Mixed ability worksheets

Students’ abilities, learning styles, motivation, performance and behaviour can vary greatly. These differences may be rooted in individual, family, social or cultural issues. With the aim of ensuring an understanding and enriching educational experience for all students, our project provides support resources which enable teachers to adapt their teaching to the specific learning needs of their class.

In the pages that follow, you will find these resources for each unit:

• Revision activities (RA)
• Extension activities (EA)
• Answers to all activities
1 Match these characteristics of human beings with the advantages they give us.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking upright</td>
<td>We can handle a lot of objects.</td>
</tr>
<tr>
<td>Large brain</td>
<td>We can see far when we’re walking.</td>
</tr>
<tr>
<td>Very agile hands</td>
<td>We can talk, think, imagine and learn.</td>
</tr>
</tbody>
</table>

2 Tick the correct sentence.
   a) The difference between boys’ and girls’ bodies lies in their hair.  
   b) The main difference between boys’ and girls’ bodies lies in their genitals.

3 Explain the similarities and differences between the living things in the picture.

**Similarities:**

**Differences:**
4 Match the organs and systems with what they do and the function in which they participate.

<table>
<thead>
<tr>
<th>Organs and systems</th>
<th>What do they do?</th>
<th>Which function do they participate in?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense organs</td>
<td>Notice surroundings.</td>
<td>Taking in and expelling substances. THE</td>
</tr>
<tr>
<td>Digestive system</td>
<td>Bring oxygen inside the body and expel carbon dioxide.</td>
<td>NUTRITION FUNCTION.</td>
</tr>
<tr>
<td>Locomotor system</td>
<td>Distribute and pick up substances throughout the body.</td>
<td>Perceiving surroundings and reacting to them. THE</td>
</tr>
<tr>
<td>Respiratory system</td>
<td>Produce offspring.</td>
<td>INTERACTION FUNCTION.</td>
</tr>
<tr>
<td>Brain</td>
<td>Make decisions, think, send orders, etc.</td>
<td>Reproducing. THE</td>
</tr>
<tr>
<td>Circulatory system</td>
<td>Move.</td>
<td>REPRODUCTION FUNCTION.</td>
</tr>
<tr>
<td>Reproductive system</td>
<td>Extract nutrients from food.</td>
<td></td>
</tr>
</tbody>
</table>

5 Label these systems.

6 What can you do to take care of your body?
7 a) Fill in the blanks.

Gestation

b) Write the sentences formed by following the different branches of the outline.

1. People carry out vital functions. The nutrition function is carried out with ........................................................., the interaction function with ........................................................., and the reproduction function with .........................................................

2. People go through many stages in their lives, including .........................................................
1. Describe a situation in which you show respect for someone who is different from you.

2. What is the nervous system? What does it do?

3. Do some research and write a text explaining the correct way to sit.

4. This table shows how a person’s height has changed over the years. Use the information to make a graph.

<table>
<thead>
<tr>
<th>Age</th>
<th>Height</th>
</tr>
</thead>
<tbody>
<tr>
<td>At birth (age 0)</td>
<td>45 cm</td>
</tr>
<tr>
<td>At age 4</td>
<td>100 cm</td>
</tr>
<tr>
<td>At age 8</td>
<td>130 cm</td>
</tr>
</tbody>
</table>
1. Answer these questions on the interaction function in humans.
   - Which organs perceive light?

2. Where are orders formed? How do they reach the muscles to make them move?

3. Complete this table showing the senses, the sense organs and the nerves that transmit information to the brain.

<table>
<thead>
<tr>
<th>Senses</th>
<th>Sense organs</th>
<th>Sense nerves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td></td>
<td>Auditory nerves</td>
</tr>
<tr>
<td>Sight</td>
<td>Eyes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Taste buds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skin receptors</td>
<td></td>
</tr>
<tr>
<td>Smell</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4 Where do the signals formed in the retina go?

5 Show where the pupil, pituitary gland, eardrum, gustatory nerve, cochlea, taste buds, olfactory nerve, chain of ossicles, retina and iris are in the pictures.

6 Which of the sense organs is not shown in the pictures? Say what it is called, what sense it is involved in and the feeling it produces.
7 Colour and label the pictures according to the directions.

   a) Colour the femur blue, the tibia red, the humerus yellow, the sternum green and the vertebral column purple.
   
   b) Circle the pectoral muscles in blue, the abdominal muscles in green, the quadriceps in red and the biceps in black.

8 Which is the system made up of the skeleton and the musculature?
9 Complete the activities related to the outline.

a) Fill in the blanks.

b) Write the sentence from the outline about the sense of sight.

---

THE SENSES

Sight
- whose organs are
- The nerve endings in the skin which send signals through the nerve to the

Hearing and balance
- whose organs are
- The nerve endings in the skin which send signals through the nerve

Smell
- whose organs are
- The nerve endings in the skin which send signals through the nerve
10 Complete the activities related to the outline.
   a) Fill in the blanks.

   IN HUMANS, THE LOCOMOTOR SYSTEM

   is made up of

   The skeleton
   whose job is to
   • ........................................................
   • ........................................................

   The musculature
   which is made up of
   • ........................................................

   b) Write the sentences formed by these branches of the outline.

   1. In humans, the locomotor system is made up of the ...........................................................
      ........................................................... and the ...........................................................

   2. The skeleton, whose job is to ...........................................................
      ...........................................................

   3. The musculature, which is for ...........................................................
      ...........................................................
1. There are some movements we carry out involuntarily. Classify these movements as voluntary or involuntary: chewing, movements of the heart, swimming, intestinal movements, yawning, running.

<table>
<thead>
<tr>
<th>Voluntary</th>
<th>Involuntary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How can doing these things affect your sight and hearing?

<table>
<thead>
<tr>
<th>Actions</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking directly at the Sun.</td>
<td></td>
</tr>
<tr>
<td>Being in very noisy places.</td>
<td></td>
</tr>
<tr>
<td>Using things to clean your ears.</td>
<td></td>
</tr>
<tr>
<td>Working on something with very little light.</td>
<td></td>
</tr>
<tr>
<td>Sitting too close to the television set.</td>
<td></td>
</tr>
<tr>
<td>Not going for periodic ear and eye check-ups.</td>
<td></td>
</tr>
</tbody>
</table>

3. What are some inventions that help make life and communication easier for blind and deaf people?
1. Complete the sentence by writing these words in the blank spaces.

