



# What is it?

## Teacher's Guide – Basic Level

### Introduction

The basic worksheet may be used as a reading activity, or as a follow-up to an introductory talk about AIDS basics (see an example, For First Time Teachers, in the "Teacher's Support" section).

These three workbook pages explain what the HIV virus is and how it works. It also describes the difference between HIV and AIDS, (i.e. HIV is the name of a virus, but AIDS is a sickness- it is the condition when the immune system has been damaged and can no longer protect the body against opportunistic infections such as pneumonia, certain forms of cancer, etc. become easy to catch).

### Teaching suggestions

1. Make a copy of the worksheets "What is AIDS?" for each student.
2. If used as a reading activity, have the students read through the two pages. Check for any questions about vocabulary.
3. At the bottom of the first page, encourage your students to think of ways that you CAN'T catch HIV, i.e. by sharing towels, plates or eating utensils, sharing an ice cream cone, hugging, dancing together, shaking hands, coughing, sneezing, kissing, etc.
4. At the bottom of the second page, there is a short true / false section to be used as reading or listening comprehension. (ANSWERS 1.T 2.F 3.T 4.F 5.F 6.F 7.F 8.F 9.F 10.T)
5. Ask students if the passage has answered any of the questions they wrote in the section "AIDS: A Common Topic".
6. For extra discussion or review of food vocabulary: People whose immune systems are damaged to the point that the body has trouble defending itself against bacteria, viruses, etc.) should avoid unpasteurized milk, cheeses such as Camembert and Brie, raw seafood and meats, raw eggs (including hollandaise sauce, Caesar salad dressing, eggnog, etc.) Some sources recommend avoiding alcohol, sugar and caffeine (chocolate, colas, some over-the-counter pain and cold medicine and cocoa contain caffeine) as these are dehydrating and can cause diarrhea. People with HIV need high-protein high-calorie diets. Ask your students how having HIV or AIDS would affect their eating habits.

### Homework

The homework worksheet contains two activities. The first is a choice of writing activities. Encourage students to think about what they've learned about HIV/AIDS and how that would affect what they might explain to others, and how they can use that knowledge in maintaining relationships with friends, family or colleagues who may have HIV.

The second activity is a word search of some of the vocabulary covered in this worksheet (answers following the student worksheets).



# Understanding What It Is.

## Teacher's Guide – Intermediate Level

### Teaching Suggestions

In class

The passage can be used in class to give learners basic information on HIV/AIDS. When they finish reading, you can check for understanding by having them go to the "HIV: Fact or Myth?" worksheet and check their answers if they've already filled it out, or use it as a short reading comprehension quiz.

(Answers to "HIV: Fact or Myth?" can be found in the Teacher's Guide for the listening activity, "Masako & Tomomi")

### Jigsaw Reading

You can also cut the worksheets up into sections and give each student one piece of the "puzzle." They read the piece they have and get together with the other students to try to figure out what the original order of the sections was. They should not let other students read the section they have read, but should explain (not read aloud) what was in their particular section.

### Key Word Summary / Peer Teaching

Have the students arrange themselves into groups of 4 or 5. Assign a different section of the passage to each group (i.e. "What is the immune system?," "What does HIV do?," "How long can you lead a normal life?," etc.). Students should read their section and write down the key words of that section. When they finish, they can form pairs or threes and tell the story (their section) using only the key words that they have written down. Then they can switch partners and practice again. When they feel fairly confident that they can retell the passage, have them switch with members of another group and share their sections again. In this way, they not only practice note-taking, summarizing, listening and speaking skills, but they also teach each other the basic facts about HIV/AIDS.

As homework for background knowledge

These pages can also be assigned for homework before or after a lecture/discussion in class. This worksheet provides enough background information for learners to play the "AIDS Knowledge Game" found in the **Other Activities** section of this workbook.



# Fact or Myth? / Masako & Tomomi

## Teacher's Guide – HIV: Fact or Myth?

### Teaching suggestions

You can use this short comprehension quiz before or after students read or listen to a lecture / discussion about HIV infection.

As a warm-up activity...

Have students complete the quiz, but do not give out the answers. After they read or listen to HIV/AIDS information they could check their answers and correct anything they may have missed the first time around.

As a follow-up activity...

