

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

### Level 3: Advanced

**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

5. b
6. a
7. b
8. b
9. a
10. a
11. b
12. b
13. b
14. a
15. a
16. 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. *moot*
2. *buildup*
3. *inhibit*
4. *microclimate*
5. *micro-organisms*
6. *saliva*
7. *capful*
8. *soap lather*
9. *incubator*
10. *contamination*
11. *dregs*
12. *Mould*
13. *moisture*
14. *rinse*
15. *replenished*
16. *bleach*

### 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. b
2. a
3. a
4. a

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

### Level 3: Advanced

**Key:**

1. *F – In a study of 30 people, 27 regularly replenished their water bottles without washing or rinsing them.*
2. *T*
3. *NM*
4. *T*
5. *T*
6. *F – If you can see or smell biofilm, you have way too much already ... that's not a hygienic situation.*
7. *F – Early analysis suggests the water from the refill station itself was clean.*
8. *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:
  - **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. Please note that *microorganism* can also be spelled without the hyphen.

**Key:**

1. *microplastics*
2. *microclimate*
3. *refill*
4. *non-toxic*
5. *multi-purpose*
6. *biofilm*
7. *prewash*
8. *antibacterial*
9. *reusable*
10. *micro-organisms*

### 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 giving 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.