

# Unit 8: It's only water ...



## Water and Your Home

Many people in the world enjoy access to lots of clean, fresh water. How does it get to their homes?

Fresh water is pumped from a lake or dam to a water filtration plant, where it is filtered to remove weeds, fish and minerals. It is then pumped into storage tanks.

From the storage tanks it moves into underground water **mains**, which carry water to taps in our houses. When we open the tap, the pressure in the pipes pushes the water out. Water pipes can also be connected directly to wells or **boreholes** to provide water to houses that are not connected to the water mains.

We cannot drink less water, but we can find ways to use less of it for other things. Some ideas are:

- Repair dripping taps.
- Take a quick shower instead of a bath.
- Wash dishes in a sink, not under a running tap.
- Wash the car with a bucket of water instead of a hose.
- Water the garden at cool times of the day.

Can you think of other ways to conserve water?

### Using less

In industrialised countries, each person uses up to 1 000 litres of water every day to drink, cook, wash, flush toilets and water gardens. However, in countries where water is not piped into houses, people use as little as five litres per day.



16



## How money turns into water



**You make a donation. Thanks!**

Many non-government organisations (NGOs) do development work in other countries.

**The money is added to the NGO's general funds.**

The NGO also needs money for administration, such as paying staff and renting an office.



**The NGO decides which projects to support.**

The NGO forms a committee to decide which projects to support. The NGO works with partner organisations in other countries to design projects, such as building toilets or funding a community nurse.





# Water for Everyone?

All humans need water to survive. In modern, industrialised countries, clean water is easy to find — we simply turn on a tap. In some countries, water is a luxury. More than one billion people in the world do not have access to clean, safe water.



## Not enough water

In the **Developing World**, many people cannot get enough water for drinking and cooking. If they can find water, they may have to carry it long distances from rivers and wells. Women and children spend a large part of every day fetching water. This prevents them from doing important work and going to school.

If there is a drought, there is no water to collect.

## Dirty water kills

Where there is no running water, people don't have flushing toilets and sewerage systems.

Human and animal waste ends up in rivers and can cause diseases. Every day about 6 000 people in the Developing World, mostly children under the age of five, get sick and die from drinking polluted water.

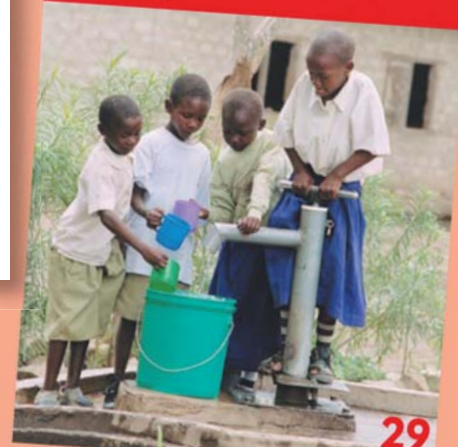
The United Nation's Millennium Development Goals call for the number of people who don't have sustainable access to safe drinking water and basic **sanitation** to be halved by the year 2015. This big goal can be achieved if governments make water and sanitation a funding priority for the world's poorest people.

28

A capped spring provides constant fresh water.



A protected well and pump supplies clean water to students of Shambarai Primary School in Tanzania.



29

Images provided courtesy of World Vision Australia © 2005

This traditional, hand-dug well in Mali isn't deep enough to reach a steady supply of water.

## The NGO may receive extra funds.

AusAID, the Australian Government agency for international development, may give extra money.



## Money is sent to the partner organisation.

Local villagers and the partner organisation buy materials and start work.

## A village gets clean water!

Clean water means better health and less disease.



## The project is reviewed.

The partner organisation and the NGO check that the money was spent as planned, and that the project is a success.

## In the texts

**1** *Water and Your Home* and *Water for Everyone?* contain explanations, which tell how or why things happen.

**a** Circle the explanations in each text. ☆ Done

**b** Complete these sentences in your own words.

The explanation in *Water and Your Home* tells us how

The explanation in *Water for Everyone?* tells us how

**2** Why does the author use dot points in *Water and Your Home*?

**3** An acronym is a word formed from the first letter or letters of a group of words.

Find out the meanings of these acronyms.

