

## Objectives

In this unit you will:

- ▶ describe some diseases.
- ▶ talk about effects of diseases and how we can stop diseases from spreading.

## A Speaking and listening

### LESSON ONE

#### Activity 1

With a partner, discuss what you see in the picture.



#### Exercise 1: Answer these questions.

1. What do you see in the picture?
2. Where do you find such people?
3. What important activity is taking place?
4. Why is a dustbin important in such a place?
5. Describe diseases that people in your area commonly suffer from.

## Listening

**Exercise 2:** Your teacher will read to you a short passage about Malaria. Listen carefully and answer the following questions:

1. Why is Malaria a very dangerous disease?
2. What happens when a mosquito bites an infected person?
3. How can we prevent Malaria?
4. In groups, discuss the common diseases. Suggest what should be done to prevent the spread of these diseases.

## LESSON TWO

### Vocabulary

#### Activity 1

Work with a partner to match words in column A with words in column B.

| A         | B                |                |
|-----------|------------------|----------------|
| diseases  | fever            | HIV/AIDS       |
| symptoms  | capsule          | loss of weight |
| treatment | exercise         | pneumonia      |
|           | malaria          | injection      |
|           | loss of appetite | flu            |

**Exercise 1:** Look up these words in a dictionary and construct meaningful sentences.

AIDS, HIV, lose appetite, lose weight, malaria, medicine, mosquito bite, mosquito net, pneumonia, symptom, vaccination, virus.

### Examples:

1. AIDS stands for Acquired Immune Deficiency Syndrome.
2. Doctors have not yet discovered a vaccine for **AIDS**.
3. Houseflies spread **germs** which cause diarrhoea.
4. We are advised to get tested for **HIV**.
5. Sick people **lose appetite** and can hardly eat or drink anything.

6. Although Aragash was sick, she didn't **lose weight**.
7. When you get a **mosquito bite**, you are likely to suffer from **malaria**.
8. "You will feel better if you take this **medicine**," the doctor said to the patient.
9. Sleep under a **treated mosquito net** to avoid **mosquito bites**.
10. **Pneumonia** attacks the lungs and causes difficulty in breathing.
11. A high temperature is one of the **symptoms** of malaria.
12. Mothers should get their children **vaccinated** against the six killer diseases.
13. AIDS is caused by a **virus**.

**Exercise 2:** Write three sentences using each of the following words:

- |                |            |             |
|----------------|------------|-------------|
| 1. appetite    | 2. system  | 3. mosquito |
| 4. vaccination | 5. medical | 6. malaria  |

## LESSON THREE

### Adjectives

#### Activity

Work with a partner to describe people or objects using these adjectives.

|           |       |         |       |        |
|-----------|-------|---------|-------|--------|
| dangerous | dirty | hungry  | sick  | weak   |
| slow      | thin  | thirsty | tired | strong |

**Exercise 1:** Use the words in sentences.

#### Examples:

1. A mosquito is a **dangerous** insect.
2. You will catch diseases if you live in a **dirty** environment.
3. Although she was **hungry**, she could not eat.
4. The boy is still in bed because he is **sick**.
5. The sick lady was too **weak** to walk.

**Exercise 2:** Form sentences using these adjectives.

Write the sentences in your exercise book.

- |           |                   |             |
|-----------|-------------------|-------------|
| (a) slow  | (b) thin          | (c) thirsty |
| (d) tired | (e) uncomfortable |             |

## LESSON FOUR

### Malaria

#### Activity

In groups of 5, talk about malaria.

The following questions will guide you:

1. Have you ever suffered from malaria?
2. Have you ever seen people suffering from malaria?
3. What causes malaria?
4. What are the symptoms of malaria?
5. What must you do when you get malaria?
6. How can we stop the spread of malaria?

After the discussion: Present a report about malaria to the class.

**Exercise:** Write a chart to show the following:

- (i) Ways through which people catch malaria
- (ii) Symptoms of malaria
- (iii) How malaria is treated
- (iv) How we can stop the spread of malaria

## LESSON FIVE

**Grammar: Language practice**

### The Present Simple Tense

#### Activity 1

Work in groups to answer the following questions correctly.

**Example:** What does a nurse do?

- looks after sick people in a hospital or health centre.
- gives a patient medicine at a doctor's instructions.
- carries out immunisation at health centres.

1. What does a doctor do?
2. What does a teacher do?
3. What does a student do?

**Exercise 1:** (a) What does a doctor/nurse do first during the day? What does he/she do next? Number the activities.

go home

go to clinic

get up

eat breakfast

go to bed

check on or examine patients

have dinner

(b) Use the above information and write about the daily activities of a doctor/a nurse.

The doctor/nurse gets up early in the morning. Then he/she \_\_\_\_\_.

