

## Common disinfectant wipes expose people to dangerous chemicals, research reveals

### Level 1: Elementary – Teacher's notes

**Article summary:** The article describes recent research on toxic chemicals used in disinfectant cleaning products and their effects on human health.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Prepositions

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. This activity aims to get students to think about their opinions and experiences with disinfectants. Encourage students to share personal examples and 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.

**Key:**

- |                    |                |
|--------------------|----------------|
| 1. a. disinfectant | 6. b. chemical |
| 2. a. wipe         | 7. a. germ     |
| 3. b. pandemic     | 8. c. collect  |
| 4. b. go up        | 9. a. medicine |
| 5. c. safe         | 10. c. air     |

- 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. collects     | 5. medicine |
| 2. Disinfectant | 6. air      |
| 3. wipes        | 7. go up    |
| 4. pandemic     | 8. safe     |

#### 3. Comprehension check

- a. The answers given are only suggested, and students may correctly answer the questions in different ways, e.g., in item 1, they may say, 'Clorox made 1.5 million packages a day' or similar.

**Key:**

- 1.5 million
- 83%
- quaternary ammonium compounds (QACs or quats)
- They cause health problems, new illnesses, and pollution and are less helpful than people think.
- paint, hand sanitisers, shampoo
- 200
- through the skin, the mouth, by touching disinfected things
- children, the elderly, healthcare workers, cleaning professionals
- soap and water
- more studies on quats, more information about what they do to human health, clear product information and using them only when needed

#### 4. Key language

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

**Key:**

- around
- in
- by, near
- through
- by, near

- b. Allow the class to personalise the prepositions they have covered in the previous activity. 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.

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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 products that contain QACs or quats. Have them consider these questions: *What things have quats in them? Why are they good? Why are they dangerous? Do you think people should use them? Why or why not?* Encourage students to give reasons and cite personal examples.
- b. Students could then present their reports to the class. Encourage students to share the information they've gathered and their opinions about the issue.