<table>
<thead>
<tr>
<th>sense organs</th>
<th>living things</th>
<th>feed on</th>
<th>move from one place to another</th>
</tr>
</thead>
</table>

Animals other have, and can .

2. Complete this table.

<table>
<thead>
<tr>
<th>Aquatic environments</th>
<th>Three animals that live there</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trout, salmon, carp</td>
</tr>
<tr>
<td></td>
<td>Seas and oceans</td>
</tr>
</tbody>
</table>

3. These sentences are incorrect. Think about why and change them to make them correct.

a) All animals eat plants and animals.

    All animals eat living things.

b) Animals can be either carnivores or herbivores.

    Animals can be either carnivores or herbivores.

4. What do we mean when we say an animal is oviparous? Give two examples of oviparous animals.

   When an animal is oviparous, it lays its eggs and leaves them to hatch on their own.

   Examples of oviparous animals include: chicken, turtle.
5 Give two examples of invertebrate animals with each of the characteristics listed here.
   a) A body protected by two shells.

   b) A body with a number of jointed legs protected by a shell.

   c) A body with six jointed legs and wings.

6 Classify these invertebrates in the table.

<table>
<thead>
<tr>
<th>Echinoderms</th>
<th>Worms</th>
<th>Molluscs</th>
<th>Arthropods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Guess which groups of animals have these characteristics.
   a) They are covered in scales. They live on land. Give two examples.

b) They are covered in feathers. Give two examples.

c) They have thin, furless skin. They live partly on land and partly in the water. Give two examples.

8. Complete the table.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Characteristics</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reptiles</td>
<td>Bodies covered in scales. They have fins which they use to swim. Almost all of these animals are oviparous.</td>
<td>Frogs, toads, newts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>They have two wings and two legs. Their bodies are covered in feathers. They are oviparous. They breathe through lungs.</td>
<td>Gorillas, chimpanzees, human beings</td>
</tr>
</tbody>
</table>

9. Explain what the expression “endangered animals” means.
a) Fill in the blanks.

ANIMALS

can be classified

according to what they eat

as

• ........................................
• ........................................
• ........................................

according to how they reproduce

as

• ........................................
• ........................................
• ........................................

depending on whether or not they have a skeleton with a vertebral column

as

Invertebrates

such as

• ........................................
• ........................................
• ........................................
• ........................................

Vertebrates

which include

• Fish
• Amphibians
• Reptiles
• Birds
• Mammals

b) Write the sentences formed by following the branches of the outline.

1. Animals can be classified according to ..........................................................,
   according to .......................................................... and depending on ..................
   ............................................................................................................................

2. Animals can be classified according to what they eat as ..............................
   ............................................................................................................................
   and according to how they reproduce as ..........................................................
   ............................................................................................................................

3. Animals can be classified, depending on whether or not they have a skeleton
   with a vertebral column, as ....................................., such as ..........................
   ............................................................................................................................
   and .......................................................... such as ........................................
   ............................................................................................................................
1 Describe two significant differences between these two animals.

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

2 Look up these words.

<table>
<thead>
<tr>
<th>Words</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bivalves</td>
<td></td>
</tr>
<tr>
<td>Cephalopods</td>
<td></td>
</tr>
<tr>
<td>Gastropods</td>
<td></td>
</tr>
</tbody>
</table>

3 Give some examples of animals that belong to the groups in the previous activity.

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

4 Match each of the sentences with one of the mammals.
   a) This animal is a marsupial, which means that while the young develop, they stay in a pouch attached to their mother’s belly.  

   b) This animal gets from one place to another by flying.  

   c) This animal has breathing holes on top of its head.

   A   B   C
5 Read the text and do the activities.

Many people have pets at home (dogs, cats, birds, turtles, etc.). There is a Declaration of Animal Rights. One of the articles says the following: “Article 6: All animals chosen by humans as companions have the right to a life corresponding to their natural longevity. To abandon an animal is a cruel and degrading action”.

a) Underline the words you don’t understand and look them up.

b) What is the main idea of the text?


c) Are pets domestic animals? Explain your answer.

6 Write a story where the main characters are animals that live in a particular habitat. One day, they find an animal from a totally different habitat and they have to help it find its way back home.

7 With your classmates, discuss how you think keeping the environment clean can help endangered animals.
1. What is a region’s vegetation?

2. Label the parts of the plant and write what they do.

Part of plant: ..................................................
What it does: ..................................................

Part of plant: ..................................................
What it does: ..................................................

Part of plant: ..................................................
What it does: ..................................................
3 Answer these questions about flowers.
   a) Where is pollen made? .................................................................
   b) What is the name of the small leaves that make up the calyx? ..............
   c) What is the name of the small leaves that make up the corolla? ..............
   d) Where are the ovules made? ............................................................

4 Write sentences about plants using these words.
   a) Water, minerals, photosynthesis, sunlight, carbon dioxide, food, air, produce, leaves, soil.
      ........................................................................................................
      ........................................................................................................
      ........................................................................................................

   b) Plant, fruit, reproduces, seeds, pistil, becomes, inside.
      ........................................................................................................
      ........................................................................................................

5 Classify these plants according to stem type and say what people use them for.

<table>
<thead>
<tr>
<th>Plant</th>
<th>Stem type</th>
<th>We use them for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pine trees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Onions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geraniums</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6 Complete the activities related to the outline.

a) Fill in the blanks.

- PLANTS
  - differ from animals in that
  - A root
  - which is the part of the plant that
  - Leaves
  - which is the part of the plant that
  - Flowers
  - which are the parts of the plant that
  - can be classified according to stem type as
  - many of them have
  - holds it up and transports substances

b) Write two sentences, one about the differences between plants and animals and another about the different parts of plants.

1. ............................................................................................................................
............................................................................................................................