**Exercise 2:** Write a list of things that you do everyday. Use your list to write a paragraph about yourself.

**Exercise 3:** Complete these sentences with the words given in the brackets in the present simple tense.

1. We ... a microscope to see tiny objects. (**use**)
2. She sometimes ... home late. (**arrive**)
3. Sick people always ... medicine. (**take**)
4. He ... the ambulance to the hospital. (**drive**)
5. The mother ... to feed the baby. (**want**)
6. I ... under a mosquito net. (**sleep**)

## Compound sentences

### Activity 2

Study the following compound sentences:

1. Sick people go to hospital in order to get treatment.
2. His daughter is sick but she has not lost appetite.
3. Doctors examine patients before they give them treatment.
4. He didn't have much money but he bought a mosquito net.
5. You need to take all the medicine or you will not be cured.
6. His father will visit us or we will go there.

With a partner, identify the two sentences from each of the above compound sentences.

**Exercise 4:** Form correct sentences from the table below.

|   |     |                                    |
|---|-----|------------------------------------|
| She immunised the children                  | and | you will get malaria.              |
| He is sick                                  | but | she counselled the parents.        |
| You must sleep under a treated mosquito net | or  | he does not want to take medicine. |

**Grammar highlight:**

*A compound sentence is made up of two or more sentences joined with a conjunction.*

## LESSON SIX

**Using: going to**

**Activity 1**

In a group of five, discuss what you are going to do on each of the days next week.

**Example:** On Monday, I am going to visit my sick brother.

**Exercise 1:** Read these sentences.

- The nurse will immunise our children.  
The nurse **is going to** immunise our children.
- He will drive the ambulance to the hospital.  
He **is going to** drive the ambulance to the hospital.
- We shall be tested for AIDS.  
We **are going to** be tested for AIDS.
- I shall get advice from the nurse.  
I **am going to** get advice from the nurse.

**Exercise 2:** Rewrite the following sentences in your exercise book using **going to**.

- The doctor will send the stool specimen to the laboratory.
- They will seek medical advice.

3. We shall boil our drinking water.
4. The pregnant mother will visit a midwife.
5. All the patients will get treatment.

**Using: anybody / somebody / everybody / nobody**

### Activity 2

Read the sentences below. Discuss with a partner what the words in bold mean.

1. When she arrived, she didn't see **anybody** in the clinic.
2. She wanted **somebody** to help her.
3. There was **nobody** to give her assistance.
4. One small girl told her that **everybody** had gone home.

**Exercise 3:** Answer these questions in your exercise book.

1. Who needs good health and wealth? (**Use Everybody**).
2. Who doesn't know the dangers of AIDS? (**Use Anybody**).
3. Who has volunteered to build a clinic? (**Use Somebody**).
4. Who wants to fall sick? (**Use Nobody**).
5. Who is likely to get malaria? (**Use Anybody and treated mosquito net**).

### Grammar highlight:

*A pronoun is a word used in place of a noun. Somebody, nobody and anybody are pronouns.*

## LESSON SEVEN

**Using : should and must**

- Examples:**
- We **should** wash our clothes.
  - We **should** not eat too much.
  - We **must** brush our teeth.
  - We **must** not drink unboiled water.

### Activity 1

With a partner, discuss what you should do to prevent common diseases in your village.





2. (a) Do not have sex before marriage.
- (b) You should not have sex before marriage.
- (c) You must not have sex before marriage.

### Exercise 3: Form correct sentences.

- (a) use: should not
- (b) use: must not
1. Do not smoke cigarettes.
  2. Do not work from a dirty place.
  3. Do not share sharp objects.
  4. Do not live in a bushy environment.

#### Grammar highlight:

*Should and must are modal verbs. These verbs give more information about the function of the main verb that follows it.*

## LESSON EIGHT

### Numbers 1- 10,000,000

#### Activity

With a partner count up to 10,000,000.

|                        |                         |
|------------------------|-------------------------|
| 1,000,000 one million  | 7,000,000 seven million |
| 4,000,000 four million | 8,000,000 eight million |
| 5,000,000 five million | 9,000,000 nine million  |
| 6,000,000 six million  | 10,000,000 ten million  |

Study and discuss these numbers.

1,562,450 (1 million, 562 thousand ,450) One million, five hundred sixty two thousand, four hundred fifty.

9,043,805 (9 million, 043 thousand, 805) Nine million, forty three thousand, eight hundred five.

### Exercise 1: (a) In the sentences below write the figures in words.

1. The health centre recorded 4,562,384 cases of malaria last year.
2. The government distributed 3,520,000 treated mosquito nets in an effort to prevent malaria.



3. Our hospital received 9,873,000 malaria tablets from the Minister of Health.
4. 3,104,250 millilitres of blood were donated in Addis Ababa.
5. Over 5,368,470 people tested for HIV/AIDS at the health centre.

