

Should I worry about how much sun I get?

Level 3: Advanced – Teacher's notes

Article summary: The article explains the effects of UV rays from the sun and ways to protect yourself from their harmful effects.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Hyphenated adjectives

Materials needed: One copy of the worksheet per student

Key:

- | | |
|------------------|------------------|
| 1. wrinkles | 6. immune system |
| 2. dermatologist | 7. mutation |
| 3. Fundamental | 8. DNA |
| 4. hazards | 9. cumulative |
| 5. peaks | 10. Exposure |

3. Comprehension check

- a. The answers given are only suggested answers, and students may correctly answer the questions in different ways. E.g., in item 1, they may say, 'UV exposure can damage proteins in the skin and cellular DNA, which can cause skin cancer,' or similar.

Key:

1. *Because it can cause mutations and increase the risk of skin cancer.*
2. *UVA is present all year round and can go through clouds and glass. UVB is highest in the summer or where the ozone layer is thin.*
3. *UVA*
4. *UVB*
5. *fair skin, red hair, freckles, a family history of skin cancer*
6. *Use sunscreen with at least SPF 30 and five-star UVA protection.*
7. *every two hours (or more if swimming or sweating)*
8. *Wear fabric with tight weaves, sun-protective clothing with UPF 30 to 50+, long-sleeved, loose-fitting shirts with a high neck, a broad-brimmed hat and sunglasses.*
9. *It may increase the risk.*
10. *vitamins C and E*

1. Warmer

- a. This activity aims to get students to think about their habits related to their skin and the sun. Encourage students to share their routines, habits, and suggestions. Remind them to support their opinions with reasons.

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. Students may be familiar with the word *radiation* regarding nuclear radiation. They may be familiar with the word *peak* in the context of a mountain top. You may mention that *freckle* and *wrinkle* are most frequently used in the plural forms.

Key:

- | | |
|------------------|-------------------|
| 1. ozone layer | 9. radiation |
| 2. fundamental | 10. peaks |
| 3. Exposure | 11. inflammation |
| 4. hazard | 12. wrinkle |
| 5. dermatologist | 13. immune system |
| 6. cumulative | 14. freckle |
| 7. DNA | 15. weave |
| 8. mutation | |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. The hyphenated adjectives are used in the article. As an extension activity, you could ask students to go back to the text and find them.

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Key:

- | | |
|-------------|-------------|
| 1. <i>f</i> | 5. <i>b</i> |
| 2. <i>e</i> | 6. <i>d</i> |
| 3. <i>a</i> | 7. <i>c</i> |
| 4. <i>g</i> | |

- b. Students could be asked to do this exercise individually and then compare their answers in pairs.

Key:

1. *five-star*
2. *old-fashioned*
3. *broad-brimmed*
4. *loose-fitting*
5. *high-factor*
6. *long-sleeved*
7. *long-term*

- c. Allow the class to personalise some of the adjectives they have just covered. Encourage students to choose adjectives they are interested in practising or unsure how to use correctly. Monitor and assist students as you walk around the class. Allow time for feedback, so students can share some of the sentences they have written.

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

6. In your own words

- a. Students use an internet search engine to find more information about the effects of UVA and UVB exposure from the sun. Encourage students to give reasons and cite personal examples.
- b. Students could then present their reports to the class. Encourage students to share the facts they've gathered and their opinions about the issue. As an extension activity, you could ask students to discuss their own habits with sun exposure.