2. Plants have a root, which is the part of the plant that .........................................
............................................................................................................................; they have ............................................................
............................................................................................................................; they have leaves,
............................................................................................................................; many of them have flowers, which are ..............................................................
1 Some plants lose their leaves in autumn and winter. They are called deciduous plants. Other plants keep most of their leaves throughout the seasons. They are called perennial plants.

a) Name two deciduous plants. One example is the oak tree.

b) Do plants like oak trees carry out photosynthesis in winter?

c) Name two perennial plants. One example is the pine tree.

2 Do some research and answer these questions.

a) What parts of these plants do we eat?

Walnut tree: Cauliflower: Chard: 

Bean plants: Carrots: Tomato plants: 

b) What products do we get from these plants? Pine trees, saffron, beets and cotton plants.
1. Complete these sentences about the universe.
   a) The galaxies are formed by millions of …………………………………….
   b) The Sun is found in the ………………………………… known as the ………………… Way.
   c) The Sun is a ………………………… ; it gives off light and …………………………….

2. Write the names of the planets, starting with the closest one to the Sun and finishing with the one farthest away.

   ………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………

3. Name the planets which are closest to the Earth.

   ………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………

4. a) Study the illustration. Label the atmosphere and the hydrosphere and write what they are made up of.

   ![Illustration](image.png)

   The atmosphere is made up of

   ………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………

   The hydrosphere is made up of

   ………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………

   b) What is the Earth’s crust?

   ………………………………………………………………………………………………………………………
5 a) Write the names of the celestial bodies shown in the illustration and the type of movement indicated.

The celestial bodies are ........................................................................................................

b) Explain why we have night and day on Earth.

........................................................................................................................................

6 Write and draw what is missing.

Waxing crescent

........................................................................................................................................

Waning crescent

........................................................................................................................................
7 How long does it take for each of these movements to occur?
   a) One complete revolution of the Moon around the Earth: ______________________
   b) One complete revolution of the Earth on its axis: ____________________________
   c) One complete revolution of the Earth around the Sun: ________________________

8 Complete this table showing the seasons.

<table>
<thead>
<tr>
<th>Season</th>
<th>Begins</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>21st March</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>22nd or 23rd September</td>
<td>The days begin to get shorter and the nights get longer. Each day gets colder and colder.</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9 a) Write the names of the cardinal points.

b) Where does the Sun set?

c) If you are facing the Sun at the moment it rises, which cardinal point is directly behind you? Which one is on your left?

10 Answer these questions about the calendar.
   a) During which months is it summer? ________________________________________

b) How many days are there in a week? ________________________________________

c) How many days can there be in a month? ____________________________________
11 Fill in the blanks.

THE EARTH

- has
- carries out these movements
- is made up of four layers

A satellite
- which is
- which we see in the sky in different

Phases
- which are

- Spins on its axis
- Revolves around the Sun

Atmosphere

Geosphere:
- Mantle

Biosphere

- The passing of
- The passing of

12 Make an outline containing these words: Earth, movements, takes, carries out, orbits, 365 days and 6 hours, rotation, 24 hours, two.
1 Read this text. Then complete the activities.

In the universe, in addition to stars, planets and satellites, there are other small bodies, which are called asteroids and comets. Asteroids are pieces of rock. Large numbers of asteroids make up what are known as asteroid belts which revolve around stars. Their size varies from only a few metres to several kilometres. The ones that collide with the Earth are called meteorites.

Comets are made up of rocks, ice and other substances. When they pass close to the star they are revolving around, the ice heats up and the comet forms a tail.

a) Based on what you have just read, which of these pictures do you think is a comet and which is an asteroid? Explain your answer.

- A
- B
b) Look at the illustration. The Solar System’s asteroid belt is located between two planets. What are their names?

2 Work out how many Full Moons there are in the time it takes the Earth to orbit once around the Sun.

3 Do some research and write in which months of the year:
   a) Bears hibernate .................................................................
   b) Some trees lose their leaves ...............................................  
   c) Flowers and leaves bloom ...................................................
   d) The snow and ice on the mountains thaw ............................

www.tercerodecarlos.blogspot.com
1. Complete these sentences.

   a) The atmosphere is the outermost ........................................ of the ....................................................

      The atmosphere is mainly made up of ............................................................

      and small particles.

   b) The air is a mixture of ...................................... : nitrogen, ..............................................,

      carbon dioxide, water .............................................. , etc.

2. Complete these activities on the atmosphere.

   a) Do a drawing showing three atmospheric phenomena: clouds, one kind of precipitation and wind.

   b) What different kinds of precipitation can you name?

   ........................................................................................................................................

   ........................................................................................................................................

   c) In addition to clouds, precipitation and wind, what other atmospheric phenomena can you name?

   ........................................................................................................................................

   ........................................................................................................................................
3 Complete these activities on the hydrosphere.

a) Which are the bodies of salt water found on the Earth’s surface?

b) What are the bodies of water found on the continents called?

c) Write what kind of water the following bodies contain.
   - Wells:
   - Springs:
   - Aquifers:

d) Complete these sentences using words from your answers to the previous questions.

is formed when rainwater filters through cracks in the ground and accumulates underground in deposits called . Sometimes, it flows to the surface through or we extract it through .

4 Fill in the blanks with the missing information on the water cycle.

<table>
<thead>
<tr>
<th>Processes</th>
<th>They consist of...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The water in the seas and oceans, heated by the Sun, changes into vapour and passes into the atmosphere.</td>
</tr>
<tr>
<td>Formation of clouds</td>
<td>The droplets of water in the clouds come together and fall to the ground.</td>
</tr>
<tr>
<td>Water moves across the Earth’s crust.</td>
<td></td>
</tr>
</tbody>
</table>

www.tercerodecarlos.blogspot.com
5 Study the photograph and answer these questions.

a) What state is water in when it is in a swimming pool?

b) Use the words reservoir, water treatment works and pipes to explain how the water got to the swimming pool.

c) Name one difference between the water in a swimming pool and the water that we use to shower.

d) What are water sports? Name three of them.

6 Explain what water treatment works do and what would happen if they did not exist.
7 Complete the activities related to the outline.
   a) Fill in the blanks.

