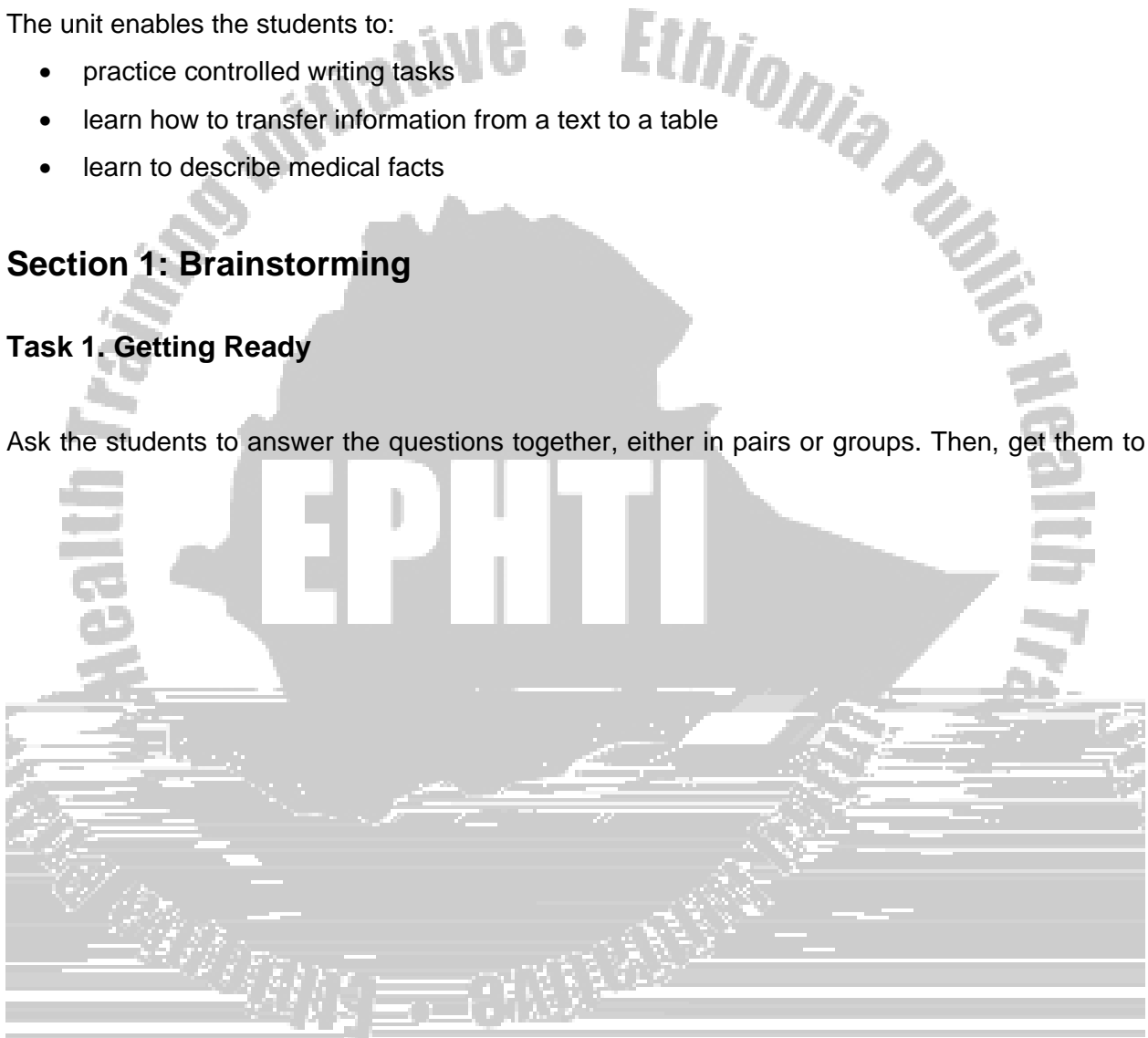
The unit enables the students to:

- practice controlled writing tasks
- learn how to transfer information from a text to a table
- learn to describe medical facts

Section 1: Brainstorming

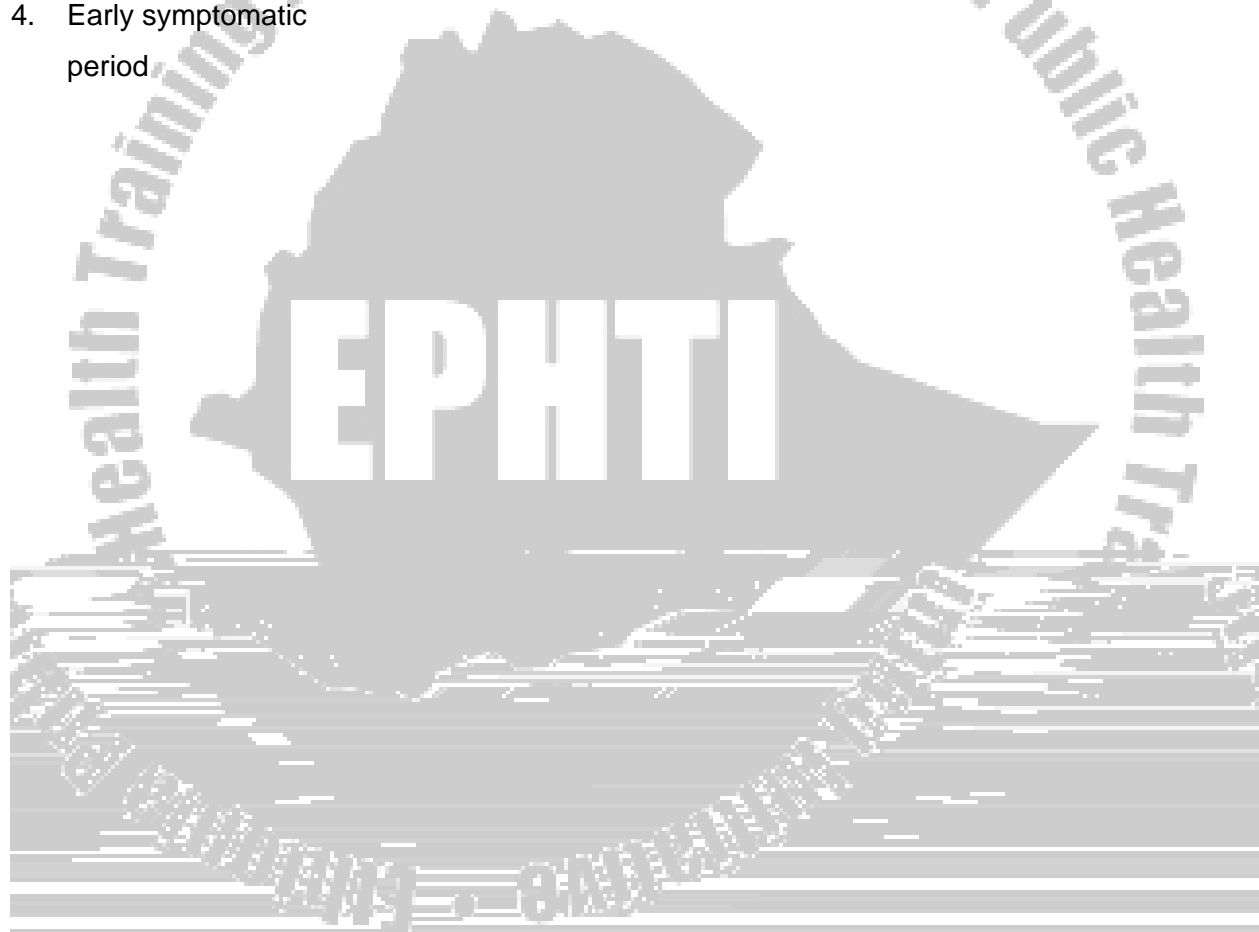
Task 1. Getting Ready

Ask the students to answer the questions together, either in pairs or groups. Then, get them to



Possible Answer

	Phases	Description
1.	Acute HIV syndrome	- occurs as a result of sero conversion following antibody production against the virus - fever, headache
2.	Asymptomatic period	- no clinical signs and symptoms - laboratory Evidence exists
3.	Symptomatic period	HIV-related diseases and AIDS develop
4.	Early symptomatic period	



Section 4: Grammar

Task 1. Using simple present tense to describe medical records/facts

The aim of this task is to help learners use the communicative text to make discoveries about how the language is used to describe facts.