**a** AusAID:

**b** WHO:

**c** RAAF:

**d** UNMDG (Hint: see page 77):

**e** Which acronym above is not pronounced as a word?

**4** *How money turns into water* is an explanation shown as a flow chart.

**a** Write a new title for the explanation that also begins with *How*.

**b** What do the arrows mean?

**c** What difference does it make to have photos with the text?

**5 a** What is the purpose of a caption?

**b** Write your own caption for the photo of students pumping water on page 77.



## Read and learn

**1** The bold words in *Water and Your Home* and *Water for Everyone?* belong in a glossary.

Write your own definitions for the words.

**a** mains:

**b** boreholes:

**c** Developing World:

**d** sanitation:

**2** List other words from pages 76 and 77 that you think should be included in a glossary.

**3** *Spring* is a homonym. Write four meanings for it.

1

2

3

4

**4** Read *Water and Your Home*.

**a** Write numbers to complete these sentences.

Every year, a person in an industrialised country uses about \_\_\_\_\_ litres of water. That's enough to fill about eight swimming pools! During the same period, about \_\_\_\_\_ people in the Developing World die from drinking polluted water.

**b** Why do you think people wash cars using garden hoses?

**c** Why would watering the garden at cool times of the day save water?

**5** In *Water for Everyone?*, what do you think *water is a luxury* means?

**6** Circle the three most important reasons to have clean water.

beautiful views

staying cool

cooking

health

water sports

growing food

making ice

swimming lessons

fish farming







**7** Write captions for these photos about how drinking water can become polluted.



**8** Write three sentences which explain why polluted water is bad for human health.

**9** Why do you think the last step in the flow chart is included? What would happen if an NGO skipped this step?

**10** Choose an NGO that works in Africa. Research and explain what it does.



## Your turn

**I** Use *Water and Your Home* on page 76 to explain how clean, fresh water gets to your home.

- a** Draw a flow chart.
- b** Write an introduction that tells what is being explained.
- c** Write one or two sentences for each step of the explanation.

### How Water Reaches Our Homes

**An explanation** tells how and why things happen. It explains actions and processes. It has:

- a title that often includes *How* or *Why*
- a statement introducing the action or process
- sequenced paragraphs in present tense
- conclusion
- labelled diagrams and flow charts.

A large empty rectangular box with a purple border, intended for drawing or writing the first step of the water supply process.

**1** dam

A large empty rectangular box with a purple border, intended for drawing or writing the second step of the water supply process.

**2** filtration plant

A large empty rectangular box with a purple border, intended for drawing or writing the third step of the water supply process.

**3** storage tank

A large empty rectangular box with a purple border, intended for drawing or writing the fourth step of the water supply process.

**4** underground mains

A large empty rectangular box with a purple border, intended for drawing or writing the fifth step of the water supply process.

**5** tap



A rectangular box with a red border and two horizontal dashed lines inside, intended for writing a conclusion or additional notes.

# Sentences

- 1 Nearly every sentence contains a subject and a verb.** Add verbs to these subjects to build sentences. Add singular verbs to singular nouns, and plural verbs to plural nouns. End each sentence with a full stop, question mark or exclamation mark.

My dog **slept**.

- a** Those trees
- b** The large organisation
- c** His pet goat
- d** Four old men

- 2 Add an adverb to each sentence to add meaning to the verb.**

My dog **slept soundly**.

- a** Those trees
- b** The large organisation
- c** His pet goat
- d** Four old men

- 3 A phrase is a short group of words with a preposition but without a verb, eg *across the lake*.** It can act like an adverb or adjective.

Add words to build phrases in these sentences. Remember: no verbs!