   **THE HYDROSPHERE**
   
   is made up of
   
   which is present as
   
   Surface water
   such as
   
   Fresh water
   which can be
   
   which before using
   must be
   
   and after using
   must be
   
   Purified

   *THE HYDROSPHERE*

   b) Make an outline using these words: *clouds, precipitation, atmospheric phenomena, wind, which can be in the form of, hail, rain or snow.*
1 Explain the differences between the parts of the atmosphere.

2 Do some research to find out where most of the planet’s fresh water is found and what would happen if there were a large increase in the temperature of the atmosphere.

3 Write the definitions of these words. For each word, say which type of meteorological phenomenon it is. Use a dictionary if you need to.

- Blizzard:
- Fog:
- Frost:
- Dew:
- Breeze:
Near certain coastal cities, some special buildings called desalination plants have been built. Consult the presentation of the same name and explain what these installations are and why they were built.

In order to reduce their water consumption, some people place a sealed bottle full of water or sand in the toilet cistern.

a) Explain how this method reduces a household’s water consumption.

b) Say the bottle contains one litre of water and the cistern is emptied twelve times a day. How many litres of water less are consumed per week?
UNIT 7
Science

Name and surname: ..........................................................................................................................................
Class: ................................................................................................................................. Date: .................................................................................................................................

1 Complete these sentences about landscapes.

a) A landscape is any ........................................................ of the .................................................................
surface which we can see from a particular ..........................................................

b) All landscapes are made up of four ...............................................................: ...............................................................,
water, living things and ............................................................... elements.

2 Draw a mountain and label the mountainsides and the peak.

3 Fill in the blanks with the missing information about the forms of relief found in inland landscapes.

<table>
<thead>
<tr>
<th>Forms</th>
<th>They are...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stretch of flat land.</td>
</tr>
<tr>
<td>Rivers</td>
<td>Low pieces of land between mountains with rivers flowing through the lowest part.</td>
</tr>
<tr>
<td>Plateau</td>
<td>Groups of mountains in a line.</td>
</tr>
<tr>
<td>Gully</td>
<td></td>
</tr>
</tbody>
</table>
4 Fill in the blanks with the missing information about the forms of relief found in coastal landscapes.

<table>
<thead>
<tr>
<th>Forms</th>
<th>They are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cliffs</td>
<td>Pieces of land that extend into the sea.</td>
</tr>
<tr>
<td>Island</td>
<td>Where the sea flows into a large cut-out in the land.</td>
</tr>
<tr>
<td>Isthmus</td>
<td>Piece of land surrounded almost completely by water.</td>
</tr>
</tbody>
</table>

5 Label the forms of relief, bodies of water, main areas of vegetation and human elements shown in the illustration.
6 Fill in the blanks.

**THE EARTH’S LANDSCAPES**

- **Elements**
  - which are
  - **Water**
  - **Vegetation**
  - **The relief**

- there are many types of landscapes...

- **Coastal**
  - Mountainous

- In my region
  - the types of landscapes are
  - The different forms of relief are

- which, if it is inland, is home to different landforms such as
- which, if it is coastal, is home to different landforms such as

**Elements**

**Vegetation**

**The relief**

**Water**
Think about how a natural landscape would change if lots of human beings were to go and live there.

a) How would these elements change?
   - The relief: .................................................................
   - The water: .................................................................
   - The living things: ......................................................

b) Use a drawing to summarise how the landscape would look after those changes.

The landscapes in high mountainous areas have little vegetation and there aren’t many animals. Try to explain why.

Look at the photograph.

a) Where do you think this photograph was taken from?

b) Write a G where you see a gulf and a C where you see a cape.

c) Label the islands with an I.
1. Study the illustration and answer the questions.

   ![Illustration]

   a) What does it show?

   b) Measure the length of the bed and explain why it does not coincide with what the illustration says.

2. Fill in the blanks.

<table>
<thead>
<tr>
<th>Types of maps</th>
<th>Information they contain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relief and bodies of water.</td>
<td></td>
</tr>
<tr>
<td>Political</td>
<td></td>
</tr>
<tr>
<td>Thematic</td>
<td></td>
</tr>
</tbody>
</table>
3 Study the map and complete the activities.

a) What type of map is this?

b) Label these oceans: Arctic, Antarctic, Atlantic, Pacific and Indian.

c) Label these continents: Asia, Europe, Africa, America, Oceania and Antarctica.

d) Which continents are entirely in the northern hemisphere?


e) Are any of the oceans found entirely within the northern hemisphere? Which one?
4 Complete the activities related to the outline.
   a) Fill in the blanks.

   b) Make an outline similar to the one above to explain what a map is and what types there are.
1. Study the illustration and answer the questions.

   a) Between which streets is Old Park found?

   

   b) Towards which compass point is the library found?

   

2. Draw the plan of a room with the following characteristics.

   a) It is rectangular.

   b) In the middle, there is a table with six chairs.

   c) There are two windows facing east.

   d) It has two doors leading to the outside.
1 In your family, who does each of these chores?

<table>
<thead>
<tr>
<th>Chore</th>
<th>Done by...</th>
<th>Chore</th>
<th>Done by...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making your bed.</td>
<td></td>
<td>Tidying up your toys.</td>
<td></td>
</tr>
<tr>
<td>Putting your clothes in the laundry basket.</td>
<td></td>
<td>Ironing your clothes.</td>
<td></td>
</tr>
<tr>
<td>Preparing the meals which you eat at home.</td>
<td></td>
<td>Laying the table for dinner.</td>
<td></td>
</tr>
<tr>
<td>Clearing the table after dinner.</td>
<td></td>
<td>Taking the dirty plates to where they will</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>be washed up.</td>
<td></td>
</tr>
<tr>
<td>Doing the shopping.</td>
<td></td>
<td>Sweeping and mopping the floors at home.</td>
<td></td>
</tr>
<tr>
<td>Telling you stories.</td>
<td></td>
<td>Helping you with your homework.</td>
<td></td>
</tr>
</tbody>
</table>

2 Organise these elements of a locality according to whether they are visible or hidden. Some of them are both visible and hidden.

- Roads, pipes, wires, pavement, bench, street lamp, post box, sewer, rubbish bin, recycling bin, fountain.

- **Visible elements:**

- **Hidden elements:**

3 Complete these sentences.

A ...................... is a small locality. A ...................... is a large locality.