Encourage the students to work individually and then compare answers with a partner.

Possible Answers

1. is
2. lives
3. are
4. do not
5. include
6. are
7. are

Section 5: Writing

Task 1. Parallel Writing

Help the students write short, descriptive paragraph using Section 4 as a model.

Section 6: Reflection

Help students review their progress. Draw their attention to the learning strategies and skills emphasized in this unit.



MODULE TWO

GLOBAL PERSPECTIVES ON HIV/AIDS

UNIT ONE

THE ECONOMIC IMPACTS OF HIV/AIDS

Section 1: Brainstorming

Ask students to discuss the questions given in this task. Encourage them to come up with a variety of answers.

Section 2: Reading

In this section students read a text titled “Do you know this?” As they read, the students should compare the information in the text with their own previous knowledge about the impact of HIV/AIDS and with their answers from section 1 above.

Task 1. Reading for main ideas

1. Remind students that they are reading for the main ideas, not for detail. They should focus on what the main point of each paragraph is.
2. Ask them to read the questions before reading the passage.
3. Students can do the task individually. Then ask them to compare their answers with pairs.

Possible answers

1. It is difficult to clearly identify the exact economic impacts of HIV/AIDS due to:
 - a) Other economic problems in countries affected by AIDS.
 - b) Lack of accurate data on how AIDS related illness actually affects different economic activities
2. The disease has caused a sharp fall in the annual per capita growth in half of sub-Saharan Africa.
3. The impact of HIV/AIDS on the international economy.
4. Firm suffer reduced productivity because of AIDS.

5. The disease is killing the most productive segments of the labor force.
6. The effect of HIV/AIDS on families, agriculture, women, children, and the elderly.

Task 2. Reading for Inferences

Explain to the students what inferences are and how inferential is different from reading for main ideas. Tell them that when they infer, they need to use the information in the text (textual information), plus their own background knowledge and experience (called non-textual information). Make sure they understand that the answers to the questions may not actually be in the text itself.

Answers:

1. The future labor force in Africa will be greatly decreased. [This can be inferred from looking at the data in the chart].
2. Military power is considered more important than health or education in many African countries. [This can be inferred from the statement that more money is spent on the military].
3. If the adult labor is depleted due to HIV-related illness and death, children will be forced into labor to make up the difference.
4. Children, especially girls, will not receive as good an education.

Section 3: Writing

Introduce the purpose of the section.

Tell the students that by joining a series of short, choppy sentences they can sometimes create better-sounding and more efficient sentences. Focus on what the students should eliminate when they combine the sentences.

Answers

- A. Reproductive and sexual health is about personal behavior in health and sex, the ability to negotiate safe sex, and includes contraceptive and condom use when required.

- B. Absenteeism and premature death of workers have a direct effect on the productivity of an enterprise, disrupt foreign investment patterns, affect the microeconomic stability of a country, and threaten the educational and health status of orphans.

Section 4: Listening

In this section, students listen to a text titled “Poverty and HIV/AIDS”.

Task 1 Listening for the main idea

Tell students that when they listen for the main idea they listen to get the gist or the most central meaning of the listening text. Ask students to take note if necessary. Students can do this individually and compare their answers.

Answers:

1. True
2. True
3. False
4. True

Task 2 Listening for the order of ideas

The purpose of this task to help students listen for the order of points as they occurred in the listening text. Since they are listening just for reordering students may not need to take notes. Get them to do this first individually, and then to compare their answer in pair.

Answers:

1. 5 2. 3 3. 1 4. 6 5. 2 6. 4

Section 5: Speaking

Task 1. Reflecting

Encourage students to reflect on their personal feelings, opinions or views based on the questions in this task. Students should also relate their opinions to what they see happening in their communities.

Task 2. Debating

Ask the students to organize themselves into groups. Each group should choose one topic to debate among themselves. You can use the task to evaluate the students' speaking skills.

Section 6: Reflection

Student self-evaluation about their progress in the process of language learning is highly useful. It gives them the opportunity to look critically into their own weakness and strengths. They may also have the chance to get their instructor's advice about how to improve their problems. So encourage them to look back carefully at what they did in each activity of the unit. To achieve serious self-evaluation students need to go through each activity separately. They can discuss in pairs or groups.

POVERTY AND HIV/AIDS

In this talk, I'm going to discuss the complex relationship between poverty and HIV/AIDS. Poverty goes hand in hand with HIV/AIDS in some countries. Conservative estimates indicate that the number of people living in poverty has already increased by five percent as a result of the epidemic, thus jeopardizing efforts to reacp2sd wdoe.0002 (c)ot-0.[(testimate, it facilit322235 0s)]T33 Tw