- a** Friends gathered *at the*
- b** They respected the man *from*
- c** *After* \_\_\_\_\_, they all left to go home.
- d** A reporter interviewed people *at*
- e** A report was published next day *in*

- 4 Add adverbial phrases to these sentences to tell *how, when, where* or *how much*.**

- a** Villagers cheered when their water supply arrived (*say how*)
- b** New pumps were built (*say where*) \_\_\_\_\_, so everyone had water.
- c** (*Say how long*) \_\_\_\_\_, the village had been without fresh water.



**d** Fresh water saved the village (say where) \_\_\_\_\_  
from disaster.

**e** (Say when) \_\_\_\_\_, the children would  
have to carry water home.

**5** Write adjectival phrases to add detail to the subjects of these sentences, eg *The boy with a sweet smile was planning to be very naughty.* *With a sweet smile* describes the boy.

**a** The village children \_\_\_\_\_ squealed and  
clapped their hands.

**b** Water \_\_\_\_\_ flowed down their chins.

**c** Mothers and fathers \_\_\_\_\_ laughed loudly.

**d** \_\_\_\_\_, the sun rose over the village.

**6** Sentences must have a consistent tense. For example, a sentence that starts in the past tense must use the past tense all the way through. Underline the mistakes in these sentences.

Last week, the NGO took its teams into Sudan and give help to farmers. To help the NGO, we will donate money from our charity fund and counted it. It isn't as much as we think, so we needed to donate more.

**7** Write adjectival clauses to describe the people in the sentences.

Remember: a clause has a verb.

**a** Jason, \_\_\_\_\_,  
fell head first into the mud.

**b** We searched everywhere for Harry \_\_\_\_\_.

**c** The pup \_\_\_\_\_ was missed by his owner.

**d** Down the road rolled the truck \_\_\_\_\_.

**e** Quick thinking by the driver \_\_\_\_\_  
stopped the runaway truck.

**f** The committee, \_\_\_\_\_,  
decided to support the projects immediately.



# My stuff

Interesting things I've read, seen or done lately.

18

September

Books read

**poetry**

**COOL GAMES**

**photos**

**UNIT 7: WHICH IS BEST?**



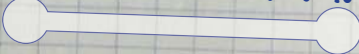
The best part was

The hardest part was

The easiest part was

Most interesting fact

1 2 3 4 5 6 7 8 9 10



**Unit 8: It's only water ...**



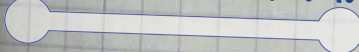
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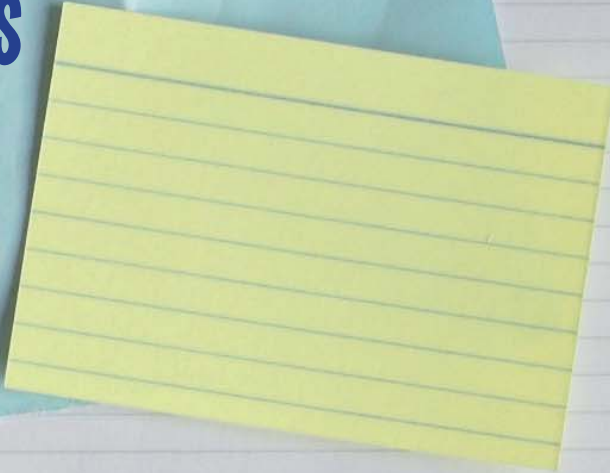


19

**DRAWINGS**

*Diary*

**PLAYS**



Cut and stick pictures from magazines or newspapers.



**great websites**



# Assessment: Units 7 and 8

Print your name here:

(First name)

(Family name)


This is a test to see how well you understand what you have read, and to see what you know about using language, spelling and punctuation. It is also a writing test.

## Instructions

Read each question carefully. Some questions will ask you to read a text from another page in this book before answering.

Use a pencil. **DO NOT** use a pen. If you make a mistake, rub it out and try again.

There are three different ways to show your answer:

- Shade the bubble next to the correct answer. 
- Write a word in a box.
- Write a number in a box.

## Start of test

Read the text on page 68, and answer questions 1 to 5.

