Jordan mosque turns wash water into greenery

LEVEL B2


Photo: Zoshua Colah / Unsplash

I. WARM-UP

1. How do people save water in your country?
2. Have you seen water reused anywhere? What for?
3. Which dry places near you could be greener?

II. KEY VOCABULARY

ablution
the washing of hands, face and feet before prayer

scarcity
a serious lack of something important, like water or food

irrigation
bringing water to land or plants to help them grow

arid
very dry and receiving little rain

municipal
run by a city or town government

sedimentation
a process where solids settle as water passes or rests

ration
to limit how much people can use

bureaucratic
related to official rules and paperwork that can slow action

III. READING

In Deir Alla, in Jordan's arid Jordan valley, the Abu Obeida mosque is surrounded by trees and flowerbeds fed by drip irrigation. The water is not from the municipal network but from taps where worshippers perform ablution before prayer.

Pipes installed beneath the ablution area catch this wastewater before it reaches the sewers and carry it to a treatment unit. The water is cleaned by natural sedimentation through layers of gravel and sand, then sent to the garden. Because soap is not used during wudu, treatment is simpler.

Reusing water matters in Jordan, which faces severe water scarcity. The kingdom receives only 61 cubic metres of renewable fresh water per person each year, far below the UN threshold of 500.

In some areas, municipal water is rationed to as little as 12 hours a week, and households depend on rooftop tanks to bridge the gaps. The Jordanian Aqua Conservation Association (JACA) has worked on such systems since 2008, with the Ministry of Awqaf as a partner.

Expansion has been slow because of financial, technical and bureaucratic barriers, including unclear maintenance responsibility at each site.

Reading text adapted from reporting by **The Guardian***: "How a Jordan mosque is recycling ritual...". Original article linked at theenglishwire.com.*

IV. COMPREHENSION QUESTIONS

1. Where is the Abu Obeida mosque located?
2. What kind of water does the mosque capture and reuse?
3. How is the captured water treated before it reaches the garden?
4. Why is water reuse especially important in Jordan?
5. What has slowed the expansion of similar systems?

V. DISCUSSION

1. Should more public buildings reuse water like this? Why or why not?
2. What obstacles would a project like this face in your city?
3. Which places would benefit most from drip irrigation?
4. How could faith communities promote conservation in practical ways?

VI. GRAMMAR FOCUS

Will vs going to (prediction)

Use will for general predictions or instant decisions. Use be going to for predictions based on present evidence or a plan already made. Form: will + base; am/is/are going to + base.

"With rationing, more gardens **will adopt** *reuse systems."*

"The pipes are here; the garden **is going to get** *more water."*

VII. GRAMMAR EXERCISE

Complete each sentence with will or be going to.

1. Look at the tanks; they (run) ___ dry soon. _____
2. Is your tank empty? Don't worry, I (fill) ___ it for you. _____
3. In coming years, gardens (rely) ___ on reuse. _____
4. It's too dry; I (water) ___ the beds now. _____
5. The lines are leaking; crews (fix) ___ them now. _____

Teacher's Notes

TEACHERS ONLY

These notes are designed to help you get the most out of this lesson. Please do not share this page with students.


Photo: Zoshua Colah / Unsplash

I. LESSON GUIDE

- Timing: 8–10 minutes warm-up, 10 minutes vocabulary, 12–15 minutes reading, 10 minutes comprehension, 10 minutes grammar, 10–12 minutes discussion.
- Pre-teach or concept check: ablution, scarcity, municipal, irrigation, sedimentation, ration, bureaucratic.
- Run the reading in two passes: gist (what the system does), then detail (how it works, why it matters). The topic involves religious practice, so start discussion in pairs and keep the focus on water-saving rather than beliefs.
- Differentiation: stronger students sketch the flow (tap → pipes → sedimentation → garden); others label a provided diagram and summarise benefits in three sentences.

II. DISCUSSION FACILITATION TIPS

1. Take a quick poll, then pair students from each side to share one reason and one risk.
2. Elicit local examples of permits, costs or space limits; put ideas on the board in three columns: money, technical, rules.
3. Have students name two candidate sites and justify with one benefit each (shade, food, cooling).
4. Ask for one concrete action (a talk, a poster, a collection) and how to measure its impact.

III. EXTENSION ACTIVITIES

Writing: Write an 80-word sign for visitors explaining how the mosque's water-reuse system works.

Role-play: In groups, simulate a meeting to assign maintenance responsibility and agree a simple checklist.

IV. ANSWER KEY OVERVIEW

Comprehension questions: short factual answers from the text.

Grammar exercise: Will vs going to (prediction)

Discussion: open-ended. Accept any reasonable ideas supported by examples and reasoning.

Answer Key

TEACHERS ONLY

These answers are for teachers only. Please do not share this page with students.


Photo: Zoshua Colah / Unsplash

IV. COMPREHENSION QUESTIONS

1. Where is the Abu Obeida mosque located?
   In Deir Alla in the Jordan valley.
2. What kind of water does the mosque capture and reuse?
   Wastewater from ablution before prayer.
3. How is the captured water treated before it reaches the garden?
   It goes through natural sedimentation with gravel and sand, then to irrigation.
4. Why is water reuse especially important in Jordan?
   Jordan has severe water scarcity; only 61 m³ per person, far below the UN threshold.
5. What has slowed the expansion of similar systems?
   Financial, technical and bureaucratic barriers, plus unclear maintenance roles.

V. DISCUSSION

Open answers. Accept any reasonable ideas supported by examples and reasoning.

VI. GRAMMAR FOCUS

Key point: Use will for general predictions or instant decisions. Use be going to for predictions based on present evidence or a plan already made. Form: will + base; am/is/are going to + base. (Examples constructed.)

"With rationing, more gardens **will adopt** *reuse systems."*

"The pipes are here; the garden **is going to get** *more water."*

VII. GRAMMAR EXERCISE

Complete each sentence with will or be going to.

1. Look at the tanks; they ___ dry soon. **are going to run**
2. Is your tank empty? Don't worry, I ___ it for you. **will fill**
3. In coming years, gardens ___ on reuse. **will rely / are going to rely**
4. It's too dry; I ___ the beds now. **will water / am going to water**
5. The lines are leaking; crews ___ them now. **are going to fix**