A ...................... is one of the parts of a big ...................... or .......................
4 Complete this text.
The council is made up of the ......................... or mayoress and the ......................... who have been chosen by the .......................... There are also other people who work for the council. They are responsible for the administration, safety and maintenance of the .......................... The ......................... is in charge of organising the municipal ..........................

5 Match the items in the two columns.

   a) Health services.  
   b) Safety services.  
   c) Emergency services.  
   d) Education services.  

   1) Police.  
   2) Fire brigade.  
   3) Doctors.  
   4) Teachers.

6 Explain why it is very important to respect these rules for citizens.

<table>
<thead>
<tr>
<th>Rules</th>
<th>This is important because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look left and right before crossing the road, even if there is a pedestrian crossing.</td>
<td></td>
</tr>
<tr>
<td>Avoid making a lot of noise when you are outside.</td>
<td></td>
</tr>
<tr>
<td>Fasten your seat belt when you travel by car.</td>
<td></td>
</tr>
</tbody>
</table>
7 Complete the activities related to the outline.
   a) Fill in the blanks.

   WE LIVE IN A COMMUNITY

   - Family
     - harmonious co-existence is based on
     - respect and collaboration among all the members
     - I can participate
     - in which

   - ... ...
   - ... ...
   - ... ...

   - Friends
     - harmonious co-existence is based on
     - respect, tolerance, collaboration and being helpful
     - I cannot participate yet
     - with which you share
     - is made up of
     - and is where

   - ... ...
   - ... ...
   - ... ...

   - Students, teaching staff and
     - we study and ...
     - co-operate and collaborate
     - we get to know our fellow students
     - we participate in activities and tasks

   - ... ...
   - ... ...
   - ... ...

   b) Write two sentences related to family.
   • Sentence 1
   • Sentence 2
1 Read this text. Then, think back and describe.

A responsible person is someone who is aware of the consequences of their actions. A responsible person lets others know that it was them that did something. They own up to what they’ve done, whether they did the right thing, made a mistake or did something bad.

a) A time when you behaved responsibly.

b) A time when you did not behave responsibly.

c) Now explain how you felt each of the times you have just described.

2 Localities have areas called car parks, where there are some signs painted directly on the ground and some upright signs. Study the illustration and answer the questions.

a) What is a car park?

b) Do some research on the meaning of the sign which appears on the ground of the car park in the photograph.
1 Complete the table showing the different types of livestock farming, the animals that are reared and the products that are obtained.

<table>
<thead>
<tr>
<th>Type of livestock farming</th>
<th>Animals reared</th>
<th>Products obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pig</td>
<td></td>
<td>Meat and leather</td>
</tr>
<tr>
<td>Cow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poultry farming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheep farming</td>
<td></td>
<td>Meat, milk and leather</td>
</tr>
</tbody>
</table>

2 Match each natural product with the processed product we get from it.

a) Wheat 1) Building block for a wall
b) Tomatoes 2) Screw
c) Granite 3) Tomato sauce
d) Milk 4) Flour
e) Iron 5) Yoghurt
f) Meat 6) Sausage

3 Complete this table of traditional craft workers, the natural products they use, the processed products they obtain and the names of their workplaces.

<table>
<thead>
<tr>
<th>Craft worker</th>
<th>Natural products they use</th>
<th>Processed products they obtain</th>
<th>Where they work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker</td>
<td></td>
<td></td>
<td>Bakery</td>
</tr>
<tr>
<td>Carpenter</td>
<td>Wood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeweller</td>
<td></td>
<td>Jewellery</td>
<td></td>
</tr>
</tbody>
</table>
4 Make a sentence using the following words: *craft work, hands, simple tools* and *workshops*.

5 a) Which municipal services use these vehicles?

b) In which situation is each vehicle used?

c) Which municipal services remain on alert throughout the night?

6 Name facilities in your locality which allow people to communicate with other people in the locality and with other parts of the world.
7 Complete the activities related to the outline.

a) Fill in the blanks.

```
THE SERVICES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Look after our health</td>
<td>Bring us different activities related to literature, music, etc.</td>
<td>Move people or goods</td>
<td></td>
</tr>
<tr>
<td>are</td>
<td>are</td>
<td>are</td>
<td></td>
</tr>
</tbody>
</table>

are                           are                           are

Education services | Commerce |
```

b) Some types of services which you have studied in the unit are missing from this outline. Write their names and the services they provide.
1. Cheese is produced in every region of Spain. Do some research on the production process of this food and how it is sold. Read through these different stages and find out about them. Then write what you find in your notebook.

   a) Names of the animals that provide milk for making different types of cheese.

   b) What needs to be done to obtain the milk and take it to the place where the cheese is made.

   c) The place where it is made and the processes involved in producing matured cheese.

   d) The activities involved in putting the cheese on sale in shops.

2. Look up information in the dictionary or ask an adult and define these jobs.

   Tourist guide: .................................................................................................................................

   Simultaneous interpreter: .................................................................................................................

   Geologist: ........................................................................................................................................

   Beekeeper: .........................................................................................................................................

   Cabinet maker: .................................................................................................................................

www.tercerodecarlos.blogspot.com
1 Which machines do these different jobs? Which industries that obtain natural products use them? Fill in the blanks in the table.

<table>
<thead>
<tr>
<th>Job</th>
<th>Machine</th>
<th>Is used in...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tractor with plough</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milking</td>
<td></td>
<td>Livestock farming</td>
</tr>
<tr>
<td>Shears</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harvesting wheat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulling nets out of the sea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extracting minerals</td>
<td></td>
<td>Chainsaw</td>
</tr>
</tbody>
</table>

2 You probably have lots of tools and machines in your home. What are the ones in the table used for? If you do not know, ask a member of your family.

<table>
<thead>
<tr>
<th>Tool, utensil or machine</th>
<th>Is used for...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spatula</td>
<td></td>
</tr>
<tr>
<td>Drill</td>
<td></td>
</tr>
<tr>
<td>Hammer</td>
<td></td>
</tr>
<tr>
<td>Pincers</td>
<td></td>
</tr>
<tr>
<td>Pliers</td>
<td></td>
</tr>
<tr>
<td>Screwdriver</td>
<td></td>
</tr>
</tbody>
</table>
3 Name:
   a) Three machines used in long-distance communication.
   
   b) Three machines used in medicine.
   
   c) Two machines used for studying the universe.