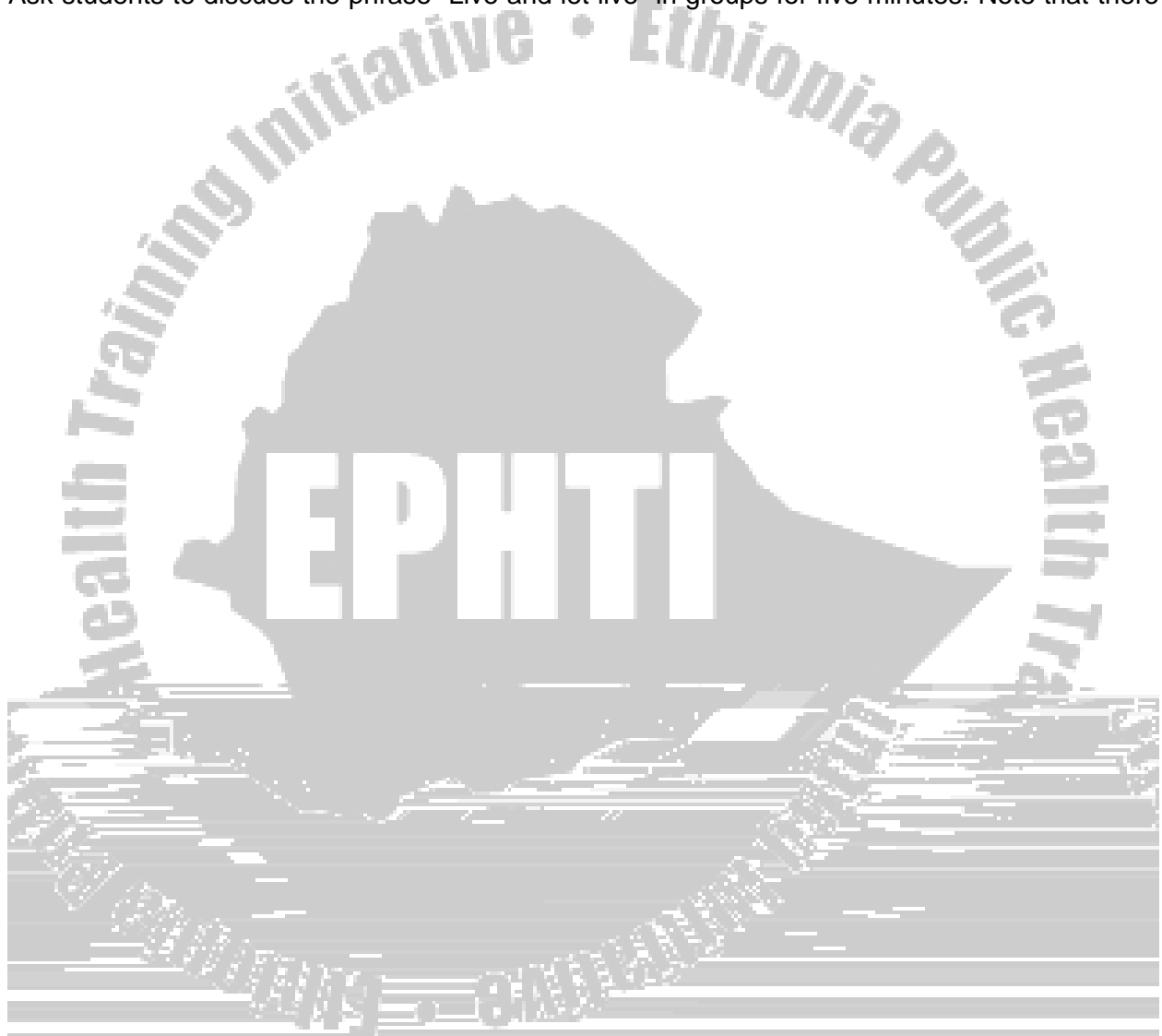


UNIT TWO

“LIVE AND LET LIVE”

Section 1: Brainstorming

Ask students to discuss the phrase “Live and let live” in groups for five minutes. Note that there



2. Women and those whose life styles and sexual behaviors elicit popular disapproval
 - a. being refused shelter
 - b. being denied a share of household property
 - c. being denied access to treatment and care
 - d. being blamed for a husband's HIV diagnosis.
3. community perception of the disease
4. isolation and ostracism within the community.
5. stress and depression Since most people in India hide their-positive status, the epidemic is not socially visible
6. a source of infection to others/repulsion or fear
7. discrimination in the work place
8. HIV status

Section 3: Reading

Task 1. Reading for the main idea

When they read for the main idea, students attempt to arrive at the central concern of each paragraph. Ask students to skim the text and try to identify the main idea in each paragraph.

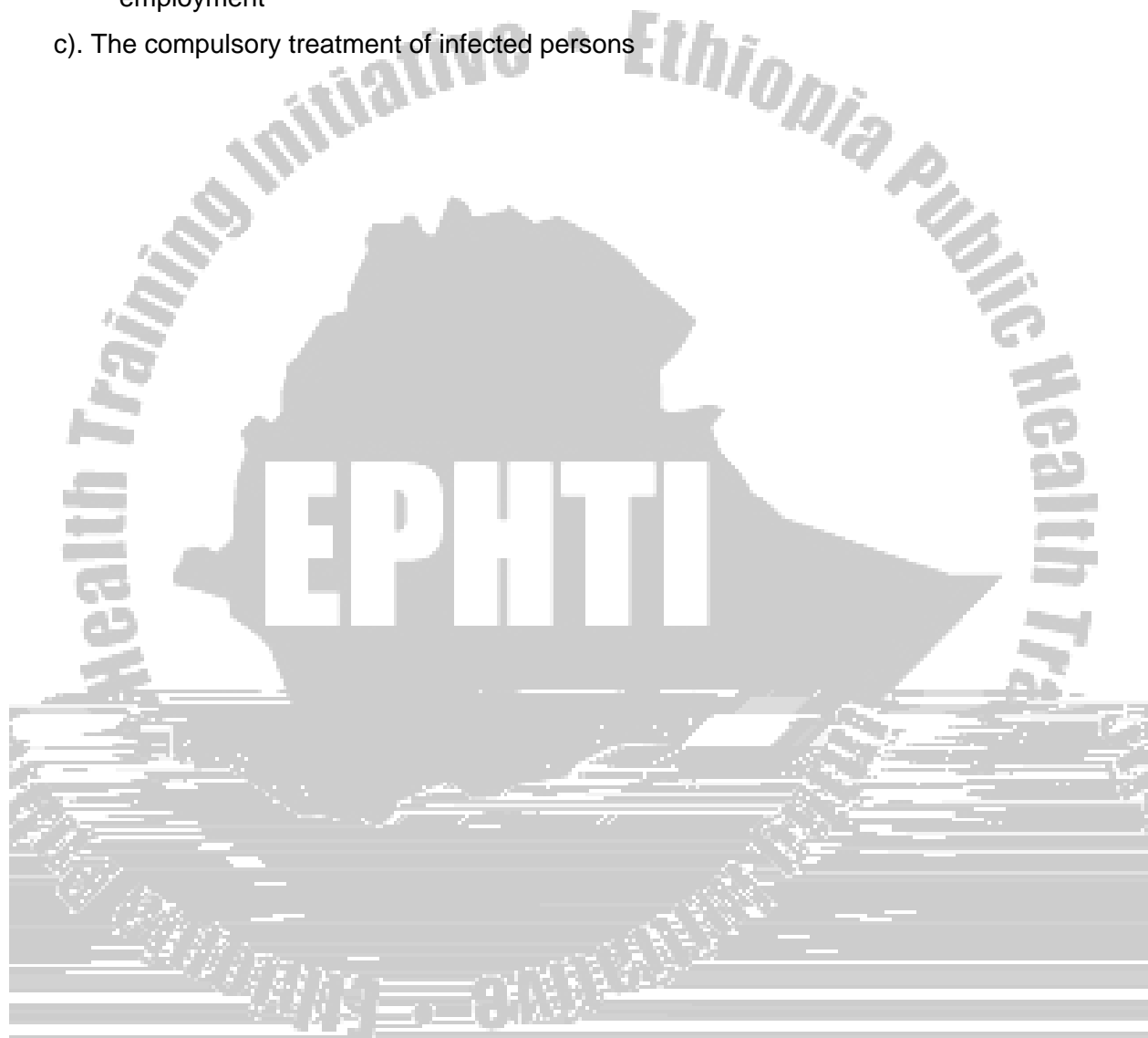
Answer:

1. The writer wants to emphasize that many countries have enacted laws, rules, policies and procedures that may result in the stigmatization of people with HIV/AIDS.
2. Many measures enacted to “protect” society from infection discriminate against, or exclude, those who are already infected.
3. The writer points out that governments and national authorities contribute to HIV/AIDS-related stigmatization not only by enacting discriminatory laws, but also by concealing and denying the existing of AIDS.
4. Stigmatization also occurs at the community level and can include harassment and scapegoating

Task. 2. Reading for details

Answers:

1. a). Legislation for the compulsory screening and testing of groups and individuals
- b). The prohibition of people living with HIV/AIDS from certain occupations and types of employment
- c). The compulsory treatment of infected persons



meaning of guessing from context. Emphasize that it is a natural way of learning the meaning of words. Get them to assess the role of the context clues.