(b) Change the words to figures.

6. Three million, seven hundred fifty thousand, two hundred.
7. Four million, two hundred twenty five thousand, sixty five .
8. Five million, nine hundred twenty thousand, two hundred fifty.
9. Seven million, twenty eight thousand.
10. Nine million, nine thousand nine hundred.

## LESSON NINE

### The Past Simple Tense

#### Activity 1

Answer the following questions about yourself. Share your answers with a partner.

1. When were you born?
2. Where were you born?
3. Where did you go for Grade 1?
4. When did you join Grade 1?
5. What did you do last year?

**Exercise 1:** These sentences are in the present simple tense. Copy them in your exercise book and change them to the past simple tense.

**Example:** Almaz writes letters to friends in Kenya.  
Almaz wrote letters to friends in Kenya.

1. He drives the ambulance to the hospital.
2. The doctor treats all the patients.
3. He cannot eat because he has no appetite.

4. The students clean the compound every morning.
5. He loses weight when he falls sick.

**Exercise 2:** Change the words in brackets into their past simple tense.

1. He (go) to the clinic and got treatment.
2. The nurse (attend) to the sick lady and gave her medicine.
3. She (buy) a mosquito net and gave it to her daughter.
4. The parents (immunise) all their children last week.
5. The doctor (examine) all the patients and treated them.
6. She (sweat) a lot when she got malaria.
7. They (clean) all the drainage systems.
8. He (clear) the bush and (prevent) mosquitoes from breeding.

**Using: should / ought to**

**Activity 2**

Study and discuss these sentences with a partner. How do sentences in B differ from those in C?

1. A: I am not sure of my HIV status.  
B: You should go for a blood test.  
C: You ought to go for a blood test.
2. A: Abiot has had an accident.  
B: You should give him first aid.  
C: You ought to give him first aid.

**Exercise 3:** Form correct sentences.

**Example :** The clinic is a long way from home. (Use a taxi)

- (a) You should use a taxi.
- (b) You ought to use a taxi.

1. He has a deep cut. (bandage the wound)
2. The boy is losing weight. (take him to hospital)

**Exercise 4:** Give advice about the following: Use, **should** / **ought to**.

1. I have had malaria for over a fortnight.
2. Our neighbour is pregnant.
3. I have a bad tooth.

## B Reading

### LESSON TEN

#### Dialogue

##### Activity 1

Study the dialogue and practise it with your partner.

**Nurse** : Woizero Fanose, how old is your son?

**Woizero Fanose** : He made eight months on Tuesday.

**Nurse** : Has he taken vaccination against the killer diseases?

**Woizero Fanose** : Yes, he has.

**Nurse** : What was his condition last night?

**Woizero Fanose** : He had a very high fever and he was shivering.

**Nurse** : That could be malaria. Do you have overgrown grass or swamp in your area?

**Woizero Fanose** : Not at all. I always make sure that grass is cut short.

**Nurse** : His blood needs to be tested.

**Nurse** : *(after getting the blood-test results)* Your son has typhoid fever. The doctor will treat him and he will tell you how to keep your food and water clean to avoid such diseases.

**Woizero Fanose** : Thank you.

**Exercise 1:** Answer the questions based on the dialogue.

1. Where did the conversation take place?
2. How did Woizero Fanose know that her son had become ill?
3. How old is Woizero Fanose's son?
4. Why did the nurse take a blood test?

**Poem****Activity 2**

Read the poem and answer the questions.

**Life**

There's nothing as good as life,  
There's not a thing as dear as life,  
Your health is your wealth indeed,

So protect your health,  
By practising good health habits.  
There's nothing as pleasant as life,  
There isn't any other thing that is more valuable.  
Minimise dangers from germs, bacteria and viruses  
Protect the environment, protect yourself.

There's a lot you can do in your community.  
Make it a habit to use a dustbin.  
Take a broom and sweep your room daily,  
Boiled drinking water is good for your health.  
A visit to a doctor is a good habit.

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

1. Name four good health habits.
2. What other word could mean the same as **dear**?

3. Why is health referred to as wealth?
4. What are the major enemies of life?
5. What does the term **environment** mean?
6. When and why should we use soap?
7. How can you avoid germs?

## C Writing

### LESSON ELEVEN

#### Health poster

##### Activity

In groups, discuss this health poster.

**PREVENTION IS BETTER THAN CURE.**

**SLEEP UNDER A MOSQUITO NET.**

**EVERYBODY SHOULD FIGHT  
MALARIA.**

**CLEAN THE ENVIRONMENT TO  
GET RID OF MOSQUITOES.**



Design two posters. The posters should show how:

- (i) AIDS can be prevented.
- (ii) any other common disease in your area can be prevented.