4 Say what these simple machines are called and what they are used for.
5. Complete the activities related to the outline.
   a) Fill in the blanks.

   **MACHINES**

   - Simple
     - such as
       - The lever
       - The pulley
       - The wheel
   - Compound
     - such as
       - The bicycle
       - which consists of
   - Work
     - such as
   - Communicate with each other
     - and have fun

   b) Add some descriptions or drawings of the three simple machines to the outline.
1. Circle one of the words in the box to complete the sentence correctly.
   
   a) An engine is a simple compound machine made up of a lot of parts.
   
   b) In order to function an engine needs energy food to produce movement.
   
   c) The movement of an engine is transferred using gears screws.

2. Read this text. Then complete the activities.

   **THE LEVER**
   
   The lever is a simple tool which consists of a fulcrum point and a bar. It uses the force that is applied to one end of the bar to lift or move heavy objects at the other end. Scissors are an example of a lever.

   a) Label the fulcrum point in the illustration.
   
   b) Draw arrows pointing to the parts of the tool where force is applied.

   c) Do some research and name another object which is a lever.
UNIT 12
Science

Name and surname: ..........................................................................................................
Class: .........................................................................................................................
Date: ...........................................................................................................................

1 Try to calculate:
   a) How old you’ll be in two decades: ........................................................................
   b) How old your teacher was one decade ago: .........................................................
   c) How old you will be in the year 2050: ..................................................................
   d) The year in which people will be living two centuries from now: ......................

2 Complete this sentence.

........................................................................................................................................
are the people that study history. In order to study it, they use historical
........................................................................................................................................
graphic and ................................

3 Classify these historical sources: storytelling, book, letter, spearhead, mosaic, song, contract, painting, crockery, proverb, hieroglyph, tomb.

<table>
<thead>
<tr>
<th>Oral and audio</th>
<th>Written</th>
<th>Graphic</th>
<th>Material sources and archaeological remains</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4 What is family history? What sources would you use to learn about your family history?

5 Look at the illustration. Which historical era is shown? Write a short description of what life was like in that era.
6 Complete the activities related to the outline.
   a) Fill in the blanks.

   HISTORY
   is measured in

   which are
   Periods
   of ten years

   which are
   Periods
   of 100 years

   which are
   Millennia

b) Make an outline in which you explain what a historical era is and how many of them there are.
1. Do some research about rock art. Name some famous examples.

2. Certain discoveries and inventions have changed the way we live and the way we construct buildings. Some examples are fire, the wheel, the written word, etc. Ask members of your family for other examples of discoveries and inventions and write about one of them. Say who discovered or invented it and in what year, in which historical era it was discovered or invented, and how it came to change the world.

3. Look at the people in these illustrations. Which historical eras do they belong to? How do you know?
Answer key
UNIT 1

Science

Name and surname: .................................................. Date: ..................................................

1. Match these characteristics of human beings with the advantages they give us. 1-2; 2-3; 3-1.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking upright</td>
<td>We can handle a lot of objects.</td>
</tr>
<tr>
<td>Large brain</td>
<td>We can see when we’re walking.</td>
</tr>
<tr>
<td>Very agile hands</td>
<td>We can talk, think, imagine and learn.</td>
</tr>
</tbody>
</table>

2. Tick the correct sentence.
   a) The difference between boys’ and girls’ bodies lies in their hair.       ✓
   b) The main difference between boys’ and girls’ bodies lies in their genitals.

3. Explain the similarities and differences between the living things in the picture.
   **Similarities:**
   We are both animals, vertebrates... and mammals. ...
   **Differences:**
   We walk differently, our brains and limbs are different... (the human brain is more complex and humans have hands).

4. Match the organs and systems with what they do and the function in which they participate.

<table>
<thead>
<tr>
<th>Organs and systems</th>
<th>What do they do?</th>
<th>Which function do they participate in?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense organs</td>
<td>Notice surroundings.</td>
<td>Taking in and expelling substances. The nutrition function.</td>
</tr>
<tr>
<td>Digestive system</td>
<td>Bring oxygen inside the body and expel carbon dioxide.</td>
<td>Perceiving surroundings and reacting to them. The interaction function.</td>
</tr>
<tr>
<td>Locomotor system</td>
<td>Distribute and pick up substances throughout the body.</td>
<td>Reproducing. The reproduction function.</td>
</tr>
<tr>
<td>Respiratory system</td>
<td>Produce sniffing.</td>
<td></td>
</tr>
<tr>
<td>Brain</td>
<td>Make decisions, think, send orders, etc.</td>
<td></td>
</tr>
<tr>
<td>Circulatory system</td>
<td>Move.</td>
<td></td>
</tr>
<tr>
<td>Reproductive system</td>
<td>Extract nutrients from food.</td>
<td></td>
</tr>
</tbody>
</table>

5. Label these systems.

   - Digestive system...
   - Circulatory system...
   - Respiratory system...

6. What can you do to take care of your body? You have to eat well, do exercise, get enough sleep, practice good hygiene, watch your posture and try to prevent accidents.

7. a) Fill in the blanks.

<table>
<thead>
<tr>
<th>PEOPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>carry out vital functions</td>
</tr>
</tbody>
</table>

   | The nutrition function |
   | is carried out with |
   | Digestive system |
   | Respiratory system |
   | Circulatory system |
   | Excretory system |

   | The interaction function |
   | is carried out with |
   | Sense organs |
   | Brain |
   | Musculature |
   | Skeleton |

   | The reproduction function |
   | is carried out with |
   | Male reproductive system |
   | Female reproductive system |

   A number of stages including gestation, childhood, adolescence, maturity and old age.

   b) Write the sentences formed by following the different branches of the outline.

   1. People carry out vital functions. The nutrition function is carried out with... the digestive, respiratory, circulatory and excretory systems..., the interaction function with... the sense organs, the brain, the skeleton and the musculature..., and the reproduction function with the male and female reproductive systems...