Get the students to fill in the table containing the bolded words in their exercise book. Students should do this first individually and then compare their answers. Make students discuss the



No	words	Meaning	Clues to the meaning
1.	Belief	assumptions, ideas stereotypes	Collocates with “community held”
2.	Access	attain, get, have, etc	Collocates with “supportive networks
3.	Variables	factors	Examples of factors like sero status, age, gender, etc.
4.	Depiction	representation, portrayal, understanding	Collocates with “negative....”
5.	Withdraw	exist separately, get detached	Related words like “isolation” and “self-preservation”
6.	Exclusion	complete withdrawal	Collocates with “from” and “social and sexual relationships”
7.	Social death	social detachment	Definition
8.	Enacted	enforced /or reinforced	Collocates with “law” - laws, rules and conventions are enacted
9.	Reactions	responses	Wider context
10.	Disadvantaged	victimized, ill-treated	Word grammar dis-advantage-ed
11.	Punitive	severely punished	Collocates with the word “law”
12.	Erroneously	wrongly, unfairly	Collocates with the word “perceived” and the wider context
13.	Fertile	fundamental, strong, potential	Collocates with the word “basis” and cause-effect relationship
14.	Excused	pardoned	Word grammar
15.	Rejection	exclusion, discarding	Wider context
16.	Evict	send out, drive out	Collocates with “from” and “house”
17.	Manifest	shown, disclose	Collocates with the word “denial”
18.	Discourage	prevent or reduce willingness	Word grammar
19.	Undermine	decline, reduce, weakens	Cause-effect relationship

Section 5: Grammar

In this section, students will practice writing cause and effect sentences. Go through the grammar lesson, which offers many examples.

Possible answers (students will come up with other variations):

The result of AIDS epidemic has been socioeconomic destruction in African countries.

The death of parents due to AIDS leads to psychological disturbance and socioeconomic insecurity of children.

Children often have to drop out of school because they have to care

Due to fear of shame, families sometimes hide the HIV-positive status of members.

Absenteeism due to AIDS-related illness results in the weakening of a firm's productivity.

Section 6: Writing

Tell students that the main goal of this exercise is for them to think about and summarize the main points they have learned about HIV-related discrimination in this unit. Before they begin, ask them to exchange ideas about how to summarize large amounts of information. After they have finished writing their paragraphs, ask them to exchange and evaluate each other's work.

Section 7: Speaking

Task 1. Role playing

This exercise allows students to practice speaking, and also to practice tailoring their arguments to certain audiences. Ask the students to form groups of between 5 and 8 people. Each student should choose one of the social or professional roles listed and then prete thens8u6r-5.5([ss resu)5.1(It3 a

Task 2. Debating

Ask students to form groups and debate the views provided. Each half of the group should defend a different position, coming up with arguments and counter-arguments from their own experience, as well as from what they have learned in this unit. Encourage self-expression.

Section 8: Reflection

Ask students to look back at what they did in each activity of this unit and indicate how well they did. Encourage them to tell you what type of learning activities they need to improve and what help they could use from you.

Listening text

“Live and let live”

In this talk, I’m going to discuss discrimination against HIV-infected people.

In most developing countries, families and communities are generally supportive settings for illness management and treatment. However, data gathered from some households shows that even within families, there are some negative responses to HIV-infected members. Negative

there have been relatively few actual instances of community - based discrimination. However, stigmatization and discrimination may arise when an individual identified as HIV-positive is seen





Task 2. Reading for inference

Possible answers:

Note that other, inference-based answers are possible.

- 1 Countries may spend on health at the expense of other development priorities like educational and economic advancements. For example, Rwanda has spent money on HIV/AIDS at the expense of other health priorities.
2. Patients with other illnesses may not get proper treatment.
3. Health care workers may fear their HIV/AIDS patients.
4. When a teacher dies, it is difficult to replace him/her. Students, therefore, fall in their studies. A teacher's death also affects students' emotionally.
5. One could infer that South African youth are very sexually active, or that they do not use proper protection during intercourse.

Section 3. Speaking

Making public speech

In the real world, not everyone gets the chance to make a public speech. People who do make public speeches are often representing the views of many people. It is possible to simulate this real-world situation in the language classroom.

Ask students to form groups of five to eight people. Each group should choose a leader to direct the exercise. This person will represent the group and will speak on their behalf. Together, the group will choose a topic upon which to write a speech. Tell students the aim is to persuade an audience. The group will work together to organize main points and collect supporting evidence, but only one person will present the speech to the class. Emphasize to the students that a good public speech is rarely the work of only one person. Politicians, for example, have teams of speech writers working with them. This may increase group cooperation. As the instructor, you should monitor the groups and see how they are doing. After the speeches have been made, encourage the class to comment on the quality of the speeches. Were they persuasive? Which speech was most persuasive and why?

Section 4. Writing

Task 1. Summarizing

Ask the students to write one paragraph summarizing the major effects of HIV/AIDS on the health and educational sectors of a country. Students should look back at the tips for summary writing they were provided in Unit Two of this module. Ask the students to read their paragraphs out loud.

Task 2. Writing a Letter of opinion

Section 5. Grammar

Task 1. This task provides students with information on the various ways to express future action in English.

1. = B
2. = C
3. = E
4. = D
5. = A

Task 2. Tell students to talk about the future taking in to consideration issues of HIV/AIDS.



Section 6. Vocabulary

Task 1. Guessing word meanings from context





Relate “what-culture” with analyzing the nature, meaning, and origin of social taboos. Help them to analytically see so that they demystify them. For example, circumcision of female originated from no cultural or religious causes.

Relate “that-cultures” to some of the harmful practices that the Ethiopian society wants to preserve for no good reason; for instance, some marriage practices such as polygamy, have no place in a modern society.

Section 2: Speaking

Task 1. Agreeing or Disagreeing

The main aim of this task is to help students explore, think about and organize their thoughts, as well as encouraging them to discuss their thoughts with confidence. Give them sufficient time to discuss.

Task 2. Debating

The purpose of this task is similar to that of Task 1 above, i.e. to encourage students to use English purposefully. Help them relate these controversial arguments to Ethiopian culture.

Task 3. Personalizing

A. Expressions for strong commitment to one’s opinion/position are:

I know

I think

I am sure that

I have no doubt that.

One should

B. Expressions for lesser commitment or hedging are:

I wouldn’t mind

Maybe

I don’t mind

I guess

It's possible that

Ask the students to think of other such expressions.

Personalizing issues helps the students to think in and use English meaningfully. Help them by providing the above expressions. If they are provided with a similar writing task, they may be able to expand their opinion further.

- C. This task will help students form concepts. If there is time ask them to present their viewpoints in groups, possibly as a debate. You can ask each group to be members of a Ministry so that each 'Ministry' competes to win the money with a convincing argument.

Section 3. Reading

Task 1. Anticipating

Anticipating what topics a text might address before reading helps students to read with greater purpose. Explain anticipating to them, before they do the task.

Task 2. Skimming

There are two purposes for this reading:

1. To help students practice the skill of skimming
2. To help them understand the main points of the articles using both (*inner-text context*) and (*outer-text context*)

Section 4. Writing

Task 1. Understanding the purposes of quotations

Here are some reasons quotations are used:

- Quotations are sometimes used to make a situation sound more authentic, realistic, or interesting.
- Quotations are sometimes used to support a statement by suggesting that someone well known agrees with you.
- Quotations are used to give credit to someone who has influenced your ideas.
- Short quotations are used to add variety. If the full article /text were used, the reader might lose track of the main idea of the story.

Task 2. Analyzing how quotations are used. (If this task is beyond the current level of your students, you can skip).

1. **Punctuation:** writers use double quotation marks or inverted commas for this purpose.
2. **Language form:** common phrases used to introduce quotation are.

Example 1 “_”, concludes the World Health Organization.

Example 2. “_”, says Errol Alexis.

Often, such phrases come before the direct quotation, especially in formal academic writings.

Example 1: Errol Alexis says, “_Y 6n

You might find this (organization) difficult for your students. If so, skip this as it might appear in the following Units

Task 3. Analyzing academic writing

If no journal articles are available, you can use scientific/academic books in English.

