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| --- | --- | --- | --- |
| **duration** | **phase** | **action (What does the teacher do/ask/write on the board/show....)** | **social form/media/**  **material** |
| **8 minutes** | **Warm-Up/**  **Introduction** | 1. **Start the PowerPoint presentation (presentation-AIDS/HIV)** 2. **Show the slogan and make the students guess the topic of our lesson (If they need help show the hint.)** 3. **Play the video** 4. **Ask the question below and show the video again** 5. **Start and explain the quiz (True or False)** 6. **Read the first sentence and make them explain their answer. If they don’t give the right answer and explanation, show the solution.** 7. **Go through the next four questions in the same way.**  * **Ask the students what the underlined words mean and if they don’t know them, explain them and write the new words on the board.**   **prevalent:** widespread  **to transmit:** To send from one person, thing, or place to another  **saliva:** the [liquid](http://dictionary.cambridge.org/dictionary/english/liquid) [produced](http://dictionary.cambridge.org/dictionary/english/produce) in [your](http://dictionary.cambridge.org/dictionary/english/your) [mouth](http://dictionary.cambridge.org/dictionary/english/mouth) to [keep](http://dictionary.cambridge.org/dictionary/english/keep) the [mouth](http://dictionary.cambridge.org/dictionary/english/mouth) [wet](http://dictionary.cambridge.org/dictionary/english/wet) and to [help](http://dictionary.cambridge.org/dictionary/english/help) to [prepare](http://dictionary.cambridge.org/dictionary/english/prepare) [food](http://dictionary.cambridge.org/dictionary/english/food) to be [digested](http://dictionary.cambridge.org/dictionary/english/digest)  **antiretroviral:** used against the retrovirus, the [virus](http://dictionary.cambridge.org/dictionary/english/virus) that [causes](http://dictionary.cambridge.org/dictionary/english/cause) a [serious](http://dictionary.cambridge.org/dictionary/english/serious) [disease](http://dictionary.cambridge.org/dictionary/english/disease) that [destroys](http://dictionary.cambridge.org/dictionary/english/destroy) the body's [ability](http://dictionary.cambridge.org/dictionary/english/ability) to [fight](http://dictionary.cambridge.org/dictionary/english/fight) [infection](http://dictionary.cambridge.org/dictionary/english/infection). | * **Power Point** * **Internet access (Youtube)** |
| **20 minutes** | **working out of the main aspects of the topic** | 1. **Hand out worksheet 1 “The HI-Virus in Europe & Africa” and have the students describe (task 1) and compare (task 2) the bar chart in class. Before students describe the bar chart, hand out the sheet “Language Help” and let someone read out the useful vocabulary to describe graphs and charts.** 2. **Write down the reasons students are suggesting on the blackboard (task 3).** 3. **Divide the class into six groups (about 4 students in each group) which will then work with different texts about different reasons (worksheet 2).** 4. **The students present the content of their texts to the class and verify them with their ideas that have been written on the blackboard.**   **nutrition:** [food](http://dictionary.cambridge.org/dictionary/english/food) and the way it [influence](http://dictionary.cambridge.org/dictionary/english/influence)s [your](http://dictionary.cambridge.org/dictionary/english/your) [health](http://dictionary.cambridge.org/dictionary/english/health)  **vulnerable:** [able](http://dictionary.cambridge.org/dictionary/english/able) to be [easily](http://dictionary.cambridge.org/dictionary/english/easily) [physically](http://dictionary.cambridge.org/dictionary/english/physically), [emotionally](http://dictionary.cambridge.org/dictionary/english/emotional), or [mentally](http://dictionary.cambridge.org/dictionary/english/mentally) [hurt](http://dictionary.cambridge.org/dictionary/english/hurt), [influenced](http://dictionary.cambridge.org/dictionary/english/influence), or [attacked](http://dictionary.cambridge.org/dictionary/english/attack)  **crucial:** [extremely](http://dictionary.cambridge.org/dictionary/english/extremely) [important](http://dictionary.cambridge.org/dictionary/english/important) or [necessary](http://dictionary.cambridge.org/dictionary/english/necessary)  **(to) ward off:** to [prevent](http://dictionary.cambridge.org/dictionary/english/prevent) someone or something [unpleasant](http://dictionary.cambridge.org/dictionary/english/unpleasant) from [harming](http://dictionary.cambridge.org/dictionary/english/harm) or coming [close](http://dictionary.cambridge.org/dictionary/english/close) to you | * **Language Help** * **Worksheet 1 “The HI-Virus in Europe & Africa”, class discussion** * **Worksheet 2 “Reasons for the risk of HIV infection”, group work** |
| **17 minutes** | **discussion** | 1. **Students stay in their groups. 3 groups will get the same task. Then they have to discuss their question or statement in groups. (time 5 minutes)** 2. **After the discussion 2 groups with different statements have to present their results in front of the class. Then the group will ask the class what they think about it.** 3. **The teacher will ask the whole class the last question:**   ***If someone in your class was HIV- infected, how would you react?* (it’s also possible to make the students write a comment on that question as a homework; it’s the teacher’s decision)** | * **Worksheet 3 “Discussion”, group work, discussion in class** |