   2. People go through many stages in their lives, including... gestation, childhood, adolescence, maturity and old age...

   3. Do some research and write a text explaining the correct way to sit. When you are sitting, you should try to keep your back straight and flat up against the back of the chair. If you are sitting between a desk and write, you shouldn’t lean over too far. Rather, look down by bending your head forward only slightly...

   4. This table shows how a person’s height has changed over the years. Use the information to make a graph.

<table>
<thead>
<tr>
<th>Age</th>
<th>Height</th>
</tr>
</thead>
<tbody>
<tr>
<td>At birth (age 0)</td>
<td>65 cm</td>
</tr>
<tr>
<td>At age 4</td>
<td>100 cm</td>
</tr>
<tr>
<td>At age 8</td>
<td>130 cm</td>
</tr>
</tbody>
</table>

   7. a) Fill in the blanks.

<table>
<thead>
<tr>
<th>PEOPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>carry out vital functions</td>
</tr>
</tbody>
</table>

   | The nutrition function |
   | is carried out with |
   | Digestive system |
   | Respiratory system |
   | Circulatory system |
   | Excretory system |

   | The interaction function |
   | is carried out with |
   | Sense organs |
   | Brain |
   | Musculature |
   | Skeleton |

   | The reproduction function |
   | is carried out with |
   | Male reproductive system |
   | Female reproductive system |

   A number of stages including gestation, childhood, adolescence, maturity and old age.

   b) Write the sentences formed by following the different branches of the outline.

   1. People carry out vital functions. The nutrition function is carried out with... the digestive, respiratory, circulatory and excretory systems..., the interaction function with... the sense organs, the brain, the skeleton and the musculature..., and the reproduction function with the male and female reproductive systems...

   2. People go through many stages in their lives, including... gestation, childhood, adolescence, maturity and old age...

   3. Do some research and write a text explaining the correct way to sit. When you are sitting, you should try to keep your back straight and flat up against the back of the chair. If you are sitting between a desk and write, you shouldn’t lean over too far. Rather, look down by bending your head forward only slightly...

   4. This table shows how a person’s height has changed over the years. Use the information to make a graph.

<table>
<thead>
<tr>
<th>Age</th>
<th>Height</th>
</tr>
</thead>
<tbody>
<tr>
<td>At birth (age 0)</td>
<td>65 cm</td>
</tr>
<tr>
<td>At age 4</td>
<td>100 cm</td>
</tr>
<tr>
<td>At age 8</td>
<td>130 cm</td>
</tr>
</tbody>
</table>

   7. a) Fill in the blanks.

<table>
<thead>
<tr>
<th>PEOPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>carry out vital functions</td>
</tr>
</tbody>
</table>

   | The nutrition function |
   | is carried out with |
   | Digestive system |
   | Respiratory system |
   | Circulatory system |
   | Excretory system |

   | The interaction function |
   | is carried out with |
   | Sense organs |
   | Brain |
   | Musculature |
   | Skeleton |

   | The reproduction function |
   | is carried out with |
   | Male reproductive system |
   | Female reproductive system |

   A number of stages including gestation, childhood, adolescence, maturity and old age.

   b) Write the sentences formed by following the different branches of the outline.

   1. People carry out vital functions. The nutrition function is carried out with... the digestive, respiratory, circulatory and excretory systems..., the interaction function with... the sense organs, the brain, the skeleton and the musculature..., and the reproduction function with the male and female reproductive systems...

   2. People go through many stages in their lives, including... gestation, childhood, adolescence, maturity and old age...

   3. Do some research and write a text explaining the correct way to sit. When you are sitting, you should try to keep your back straight and flat up against the back of the chair. If you are sitting between a desk and write, you shouldn’t lean over too far. Rather, look down by bending your head forward only slightly...

   4. This table shows how a person’s height has changed over the years. Use the information to make a graph.

<table>
<thead>
<tr>
<th>Age</th>
<th>Height</th>
</tr>
</thead>
<tbody>
<tr>
<td>At birth (age 0)</td>
<td>65 cm</td>
</tr>
<tr>
<td>At age 4</td>
<td>100 cm</td>
</tr>
<tr>
<td>At age 8</td>
<td>130 cm</td>
</tr>
</tbody>
</table>
1. Answer these questions on the interaction function in humans.
   - Which organs perceive light?
     - The eyes.
   - Which organ receives and produces the signals that are transmitted through the auditory nerves?
     - The brain.
   - What are the organs in charge of moving called?
     - The muscles.

2. Where are orders formed? How do they reach the muscles to make them move?
   Orders are formed in the brain and are transmitted as nerve signals through the nerves until they reach the muscles. When the muscles receive the signals, they move.

3. Complete this table showing the senses, the sense organs and the nerves that transmit information to the brain.

<table>
<thead>
<tr>
<th>Senses</th>
<th>Sense organs</th>
<th>Sense nerves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td>Ear</td>
<td>Auditory nerves</td>
</tr>
<tr>
<td>Sight</td>
<td>Eyes</td>
<td>Optic nerves</td>
</tr>
<tr>
<td>Taste</td>
<td>Taste buds</td>
<td>Gustative nerve</td>
</tr>
<tr>
<td>Touch</td>
<td>Skin receptors</td>
<td>Different nerves</td>
</tr>
<tr>
<td>Smell</td>
<td>Pituitary gland, olfactory nerve</td>
<td></td>
</tr>
</tbody>
</table>

4. Where do the signals formed in the retina go?
   They go to the brain: they are transmitted through the optic nerve.

5. Show where the pupil, pituitary gland, eardrum, gustatory nerve, cochlea, taste buds, olfactory nerve, chain of ossicles, retina and iris are in the pictures.

6. Which of the sense organs is not shown in the pictures? Say what it is called, what sense it is involved in and the feeling it produces.
   The picture that is missing is one showing the nerve endings in the skin. Nerve endings are involved in the sense of touch. They allow us to feel cold and heat, pressure and pain.

7. Colour and label the pictures according to the directions.
   a) Colour the femur blue, the tibia red, the humerus yellow, the sternum green and the vertebral column purple.
   b) Circle the pectoral muscles in blue, the abdominal muscles in green, the quadriceps in red and the biceps in black.