Section 5. Listening

Task 1. Preparing for listening

This task helps students prepare themselves for the listening text.

Task 2. Listening for argument

Elicit as much information as possible as far as it is relevant.

Health and Culture

Before I begin talking about the relationship between health and culture, I would like to say something about culture itself.

To begin with, culture, in its most stringent meaning, is the collective consciousness of people. It is shaped by a sense of shared history, language, and psychology. Truly, there is no right or wrong culture, despite differences in communication codes and meanings. Certain elements of culture tend to remain over time while others change. Nonetheless, culture is too often seen as a static set of never – changing values and norms. Armed with a list of negative health beliefs and practices, the unenlightened health practitioner inestimably blames those beliefs and identifies them as cultural barriers. Beliefs are also a product of culture, but not the reverse. Beliefs are often used as a proxy for cultures so that beliefs and knowledge about illness become the focus of culturally appropriate messages and interventions. In fact, the term belief is often contrasted with knowledge.

Now, let me say a few words on the Western perception about the relationship between health and culture. In the first place, the dominant value systems of Western cultures, to varying degrees, tend to view the self as a product of the individual. On the other hand, many other cultures view the self as a product of the family, community, and other environmental influences



Section 6. Grammar



UNIT TWO

CULTURE: FOR OR AGAINST HIV/AIDS?

Section 1. Brainstorming

The main purpose of this task is to prepare students for the other activities and tasks in this unit. Encourage them to critically think about, write down and/or discuss their views with the whole class.

Section 2. Reading

Task 1. Pre-reading

This task is suited for adaptation to other kinds of activities, such as role- Playing, drama, music, etc.

Task 2. Scanning

Time is important when scanning. So, encourage the students to scan quickly, but with sufficient understanding. Before they begin, give them some scanning techniques—in particular, looking for key words used in the questions, such as “Ashe” or “masturbation.”

1. Literally, *Ashe* means one’s inner strengths and self-respect. Figuratively, however, it is the name of a performing arts company in Jamaica, whose mission is peer education and personal development.
2. There are strong social beliefs and customs (taboos) forbidding open discussion of sex, sexuality, and related issues.
3. The writer, Holgate, says that his experience of performing on stage not only increased his own self-esteem but also though him the “language” of self-esteem. Besides, he learned what it took to demonstrate his self-esteem in his life. He metaphorically compares his learning experience to how a child learns his/her language and people in his /her surroundings.
4. The writer tells that, after a series of performances in which he played a negative character, his feelings and information penetrated into his core; i.e., he self-analyzed. This helped him to avoid certain consequences associated with unsafe sexual practices.

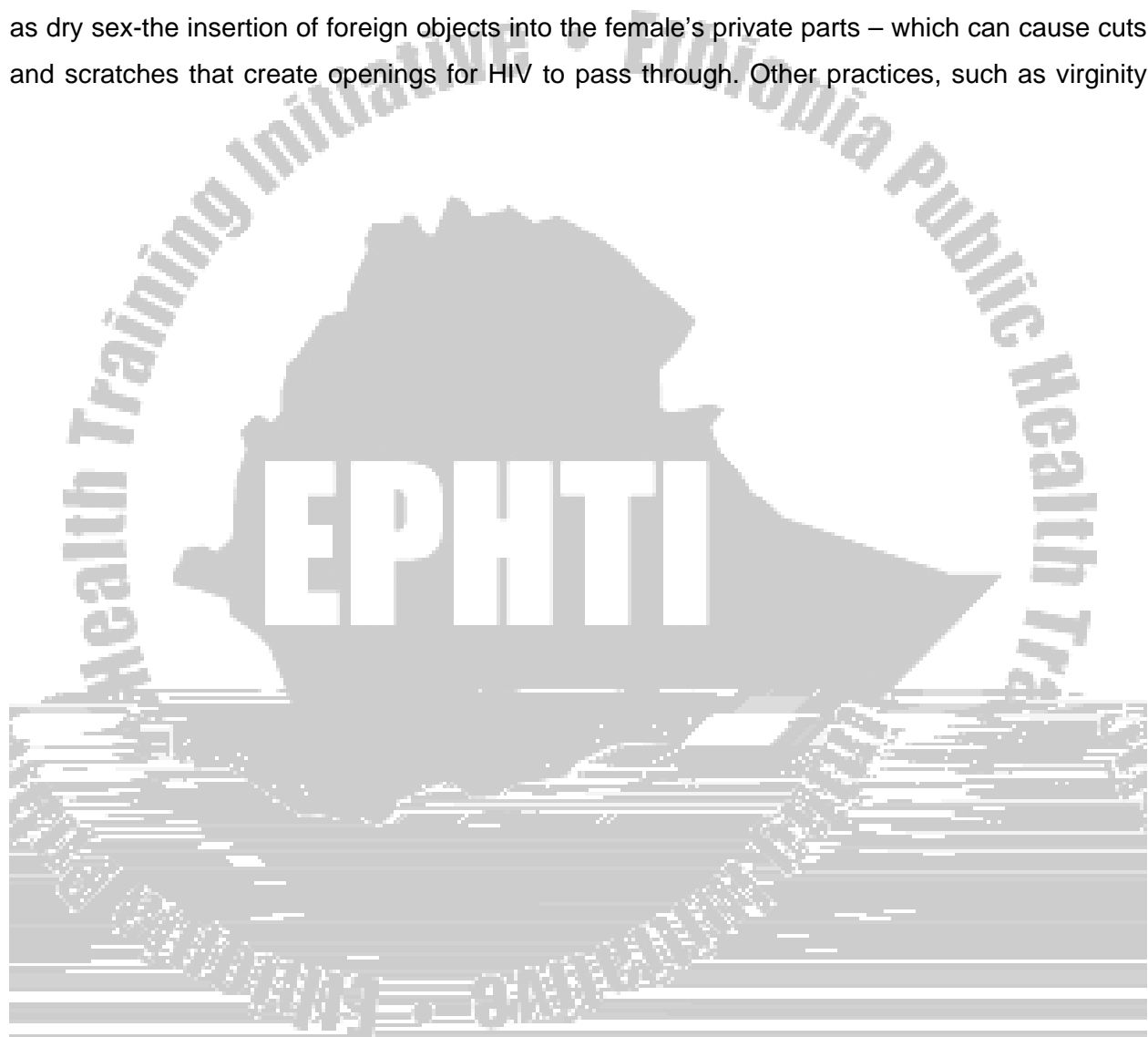


women. What's more, many women, you see, do not even dare to bring up the topic of condoms for protection against HIV infection for fear they will be physically attacked.



particularly vulnerable to HIV. In some communities, however, circumcision ceremonies often are accompanied by post-initiation, which increases risks for HIV. For example, among the Maasai of East Africa the relationship among male peers is so close that after circumcision the initiates share wives and girlfriends.