**Exercise:** Rearrange the words to write correct health messages.

1. going to Avoid places lonely
2. at night Don't walk alone

3. about AIDS Share information
4. sharp instruments Don't with play
5. cure for AIDS There is no
6. from sex Abstain until married get you
7. your wealth Your health is
8. share injections Don't

## LESSON TWELVE

### Comprehension

#### Activity

Discuss the following in groups.

1. Have you ever suffered from malaria? Describe how you felt.
2. List down the symptoms of malaria.
3. What must be done to prevent malaria?

**Exercise 1:** Read the passage below and answer the questions.

#### A boy falls sick

A woman lived in Tana village where there was neither clinic nor pharmacy. The woman had only one son. One day, her son fell sick and could not go to school. He had a high fever.

She went to a little shop to buy some tablets for her son. The boy did not want to take the tablets and he had to be forced.

After taking the tablets, the boy got some relief and he slept soundly. As he was preparing to go to school the following morning, he started shivering and coughing. He went back to bed and covered himself with a blanket. After a few days, he got weaker and started losing weight. When he lost appetite, his mother became concerned.



“My son may have contracted AIDS,” she thought . She remembered that her son had once said he had a girl friend in the village. Everyone thought that girl was HIV positive.

The following day, the boy’s mother travelled to a clinic near town. The nurse advised her to take her son to hospital immediately.

An ambulance came and took him to Felege Hiwot Hospital. Tears ran down his mother’s eyes as he became weaker and weaker. She feared that he would die. The doctor had the boy’s sputum tested. The test results showed that the boy was suffering from tuberculosis.

The doctor assured the mother that her son would get well after the treatment. The boy had to stay in hospital for more than three weeks.

1. What was the relationship between the sick boy and the woman?
2. What was the boy forced to do?
3. Why did the boy’s cough persist?
4. How did the woman and the boy travel to hospital?
5. What should we do when we fall sick?
6. How did the doctor tell what the boy was suffering from?



**Exercise 2:** Study the table and answer the questions below.

| Disease   | How it is acquired  | Prevention  |
|-----------|---|---|
| Malaria   | mosquito bites  | (a) Slash bush round the house.<br>(b) Drain stagnant water.<br>(c) Sleep under a mosquito net. |
| Diarrhoea | drinking dirty water<br>eating contaminated food<br>breeding houseflies | (a) Boil drinking water.<br>(b) Cook food.<br>(c) Clean your environment.                       |

1. What causes malaria?
2. How can we stop malaria?
3. What causes diarrhoea?
4. How can we stop diarrhoea?

## LESSON THIRTEEN

### Comprehension

#### Activity 1

Discuss the following questions in groups.

1. What do you know about HIV/AIDS?
2. What can be done to prevent the spread of HIV/AIDS?
3. What care and support should be given to HIV/AIDS patients?

**Exercise 1:** Read the passage below and answer the questions.

### HIV/AIDS in Ethiopia

HIV/AIDS is still a threat in Ethiopia. It is one of the key challenges for the development of Ethiopia because it has greatly reduced the workforce.

Among the patients tested 4.7 per cent were HIV positive.

Within each region, the testing found the prevailing rate varying from 0.2 per cent to 6.0 per cent.

Based on continental clinic surveillance data, HIV prevalence has dropped to about 10.1 per cent in urban areas and 1.8 per cent in rural areas.

HIV/AIDS is acquired primarily through sexual contact. In urban areas, young women are at a higher risk of infection than young men.

A national HIV/AIDS Prevention Control Council was established in Ethiopia.



The council will go a long way in preventing the spread of HIV/AIDS. We, too, can help in this struggle if we:

- (a) abstain from sex before marriage.
- (b) avoid risky sexual behaviour.
- (c) do not share sharp objects.

**Source:** *Single Point HIV Prevalence Estimate, Federal HIV/AIDS Prevention and Control Office (FHAPCO), 2007*

- 1. How has HIV/AIDS affected development?
- 2. What is the HIV prevalence rate?
- 3. Why do you think that HIV prevalence has dropped?
- 4. Who are more likely to be infected with HIV/AIDS?
- 5. Which organisation is helping in the prevention of the spread of HIV/AIDS?

### Vocabulary network

#### Activity 2

Form a group and talk about the different diseases in the community today. How can they be treated or prevented? Draw a table like the one below in your exercise book to help you organise the information.

| disease | treatment / prevention | medical personnel |
|---------|------------------------|-------------------|
| cough   | pills                  | nurse / doctor    |
| polio   | vaccination            | nurse / doctor    |

#### Exercise 2: Answer these questions.

- 1. What diseases could one catch by drinking unboiled water?
- 2. How would one catch the AIDS virus?
- 3. Why is it good to bathe everyday?
- 4. Name the six killer diseases.
- 5. What is an ambulance used for?
- 6. What are the symptoms of malaria?

