



## IN DEEP WATER

**Level:** Pre-intermediate (A2–B1)

**Age:** Teenagers / Adults

**Time:** 45 minutes

**Language summary:** Expressions related to water; language of comparison; language of speculation

**Image work:** Looking at an image from different perspectives; using an image as a stimulus for discussion

### PROCEDURE:

**1** Ask students to discuss this question in pairs then go through the possible responses as a class. The aim is to illustrate how dependent we all are on running, clean tap water. You could ask your students if any of them have ever had to live without running water for any reason.

**2** *in deep water: in trouble.* At this stage, you could ask how students think this expression might relate to our use of water and share a range of predictions.

**3** Accept a variety of answers here and allow the discussion to develop naturally. (Official advice is around 6–8 glasses of water per day.) You might want to emphasize that those who have a choice are privileged because of how much water is available to them.

**4 Key:**

**like a fish out of water** = being out of place in a particular context

**water under the bridge** = a bad situation or event that has been forgotten about

**keep your head above water** = cope with a difficult situation (often financial)

**pour cold water on (a situation)** = cause someone to feel discouraged

**5** The dry landscape and cactus illustrate the very hot climate. The cactus plant can survive despite the water shortage as it has a thick stalk which allows it to store water for a long time.

**6** Accept a variety of responses here. Depending on your context, countries with a severe water shortage may be within students' experience. The effect on local people is that the inability to grow food and access enough water to irrigate the land becomes a major problem.

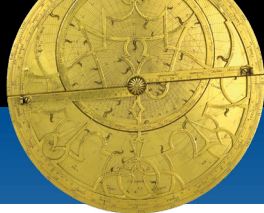
**7** The correct answer is one in eight. The reasons are partly climatic, but are also linked to political and social factors which prevent the development of proper water sources and irrigation equipment to access water wherever possible. Another important factor is water pollution which means an increasing amount of water is undrinkable. The UN believes that a water crisis is a definite future scenario. Apparently, 80% of the world's population live in areas where there is a threat to water security. This includes access to drinking water and also the potential for disease if sewage and other waste products cannot be disposed of properly. Depending on your context, explore these ideas with your students sensitively.

**8** Explore the idea of water 'rights' with your students and ask them if this is the same as the right to food and health. Put students in groups to discuss the questions and encourage debate. You can extend this activity by asking students to do a mini-presentation on their discussion and sharing the ideas they came up with. Some possible prompts are listed below.

Group 1 – If people have to pay for water, some people will not be able to afford it. What are the implications of this?

Group 2 – Do we need to use as much water as we do? Are some activities unnecessary, e.g. cleaning a car, having a shower every day, taking a bath rather than a shower, leaving the tap running while brushing your teeth, etc?

Group 3 – Is it better to provide people with 'water aid' or to provide people with the knowledge and technology they need to create their own safe and sustainable water sources?



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- 1 How many times a day do you turn on the water tap? Discuss this with your partner and make a list of all the activities you use water for.
- 2 What do you think the expression *in deep water* means?
- 3 What do you think is the ideal amount of water to drink in one day? Give reasons for your answer.
  - three glasses
  - five glasses
  - ten glasses
- 4 With your partner, look at the other expressions connected to water. What do they mean? Do you have similar expressions in your language?
  - *like a fish out of water*
  - *water under the bridge*
  - *keep your head above water*
  - *pour cold water on*
- 5 The picture was taken in a very hot climate. How do we know this? Describe the picture to a different partner. What is special about the cactus plant in the picture?
- 6 Which countries have a water shortage because of the climate? What is the effect on the local people?
- 7 How many of the world's population do not have access to clean, safe water? Do you know the reasons why?
  - one in a hundred
  - one in fifty
  - one in ten
  - one in eight
- 8 In 2010, the United Nations General Assembly and the Human Rights Council recognised the right to drinking water as a human right like other social rights (the right to food or the right to health, for example). In groups discuss the following questions.
 

**Group 1**  
Do you think water should be free?

**Group 2**  
How can we save water by changing our everyday behaviour?

**Group 3**  
How can we get water to countries where people need it most?