### 1 The topic sentence of a paragraph

- ends the paragraph.
- is the best sentence in the paragraph.
- is the first sentence in the paragraph.
- introduces the topic of the paragraph.

### 2 Which sentence is correct?

- Guitars have been made in Spain since the 1400s.
- The first guitars had steel strings.
- Guitars were first made in Spain in the 1400s.
- The first guitars didn't have enough strings.

### 3 How many strings did the first Spanish guitars have?

Write a number in the box.

### 4 Electric guitars used amplifiers

- so fewer strings were needed.
- to make music louder.
- in the early nineteenth century.
- when they got single strings.

### 5 The body of an electric guitar has

- a fretboard, volume knob and pick-ups.
- a tremolo bar, machine heads and pick-ups.
- pick-ups, a tone knob and bridge.
- a tremolo bar, fretboard and bridge.

Read the texts on page 69, and answer questions 6 to 8.

### 6 The advertisements are from people wanting new friends.

- True
- False



**7 Hawk Guitars has an enviable reputation because**

- it envies its competitors.
- it copies its competitors.
- it has only two guitar models.
- it makes great guitars.

**8 You would take your amplifier to the guitar store to**

- swap it for a guitar.
- compare guitars using the same amplifier.
- compare amplifiers using different guitars.
- find out who has the best price.

**Read *Water and Your Home* on page 76, and answer questions 9 to 11.**

**9 The question in the first paragraph**

- is homework for readers.
- makes readers answer it.
- shows that the author is confused.
- makes readers think about the topic.

**10 The question in the last paragraph**

- confuses readers.
- makes readers think about the topic.
- is homework for readers.
- is for teachers to set in an exam.

**11 *We cannot drink less water* means**

- it is not possible to drink less water than we do.
- it is not possible to tell people to drink less water.
- it is a bad idea to drink less water.
- drinking less water is good for gardens.

**Read *Water for Everyone?* on page 77, and answer questions 12 to 15.**

**12 In what kind of countries is water a luxury?**

- in old countries
- in countries of more than one billion people
- in poor countries
- in countries with poor water supplies

**13 Some children miss school because they must collect water.**

- True
- False

**14 The most important reason to have running water is to have**

- flushing toilets.
- swimming pools.
- showers.
- sinks.

**15 If governments make water and sanitation a funding priority**

- there would be cleaner people by 2015.
- no-one would die of disease.
- many more people would get safe drinking water.
- there would be fewer droughts.

**Read the flow chart at the bottom of pages 76 and 77, and answer questions 16 to 19.**

**16 The flow chart helps to show**

- everyone's ideas in a meeting.
- how water flows in a village.
- the order of actions or events.
- which group of people is most important.

## Assessment: Units 7 and 8

**17 An NGO is**

- an Australian Government organisation.
- a non-governing organisation.
- a new government organisation.
- a non-government organisation.

**18 Which agency may give extra funds?**

- NGO
- AusAID
- a partner organisation
- local villagers

**19 The project is reviewed means**

- the project is talked about and actions are checked.
- the project failed.
- the money was well spent.
- the project was a success.

Read the following sentence, and answer questions 20 to 22.

*Water pipes can be connected directly to wells or boreholes which provide water to houses that are not connected to the water mains.*

**20 The sentence is made up of three clauses.**

- True
- False

**21 Water pipes can be connected directly to wells or boreholes is**

- a topic sentence.
- a phrase.
- an adjectival clause.
- an independent clause.

**22 Which statement has the same meaning as the sentence?**

- Water mains do not reach every house, but wells or boreholes can supply water.
- Houses can choose to get water from the mains, or from wells or boreholes.
- Water from wells or boreholes flows to houses through the mains.

**23 Which sentence is correctly written?**

- An important resource is the most water for developing countries.
- Water is our most important resource for helping countries.
- The most water is a resource most important for developing countries.
- Developing countries need the most important water resources.

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

**24 In industrialised countrees, clean water is easy to find.**

**25 He used 1 000 liters of water every day.**

