

Should I worry about how much sun I get?

Level 2: Intermediate – 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

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 students 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. You may wish to mention that *freckle* and *wrinkle* are most frequently used in the plural forms.

Key:

- | | |
|----------------------|---------------------|
| 1. <i>concern</i> | 6. <i>Sunscreen</i> |
| 2. <i>protective</i> | 7. <i>apply</i> |
| 3. <i>risk</i> | 8. <i>absorbs</i> |
| 4. <i>effective</i> | 9. <i>Sunburn</i> |
| 5. <i>exposed</i> | 10. <i>reflects</i> |

- 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.

Key:

- | | |
|---------------------|-------------------|
| 1. <i>apply</i> | 4. <i>absorb</i> |
| 2. <i>concerns</i> | 5. <i>reflect</i> |
| 3. <i>effective</i> | 6. <i>risk</i> |

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, 'Dr Phillips said that it is dangerous to stay in the sun without sunscreen or protective clothing' or similar.

Key:

1. *staying in the sun without sunscreen or protective clothing*
2. *UVA and UVB*
3. *UVA*
4. *UVB*
5. *using a sunscreen with at least SPF 30 and five-star UVA protection*
6. *every two hours (or more if swimming or sweating)*
7. *sun-protective clothing with UPF 30 to 50+, long-sleeved, loose-fitting shirts with a high neck, a broad-brimmed hat and sunglasses*
8. *It may increase the risk.*
9. *vitamins C and E*

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.

Key:

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

- b. Students could be asked to do this exercise individually and then compare their answers in pairs. Remind students to include a hyphen (-) when writing the adjectives.

Key:

- | | |
|-------------------------|------------------------|
| 1. <i>five-star</i> | 5. <i>long-term</i> |
| 2. <i>loose-fitting</i> | 6. <i>high-factor</i> |
| 3. <i>old-fashioned</i> | 7. <i>long-sleeved</i> |
| 4. <i>broad-rimmed</i> | |

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- c. Allow the class to personalise three 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 staying safe in the sun and limiting UV exposure. 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.