Finally, there are a couple more practices I want to discuss. These sexual practices hurt women in the name of culture in some parts of Africa. I am talking about sexual practices such as dry sex-the insertion of foreign objects into the female's private parts – which can cause cuts and scratches that create openings for HIV to pass through. Other practices, such as virginity



Section 6. Grammar and vocabulary

Task 1. Using descriptive words

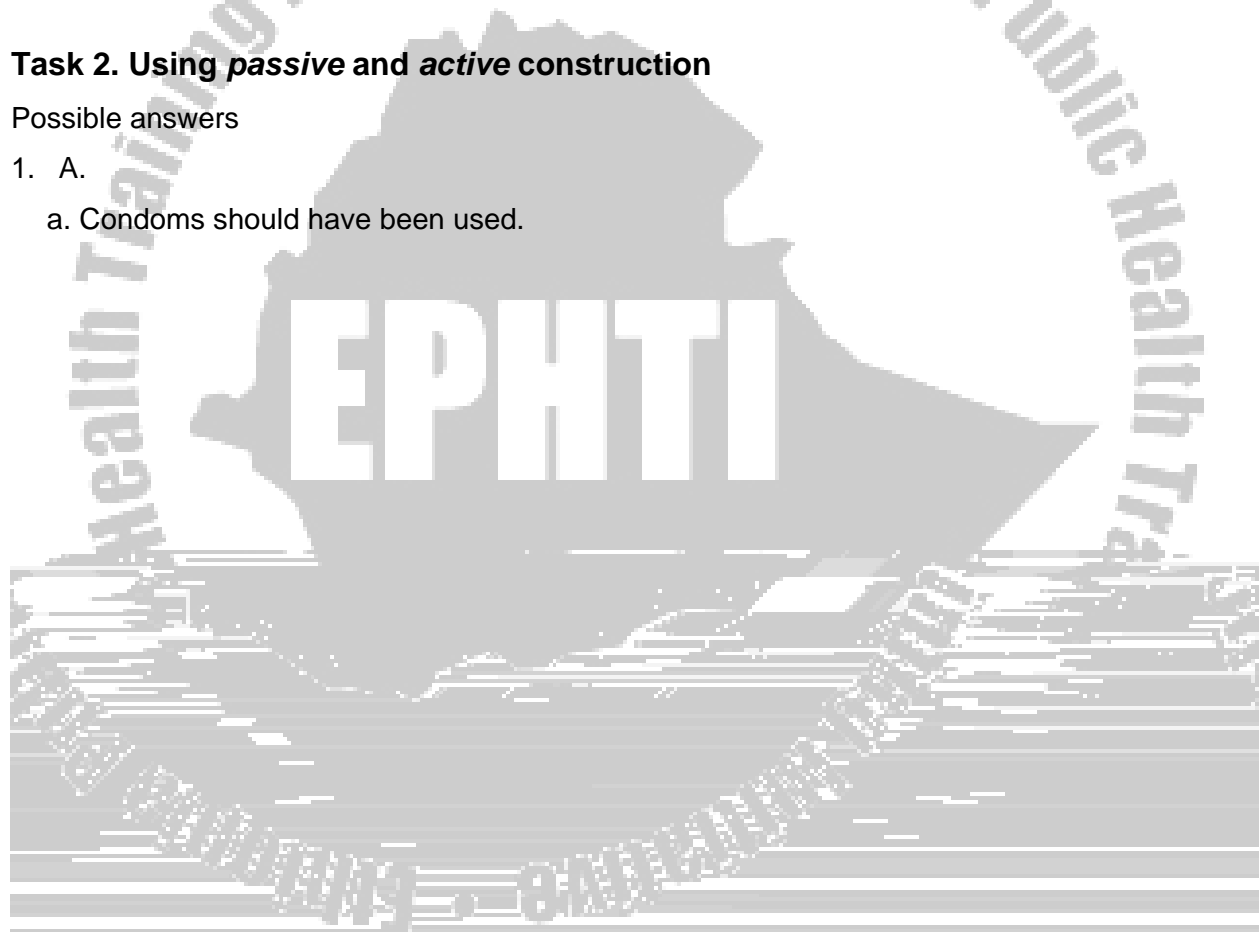
Accept all possible Answers:

- A. is always careful to use a condom when having sex.
- B. gets tested for HIV regularly.
- C. has sex with only her husband.
- D. has several sex partners that his wife knows nothing about.

Task 2. Using *passive* and *active* construction

Possible answers

- 1. A.
 - a. Condoms should have been used.



Part one

Today, you will listen to a discussion about AIDS prevention campaigns

To start with em .in the 16 years since the beginning of the AIDS pandemic, a great deal has been learned about what does and doesn't work in fighting AIDS. To make the most of this wealth of knowledge and to share widely the lessons of experience, UNAIDS the United Nation's agency for preventing AIDS has documented and disseminated "best practices". The information is clear, concise and addressed to a wide range of potential users, from other UN agencies and national AIDS programs to nongovernmental organizations, community groups and the media.

There's now a lot of evidence that prevention campaigns, if well-designed and efficiently managed can arrest or reverse HIV trends by encouraging people to change or avoid risky behavior and lifestyles and by creating supportive environments for them to do so. The best prevention campaigns work simultaneously on many levels, such as increasing knowledge about em. HIV, like providing relevant services, or ensuring access to supplies such as cheap condoms and clean injecting equipment, and helping people to acquire the skills they need to protect themselves. These campaigns work with, rather than for, their target populations, and focus not just on individual behavior, but also on the social and economic factors that increase a person's vulnerability to HIV. These efforts must be sustained over the long term to be successful.

Truly I wish to emphasize those programs to prevent the spread of HIV work best as a package, with the various activities reinforcing each other. While it's not possible to attribute success in reversing HIV trends to any single activity, some strategies have proved especially effective.

Part two

South Africa. This is one of the country's "AIDS hotspots", with HIV prevalence rates of 20 % among the 88,000 mineworkers, 36% among women in the town's general population, and over 70% among the 500 or so sex workers.

Let me mention another example... in Zambia in 1994, nongovernmental organizations in the capital, Lusaka, got together with representatives



Level of best prevention campaign

Prevention campaigns focus on 5:
The social and economic factors that increase a person's vulnerability to HIV

Prevention campaigns can reverse HIV trends by:

Task 2. Listening for details

A) Ask students to listen to **part 2** of a listening text and match strategies under **column A** with the descriptions under **column B**. Do not forget pauses and appropriate information.

 B 1. C 2. A 3. D 4.

B) Allow students to listen to the text for a second time.

Preventive strategies	Country/countries where it is applied	Specific actions taken
Peer education	South Africa	Peer educators were recruited for a campaign to treat and control high level of STIs and