Have the students complete this quiz after they have read or listened to HIV/AIDS information as a sort of reading / listening comprehension test.

Answers: 1) F 2) T 3) T 4) F 5) F 6) F 7) F 8) T (not from *donating*, and a very *tiny* risk from a transfusion) 9) T 10) F 11) T 12) F 13) T 14) T 15) F 16) T 17) F 18) F 19) F 20) F (It will only tell you whether or not you have been exposed to the HIV virus, i.e. whether you have the virus or not) 21) F (All babies born to HIV positive mothers are born with the mother's antibodies, but only about one in four goes on to produce its own antibodies, i.e. develops HIV. If the mother's HIV status is known before the baby is born and precautions are taken (i.e. given a caesarian, appropriate medicines) then the risk of passing the virus to the baby is lowered considerably. No case of HIV babies in Japan under these circumstances, but several cases where the mother was not aware of her HIV status and the baby was HIV+.)

## Teacher's guide – Masako and Tomomi: Listening Parts 1 and 2

### Teaching suggestions

Part One

- 1) Play the conversation and have the students mark the pictures that correspond to the conversation. Answers 1) a 2) b 3) a 4) b
- 2) The transcript is given on the next student worksheet. Play the conversation again and have the students mark the intonation on each line.
- 3) Discussion questions are included after the transcript of Part 1.

Part Two Giving Testing Procedures

- 1) Play the conversation and have the students mark TRUE or FALSE for each statement.  
Answers: 1) T 2) F 3) F 4) T 5) F\* 6) F (not during the "window period") 7) F (it only tells you if you have been exposed to the HIV virus and your body is making antibodies to it)

\* There are a few health centers that offer tests called NAT or PCR which actually do test for actual viruses. These tests are very expensive if done in a hospital, but are accurate if done straight after infection. The test used at most health centers in Japan only test for antibodies. If your students are not confused by this, please provide them with this information.

- 2) Have the students rewrite the incorrect statements.
- 3) The transcript is provided on the other side of the listening activity.

[Note: STI = Sexually Transmitted Infection]

**HOMEWORK OPTION:** Ask students to call an English AIDS Hotline for information about testing in their areas.



# Important Points to Remember

## Teacher's Guide – Important Points to Remember

### Introduction

This unit contains a great deal of vocabulary that is suited for high intermediate through advanced level learners.

### Teaching Suggestions

1. As a warm-up, ask the students to complete the true / false questions on the first page. If you have time, have them compare their answers in pairs, giving reasons for their choices. Encourage them to write down any other questions they might have.
2. The answers are provided here, but do not give the answers until the students have worked through the worksheets describing the virus and how it works in the body. Alternatively, the worksheets could be given as follow-up homework to supplement a lecture or discussion presentation on the topic of HIV/AIDS.

Answers: 1. F      2. F      3. F      4. T      5. T      6. T      7. T      8. F  
9. T      10. T      11. F      12. F      13. T      14. T      15. F      16. T  
17. T      18. F (not always – some symptoms are the same; some are different) 19. T 20. F 21. F 22. F (according to UNAIDS\*, between 6 and 25% of sex workers and the public use condoms) 23. F (as of September, 2003: 5,573 HIV cases, 2,776 AIDS cases, 1,432, previous cases from infected blood products (total 9,781). This information is updated every 4 months on the Japan Foundation for AIDS Prevention web site at [http://api-net.jfap.or.jp/mhw/survey/mhw\\_survey.htm](http://api-net.jfap.or.jp/mhw/survey/mhw_survey.htm) ) 24. F 25. C

3. Have students read through the worksheet and check back at the 25 questions to correct any answers they may have answered incorrectly.
4. After they have finished, go over the correct answers. Ask if they were surprised at any of the information. Were any of their "myths" debunked?
5. At the end of this unit there is a sheet of discussion / debate questions. Encourage learners to also raise their own discussion questions about AIDS, which may be more pertinent to their own local issues.

\* UNAIDS. "Epidemiological Fact Sheet, Japan 2002 Update."  
[http://www.who.int/emc-hiv/fact\\_sheets/pdfs/Japan\\_en.pdf](http://www.who.int/emc-hiv/fact_sheets/pdfs/Japan_en.pdf)