

## 'Tastes like water': how a US facility is recycling sewage to drink

### Level 1: Elementary

**Article summary:** This article describes the process of turning wastewater into drinking water, which is currently being used in Orange County, California.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Present simple passive

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

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity in the correct form.

**Key:**

1. pipes
2. praise
3. drawback
4. bacteria
5. chemicals
6. import
7. recycled
8. gallons
9. fibres
10. wastewater

### 1. Warmer

- a. This activity aims to get students thinking about issues connected to water. Ask students to work in pairs to discuss the questions. Get feedback from one or two pairs on what they discussed.

### 2. Key words

- a. Ask students to work individually or in pairs to find the words in the wordpool in the article and then complete the definitions. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

**Key:**

1. fibres
2. wastewater
3. import
4. pipes
5. praise
6. drawback
7. bacteria
8. chemicals
9. gallons
10. recycled

### 3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage students to rewrite the false statements using their own words.

**Key:**

1. T
2. F – Other countries such as Israel, Singapore and Kuwait already do this.
3. F – It goes through a three-step process.
4. F – It's clean and tastes okay.
5. T
6. F – People are happy to drink it.

### 4. Key language

- a. Students work individually to put the steps in the correct order based on information from the article.

**Key:**

Step 3 – They use UV light and chemicals to clean the water.  
 Step 2 – Pipes carry the water to a different building.  
 Step 4 – People can safely drink the water.  
 Step 1 – They push the water through fibres to remove bacteria.

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- b. Ask students to work individually or in pairs to read the examples and then choose the correct options to complete the rules for the present simple passive. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

**Key:**

1. *b*
2. *c*
3. *a*

- c. Ask students to work individually or in pairs to rewrite and order the sentences from task a using the present simple passive. You may want to do a quick revision of the verb changes when changing sentences from active to passive voice.

**Key:**

1. *The water is pushed through fibres to remove bacteria.*
2. *The water is carried to a different building by pipes.*
3. *UV light and chemicals are used to clean the water.*
4. *The water can be safely drunk.*

### 5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

### 6. In your own words

- a. The aim of this task is to get students to summarise the process of turning wastewater into drinking water. Encourage students to underline the different steps in the process in the article and to refer to the steps in the Key Language activity if they need help.
- b. Students can share their summaries with the class.