Zambia



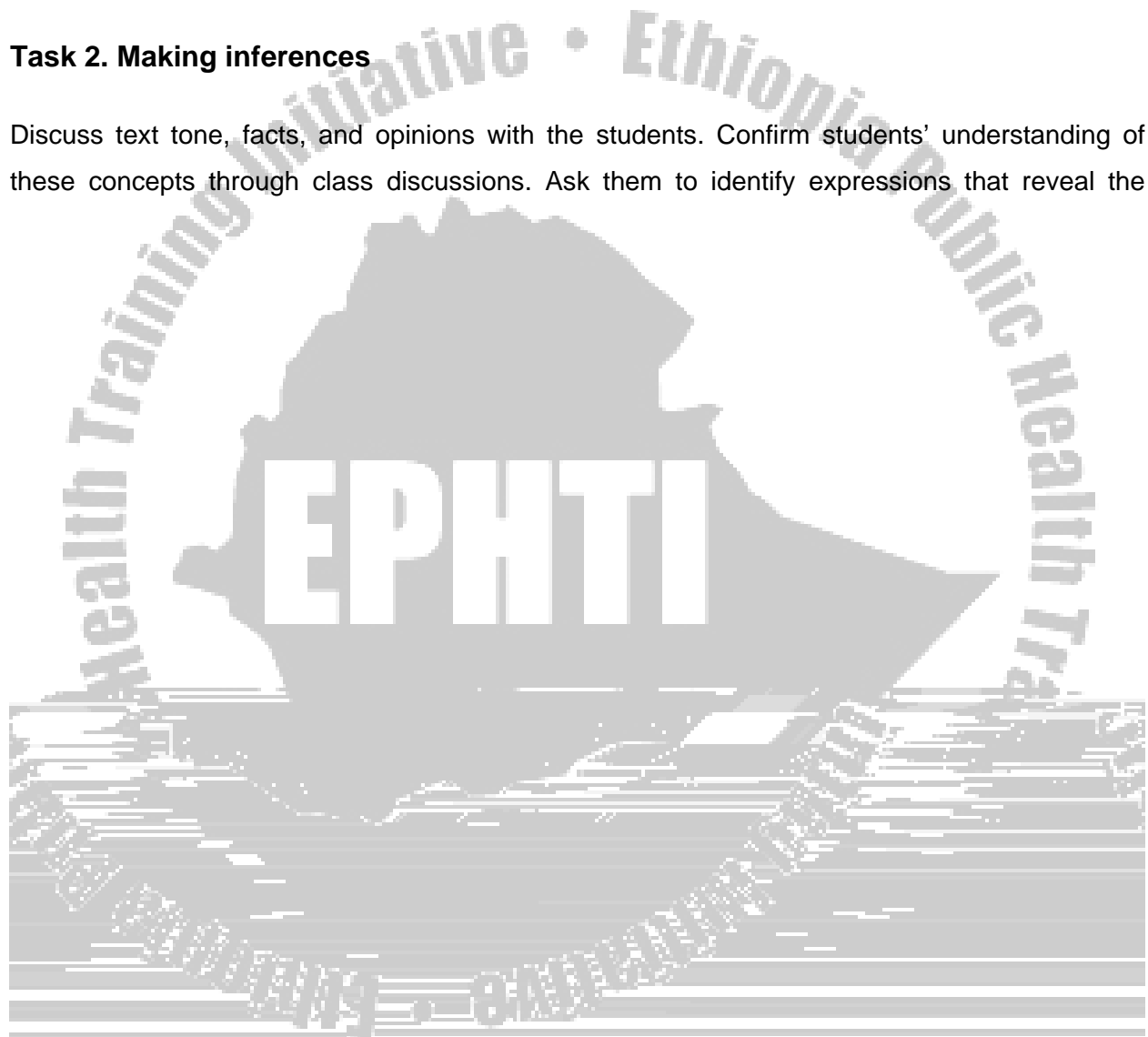
Section 3: Reading

Task 1. Predicting text contents

Lead a discussion on both the title of Helen Jackson's book AIDS Africa and on the article excerpted from it, "Does HIV cause AIDS. Encourage students to provide a wide range of responses to these titles.

Task 2. Making inferences

Discuss text tone, facts, and opinions with the students. Confirm students' understanding of these concepts through class discussions. Ask them to identify expressions that reveal the



Section 5: Writing

Students, drawing their interview notes, prepare written reports.

First, discuss with students the different ways of reporting another person's words, believes, thoughts, etc. Ask them to think back to session 4, task 2, which they gave oral presentations based on their interviews. How did they describe their interviewees' responses to their questions?

Task 1. Understanding the structure of written reports

Individual work: Discuss answers in class

Quote structure	Reporting clause	Quote clause
1	Ndugga & charasu inquired	Is there a hope
2	Makinwa, a team leader	No terrorist attack ...
5	An Ethiopian ...	Not everyone
Report structure	Reporting clause	Reported clause
3	Hellen Jackson, in her	That the smallest
4	Kebaabetse we and	That cultural

Task 2. Analyzing reporting verbs

Analysis of reporting verbs should be completed as an assignment. Organize students in groups. Facilitate the division of reporting verbs among each group members according to the procedure suggested in the text book.

The first twelve verbs are analyzed to give you sufficient clues. Help students to complete the task in the same way.

Reporting verb	Purpose of the verb in an utterance	Conjugation
acknowledge	To show gratefulness or to admit the existence/truth of something	acknowledge-acknowledged-acknowledged
add	To indicate additional information is being given	add-added-added
admit	To show acceptance of responsibility	admit-admitted-admitted
advise	To show an offer of helpful suggestion To indicate accordance in ideas To indicate publicizing of information	advise-advised-advised
agree	To indicate response or reaction	agree-agreed-agreed
announce	Statement intended to convince To show posed question	announce-announced-announced
answer	To make sure about something	answer-answered-answered
argue	To show belief concerning an issue	argue-argued-argued
ask	To express feelings of pain, dissatisfaction, resentment	ask-asked-asked
assert		assert-asserted-asserted
believe		believe-believed-believed
complain		complain-complained-complained
concede		
confirm		
consider		
contend		
continue		
convince		
cry		
decide		
declare		
demand		
deny		
describe		
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discuss		
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Task 3. Reporting findings

Encourage students to develop their report logically and coherently. Focus on the process of writing as well as the product. Explain to them the diagram that shows the steps they should follow to produce the written report. You might allow students to complete steps 1, 2, and 3 during this session. Step 4 may be given to students as homework.

The first draft should be revised and rewritten during class. Ask students to exchange their drafts for peer corrections. Please give them a check list for revision. Collect their improved reports for grading and feedback.

Section 6. Vocabulary

In class discuss word partnerships and the importance of them in increasing one's vocabulary.

Task 1. Finding word partners

- A). Encourage students to complete the table individually. Discuss the answers after students' first attempt.

Suggested answers

VERB	ADJECTIVE	KEY WORD
cure	preventable	
heal	treatable	
spread	contagious	disease
eradicate	human	
transmit	infectious	

- B) Encourage students to complete this task individually. Give students more examples if they do not understand the exercise. Promote confidence and a sense of independence in students as they practice vocabulary-learning strategies.

Suggested answers

Column 1	Column 2	Column 3
safe	unsafe	sex
hard	soft	drug



Refer students back to unit objectives and core skill areas. Once they have completed the table, ask the students to discuss their answers with their partners. Move around the class and ask each group about their strengths and weaknesses during the last 9 sessions.



- b. Recognizing the way a piece of writing is organized
- c. Comparing and contrasting textual information.

Task 1. Reading critically

Before asking students to read the passage let them study the discussions about purpose of text, audience of text, and date of text production. Invite some students to explain the concepts about them. Confirm that all students have grasped the points to a reasonable degree. Then ask them to identify the purpose of the writer, the audience intended, and the period of time during which the text was written based on text clues.

Possible answers:

Purpose of text: Educational purposes (academic)

Evidence: Field specific terms and explanations are used; referencing style is that of academic discourse community; discussion focuses on knowledge rather than persuasions, etc.

Audience of text: Readers who to enrich their knowledge

Evidence: The technicalities do not imply other type of readers; the text is not suitable for non-academic readership.

Date of text production: The passage is part of a document that was written in early 2000s.

Evidence: Frequent reference to documents written as recently as 2002 (e.g. paragraph 8, “Masunda, 2001”, paragraph 9, “Osewe, 2002”)

Emphasize that there are no hard and fast rules to identify text purpose, audience, and date. These critical reading skills, which involve searching for textual clues, are developed the more students read.

Task 2. Analyzing text organization

Present this task’s purpose. Explain that one way of organizing ideas during writing is to divide the text into paragraphs. Each paragraph has a purpose to fulfill. Explain that as each text varies in size and purpose, so does each paragraph. Ask students to complete the diagram by reading the passage critically you might complete the first cell as and example.

Paragraph

Function

Paragraph 1

Introduces the concept of medical testing through general discussion of reason for testing

Paragraph 2

Explanation of reasons for HIV testing

Paragraph 3

Paragraph 4

Paragraph 5-10

Description of HIV testing procedures, their advantages and disadvantages

Task 3. Comparing and contrasting textual information

Ask students to complete this task individually. Urge them to avoid copying whole sentences as their answers.

