

Should I worry about how much sun I get?

Level 1: Elementary – 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: Prepositions of movement

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 the sun and their skin. 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. As a vocabulary extension, you can review some antonyms. Ask students any or all of these: *What is the opposite of midday (midnight), thin (thick), hurt (help), deep (shallow)?*

Key:

- | | |
|-----------|---------------|
| 1. hurt | 5. deep |
| 2. repair | 6. sign |
| 3. midday | 7. Sunglasses |
| 4. thin | 8. suitcase |

- 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. sunglasses | 4. sign |
| 2. suitcases | 5. hurt |
| 3. deep | 6. repair |

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 being in the sun without sun cream or special clothing is dangerous' or similar.

Key:

1. *being in the sun without sun cream or special clothing*
2. *UVA and UVB*
3. *UVA*
4. *UVB*
5. *UVA*
6. *put on sun cream*
7. *every two hours (or more, if swimming or doing other activities)*
8. *UPF 5*
9. *UPF 30 to 50+*
10. *clothing that is loose and has long sleeves and a high neck; also, a hat and sunglasses*

4. Key language

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

Key:

1. *d*
2. *a*
3. *e*
4. *b*
5. *c*

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

Key:

1. *during*
2. *through*
3. *around*
4. *into*
5. *onto*

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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 sun safety. 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.