

Save Water

Topic

Water shortages

Aims

- To develop speaking skills through a discussion of the use of water in everyday life
- To practice giving advice to others on their roles in water conservation

Age group

Teens / adults

Level

B1+

Time

60-90 minutes

Materials

1. Save Water student worksheet
- 2.

Introduction

This lesson looks at the causes of water shortages locally and internationally and learners will produce a poster giving advice on saving water in the home or in the school. Learners are encouraged to ask questions about water conservation in their area and to write to their local authorities with their questions (optional activity).

Procedure

Task 1 – Daily activities with water bingo

- Copy and cut out worksheet A so that you have enough to give one game board to each learner.
- Copy worksheet B and cut out two sets of 8 picture cards per group of 4 learners.
- Divide the class into groups of 3 or 4, and give each player a game board (A-D). Give learners time to decide what is happening in each picture, and help if necessary.
- Put a pile of loose cards from worksheet B face down in the centre (2 copies of the

picture cards is best between 4 players).

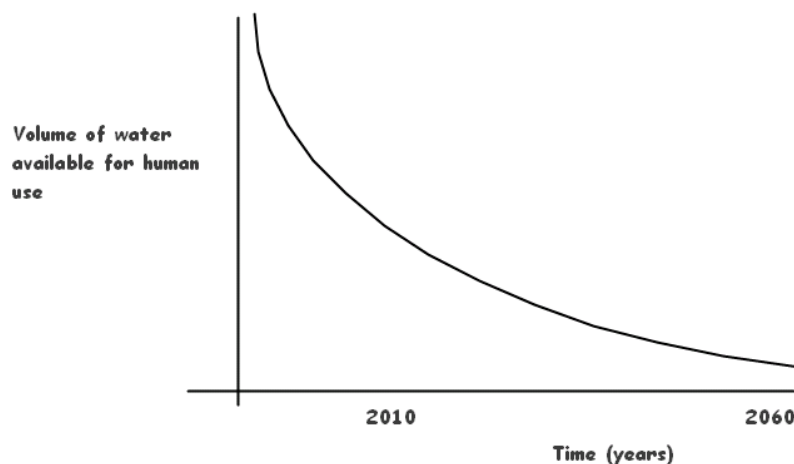
- The first player picks up a card and the others have to find out if it's one of their pictures by asking a question such as: *'Is she watering the garden?'*
- Players take turns to ask until the person holding the picture says 'yes'.
- When the player with the picture card answers yes, the player who asked the right question wins the card and puts it on their board. That person takes the next picture and the others ask them the questions.
- The winner is the first to match all 4 pictures on their board. They should shout 'BINGO!'.

Task 2 – What uses the most water?

- In pairs, learners put the 8 pictures in order according to which they think use the most water (or select the three they think use the most water).
- Teacher reveals the answers, or put the answers on paper on the walls around the room and learners do a reading race to the values (litres per minute) to check their answers and reorder the pictures.
 1. Washing the car uses an average of 1,892 litres.
 2. Having a bath uses an average of 189 litres.
 3. Watering the garden uses an average of 76 litres.
 4. Eating a burger uses an average of 57 litres.
 5. Washing clothes uses an average of 38 litres.
 6. Flushing the toilet uses an average of 11 litres per person per day.
 7. Having a shower uses an average of 8 litres per minute.
 8. It takes 3 litres of water to make 1 litre of bottled water.
- Ask the learners which answers they found most surprising.

Task 3 – Water shortages

- To help learners to understand the shortage of water, draw a graph like this on the board and ask them what problems we have with water and why.



- Encourage learners to share their thoughts with the class. They should understand from the graph that the volume of clean water is decreasing. Possible answers include less rainfall (droughts); more people wasting water; more cars mean more cars being washed etc; if learners bring up the idea that floods mean more water,

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| | <p>point out that we are talking about clean water for human use.</p> <ul style="list-style-type: none"> • Explain to your students the importance of saving every drop of water; less than 1% of Earth's water can be used by humans, cleaning water for households uses up lots of energy and the more water there is being treated, the less effective the cleaning is (as water is wasted, the quality of water declines), and water shortages can have severe impact on wildlife and plants in and around rivers, lakes etc. • Ask the learners what they can do to help save water – write the ideas on the board. |
| Task 4 – Ten ways to save water | <ul style="list-style-type: none"> • You can use the pictures from the bingo game if you think your learners will have problems with vocabulary such as bucket, hose or cistern. • Make enough copies and cut up the top ten ways to save water in worksheet C so that the learners have one or two tips each. They must memorise their tip(s) and then mingle and share it/ them with others. Explain that they should try to remember ten tips in total without writing them down. The tips are sourced from British Council Science site. • Repeating the sentences will help learners remember the advice and internalize the phrase <i>you should + infinitive</i> to give advice. Option: you may want to draw students' attention to the language by asking them questions such as, 'What endings do we use with words after should?' |
| Task 5 – Posters | <ul style="list-style-type: none"> • Learners plan and make posters for their school or home giving information on water problems and solutions, and giving advice using the language studied. • Display posters around the school to share the message with other classes. • An optional game with questions on water and water saving tips can be found here: https://www3.epa.gov/watersense/kids/games.html • |

Contributed by

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