

## Wash well – and don't forget the lid: how to clean your reusable water bottle

### Level 2: Intermediate

**Article summary:** This article explains what can happen when you don't clean your reusable water bottle regularly and gives advice on the best way to clean it.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Prefixes

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

#### 1. Warmer

a. This activity aims to get students thinking about the potential health issues associated with reusable plastic bottles. If any students have water bottles with them in class, ask them to tell you about how often they clean them and why they think reusing them may not be healthy.

#### 2. Key words

a. Ask students to work individually to find the key words (marked in bold) in the article and choose the correct definition. Remind them to read the sentences that come before or after the words in bold to help them work out the meaning of the words in context. For an extra challenge, you might like to ask students to try and work out the meaning of the words before they look at the different options. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

**Key:**

1. b	7. a
2. a	8. a
3. b	9. b
4. b	10. b
5. a	11. b
6. b	12. a

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. *carried out*
2. *bleach*
3. *soap bubbles*
4. *moisture*
5. *refilled*
6. *Rinsing*
7. *Bacteria*
8. *micro-organisms*
9. *trap*
10. *antibacterial*
11. *reinfect*
12. *dishwasher*

#### 3. Comprehension check

a. Students can work individually or in pairs to do this activity. Encourage them to highlight the section of the article where they found the answers to the questions. To extend the activity, ask students to rewrite the sentences that are false so that they are true according to the information in the article.

**Key:**

1. *F – In a study of 30 people, 27 regularly refilled their water bottles without washing them.*
2. *T*
3. *F – Never mix bleach with any other product.*
4. *T*
5. *F – You only need around one hundred micro-organisms to make you sick.*
6. *T*

#### 4. Key language

a. Students work individually to complete the table with a prefix from the box. Check that students remember that a prefix can go before a verb, noun or adjective. When students have done the activity, you may like to go through the following information about the use of prefixes and hyphens:

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- **Use a hyphen with prefixes before proper nouns or numbers:**  
*anti-American, pre-2020, non-European*
- **Use a hyphen to avoid confusion:**  
*re-cover* (cover again) vs *recover* (get better)  
*re-sign* (sign again) vs *resign* (leave a job)
- **Use a hyphen when the prefix ends, and the word begins with the same vowel:**  
*anti-inflammatory, re-enter, co-own, micro-organisms*
- **Some prefixes that almost always use a hyphen:**  
*self-* (*self-confident, self-aware*)  
*ex-* (*ex-husband, ex-president*)  
*all-* (*all-inclusive, all-purpose*)
- **Some prefixes that rarely use a hyphen:**  
*un-, re-, pre-, mis-, dis-* are usually written as one word (*unhappy, rewrite, prewash*)

**Key:**

1. *re*
2. *anti*
3. *pre*
4. *bio*
5. *multi*
6. *non*
7. *micro*

b. Ask students to work individually or in pairs to complete the sentences with the words in brackets and a suitable prefix. To extend the activity, ask students to work in pairs to find other examples of words that use the prefixes from task a. Note that *microorganism* can also be written without the hyphen.

**Key:**

1. *micro-organisms*
2. *reusable*
3. *Antivirus*
4. *multi-purpose*
5. *prewash*
6. *non-stop*
7. *Biofilm*

### 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 produce a poster that gives information about water bottle hygiene. Remind them to reread the article and to underline any key information that they want to include in their poster. Encourage them to think about the design and style of their poster and to choose a design that would work equally well in a school, gym or workplace.

b. Give students time to create their posters before they present them to the class. Encourage them to explain the information they have included and the reasons behind their design choice.