1. Possible answers

Categories of comparisons & contrast	Advantages	Disadvantages
ELISA Test	<ul style="list-style-type: none">• Cheaper for most sero-surveillance purpose• High volume of tests are performed	<ul style="list-style-type: none">• Results take time• Requires two tests on same blood sample• False positive & negative results occasionally
Rapid test	<ul style="list-style-type: none">• Simple to administer• Samples are not necessarily incubated• Results within minutes• Results are easy to read for many people• Tests are highly accurate• Test kits are small & light	<ul style="list-style-type: none">• Higher unit cost

2. Ask students to write a paragraph based on their answers above. Encourage them also to include information from the passage about the procedures of testing required by the two methods. Discourage direct copying from the passage. Facilitate this by supplying contrast and comparison markers (e.g. whereas, while, on the other hand, however, nevertheless, even though, despite, etc.). Explain the importance of logical relationships between ideas and clear structure of the paragraph.

- § Before VCT, HIV negative women used condoms less often than men, with casual partners in particular.

Task 5. Acknowledging sources

1. UNAIDS: Corporate author
2001: Year of publication of the source text
UNAIDS: Corporate author
2000c: It is cited from the third work produced during 2000
2. *Policy Project*: Source of the table
2000: Year of publication of *Policy Project*
49: Exact page of *Policy Project* where the table was taken from

Section 3. Listening

Task 1. Predicting main ideas

Introduce the topic. Give students a few minutes to think what might be the main ideas of the talk. Accept all answers. Read the following text as if you were giving a lecture with intonation and pauses. You might include demonstrations, showing real condoms to explain certain parts(e.g. latex, packs,) which might be useful in getting students to understand the message.

Listening texts: Consistent condom use

(Taken from *AIDS Africa: continent in crisis* By Helen Jackson, Harare: SAAIDS, 2000,pp 106-113)

Task 2. Identifying main ideas

Part one

Today as part of our effort to get familiar with AIDS prevention strategies, we will discuss the importance of condoms in fighting AIDS. In this lecture I'll argue that consistent condom use is undoubtedly the most effective way to reduce the risk of HIV (and other STI) transmission during risky sexual encounters. I will focus...in particular...on condom effectiveness, female condoms, and identification of target condom users. Hope you'll get my talk informative

- Female condoms have great advantages for female.
- Women's use of condoms raises both benefits and difficulties.
- Female condoms have a special place in quick commercial sex.
- Female condoms are highly effective at preventing infection and pregnancy.

Task 3. Relating oral explanation to a diagram

Let students look at the diagram first. Read Text 2 and ask students to take notes. Encourage students to synthesize their lecture notes into a paragraph based on the diagram.

Part 2

Hello everybody, Now I would like to continue my discussion of condoms, especially about strategies that increase condom acceptability. To start with, who do you think is more willing to use condoms: males or females? (Accept answers from the class here) men are more willing.

As some of you said... men are more willing to use condoms during commercial or casual sex than they are with a wife or stable long-term partner. Can you tell me the reasons?. A husband with HIV, who doesn't use condoms with his wife, is highly likely to infect her over time, even though they may now be completely faithful to each other. The bitter truth...that we need to bear in mind is that marriage is probably the relationship through which the majority of women in southern Africa become infected. Reducing the number and range of sexual partners isn't, in itself, a sufficient behavior change if someone has already been at risk of HIV, or if they're e con2 and



say, advertising and distributing condoms widely, and selling them at subsidized prices, has enormously increased condom availability and acceptability in many countries in Africa and elsewhere. I can cite an example for this the case of Nigeria, where condom sales increased 10-fold within a five-year period. According to UNAIDS, widening the distribution points of condoms to shops, garages, bars and motels, and other outlets increased condom sales six-fold in two years. Prices can be kept down by more cost-effective production methods, lowering tax and import duties, introducing subsidies and using cost-effective procurement and distribution channels. Local production of condoms for regional distribution could also lead to reduced prices as well as providing much-needed employment.

Another strategy that helps to increase condom acceptability is information and behavior change campaigns. Careful information and behavior change campaigns, combined with marketing of condoms in attractive ways, can greatly increase condom acceptability. Condoms, both male and female, are widely associated with distrust and with use in casual and commercial sex rather than in steady, loving relationships. A very sad fact is that often, people will use condoms early in a relationship, but “when they know each other well enough,” they stop using condoms as a sign of their mutual trust. Attending voluntary counseling and testing potentially makes such a strategy safe but, in the absence of knowledge of each other’s HIV status, condoms remain essential. This means transforming condoms from symbolizing distrust into being a welcome and normal part of a loving, caring and exciting sexual relationship. How? Is there any way? Let me tell you what I learned from a review of the UN’s family planning agency

UNFPA is reviewing myths, misconceptions and barriers to condom use in a widely based analysis in 2002, and hopes to reach some practical conclusions. Lessons need to be learned from marketing other products. Condoms need to be associated in the public’s mind with positive images appropriate to the target group, such as **love, sensuality, fun, sexiness, performance, excitement, safety, trust, care or responsibility**. Much can be done with **creative packaging, images and captions**. Also important is that condoms themselves are as acceptable as possible: for instance, **black condoms may be preferred in Africa**. Different **shapes, sizes, colours and flavors** add to the cost, but if they can gain economies of scale, then effective social marketing of diverse condoms may become highly cost effective as an HIV and STI prevention strategy as well as for contraception. Promoting condom use for dual protection needs to become central to the overall strategy in high-prevalence countries.

In closing em1 raise some questions to provoke thought. Are there're cultural or religious barriers to the promotion of condom use? What's the most effective method of self-protection for you? Do you trust condoms?

Task 4. Discussing myths and realities

Open ended. Encourage discussions.

Task 5. Listening for confirmation

Let students listen to **Text 2** again. Help students fill in the charts. Ask students to bring big dictionaries to the next class.

Section 4. Vocabulary

Task 1. Recognizing different types of dictionary

Discuss the following definition/ meanings with students.

Bilingual dictionary = Offers meanings of words from one language to another.

Monolingual dictionary: Information about words within the same language

Pocket dictionary: A small dictionary that can be kept in a chest pocket

Abridged dictionary: Reduced dictionary

Unabridged dictionary: Full dictionary

Desk dictionary: Large dictionaries like Webster's

Subject-specific dictionary: Dictionaries that specialize in terminologies of a particular discipline

Thesaurus: Dictionaries that provide synonyms and antonyms of words

Task 2. Recognizing functions of dictionaries

Demonstrate all the function of dictionaries with examples. The functions are:

Definition of words

Syllable boundaries

Pronunciations
Inflection
Usage
Idioms
Collocations
Word structure (Prefix, suffix)
Conjugations

Task 3. Using dictionaries effectively

This should be completed as an assignment.

Section 5: Writing

Task 1. Comparing techniques of making suggestions

Encourage students to compare the three samples. Help them highlight the major differences between them, in terms of the type of language used in their suggestions. For example, **Sample 1** makes use of imperatives; **Sample 2 uses more** indirect suggestion by focusing on advantages and disadvantages; **Sample 3** uses *if-clauses*.

Task 2. Suggesting

Allow students to study the five ways of suggesting. Encourage them to produce suggestions in the form of posters or some kind of display that can be put on walls or boards. Discuss with students the language used for making such posters.

Section 6. Speaking

Organize students in groups for the task. If there is not enough time to finish it, the work may be put off for next class. Encourage students who tend to be timid to prepare for the oral presentation.

Section 7. Reflection

This is a session of individual and group reflections. Let students complete the reflective inventory individually. Allow students to present their results to the class. As an assignment, ask students to write a diary or journal on the outcomes of the reflection session.