8. Which is the system made up of the skeleton and the musculature?
   It is called the locomotor system.

9. Complete the activities related to the outline.
   a) Fill in the blanks.

   THE SENSES

   Sight   Hearing and balance   Taste   Smell   Touch

   The eyes   The ears   The taste buds   The pituitary gland

   optic nerve   auditory nerve   gustative nerve   olfactory nerve

   to the brain

   b) Write the sentence from the outline about the sense of sight.
   The sense of sight, whose organs are the eyes, which send signals through the optic nerve to the brain.
10. Complete the activities related to the outline.
   a) Fill in the blanks.

   **IN HUMANS, THE LOCOMOTOR SYSTEM**

   - The skeleton, whose job is to **hold up the body and protect certain organs**.
   - The musculature, which is for **producing movements**.

   b) Write the sentences formed by these branches of the outline.

   1. In humans, the locomotor system is made up of the **skeleton** and the **musculature**.

   2. The skeleton, whose job is to **hold up the body and protect certain organs**, is made up of bones and joints.

   3. The musculature, which is for **producing movements**, is made up of muscles.

5. Give two examples of invertebrate animals with each of the characteristics listed here.
   a) A body protected by two shells.
      - Snails, musclas, etc.
   b) A body with a number of jointed legs protected by a shell.
      - Crabs, centipedes, etc.
   c) A body with six jointed legs and wings.
      - Butterflies, bees, etc.

6. Classify these invertebrates in the table.

<table>
<thead>
<tr>
<th>Aquatic environments</th>
<th>Three animals that live there</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rivers, lakes, lagoons, etc.</td>
<td>Trout, salmon, carp</td>
</tr>
<tr>
<td>Seas and oceans</td>
<td>Sharks, tuna, whales, octopus, etc.</td>
</tr>
</tbody>
</table>

3. These sentences are incorrect. Think about why and change them to make them correct.
   a) All animals eat plants and animals.
      - Some animals eat plants, some eat animals and others eat both plants and animals.
   b) Animals can be either carnivores or herbivores.
      - Animals can be carnivores, herbivores or omnivores.

4. What do we mean when we say an animal is oviparous? Give two examples of oviparous animals.
   - Oviparous animals develop inside an egg laid by their mother. They hatch from the egg. All invertebrates, birds, almost all reptiles and amphibians, almost all fish, and two mammals (the duck-billed platypus and the echidna) are examples of oviparous animals.
UNIT 3
Science

Name and surname: .................................................... Class: ........................................ Date: ........................................

1. Describe two significant differences between these two animals.
   Wasps have six legs and four wings. Spiders do not have wings. They have eight legs.

2. Look up these words:
   - Words: Brechias, Cephalopods, Gastropods
   - Definitions: A mollusc with a head and a shell, Gastropods: A mollusc with a head and a shell, Gastropods: A mollusc with a head and a shell.

3. Give some examples of animals that belong to the groups in the previous activity.
   - Bivalves: clams, mussels, scallops, oysters, etc.
   - Cephalopods: squids, octopuses, cuttlefish, etc.
   - Gastropods: snails, slugs, limpets, etc.

4. Match each of the sentences with one of the mammals.
   a) This is a marsupial, which means that while the young develop, they stay in a pouch attached to their mother's belly. [C]
   b) This animal gets from one place to another by flying. [E]
   c) This animal has breathing holes on top of its head. [A]

5. Read the text and do the activities.
   Many people have pets at home (dogs, cats, birds, fish, turtles, etc.). There is a Declaration of Animal Rights. One of the articles says the following: "Article 6: All animals chosen by humans as companions have the right to a life corresponding to their natural longevity. To abandon an animal is a cruel and degrading action."
   a) Underline the words you don't understand and look them up.
   b) What is the main idea of the text?
   c) Are pets domestic animals? Explain your answer.

6. Write a story where the main characters are animals that live in a particular habitat. One day, they find an animal from a totally different habitat and they have to help it find its way back home.
   a) Assess whether students understand the article and can explain the responsibility of pet owners.
   b) Assess whether students are able to build a text with an introduction, body and conclusion while using new vocabulary from the unit.
   c) Assess whether students wait their turn to speak and show respect for their classmates' opinions.

7. With your classmates, discuss how you think keeping the environment clean can help endangered animals.
UNIT 4
Science

Name and surname: .......................................................... Date: ..............................................

1. What is a region’s vegetation?

   This is what we call the group of plants which grow __________ in an area.

2. Label the parts of the plant and write what they do.

   **Part of plant:** Leaf
   **What it does:** It produces _______ food for the plant through photosynthesis.

   **Part of plant:** Stem
   **What it does:** It holds the _______ plant up and transports _______ substances throughout _______ the plant.

   **Part of plant:** Root
   **What it does:** It anchors _______ the plant in the ground and absorbs _______ water and mineral _______ salts from the soil.

3. Answer these questions about flowers.

   a) Where is pollen made? _______ In the stamens.
   b) What is the name of the small leaves that make up the calyx? _______ Sepals.
   c) What is the name of the small leaves that make up the corolla? _______ Petals.
   d) Where are the ovules made? _______ In the pistil.

4. Write sentences about plants using these words.

   a) Water, minerals, photosynthesis, sunlight, carbon dioxide, food, air, produce, leaves, soil.

   Plants absorb water and minerals from the soil and carbon dioxide from the air. They produce food in their leaves using these substances and sunlight. This process is called photosynthesis.

   b) Plant, fruit, reproduces, seeds, pistil, becomes, inside.

   When a plant reproduces, the pistil becomes a fruit, seeds are formed inside the fruit.

5. Classify these plants according to stem type and say what people use them for.

<table>
<thead>
<tr>
<th>Plant</th>
<th>Stem type</th>
<th>We use them for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pine trees</td>
<td>Tree</td>
<td>We get wood and resin from trees.</td>
</tr>
<tr>
<td>Onions</td>
<td>Grass</td>
<td>We eat its root, or bulb, the part of the plant that grows underground.</td>
</tr>
<tr>
<td>Geraniums</td>
<td>Grass</td>
<td>We use it as a decorative plant because it has beautiful leaves and flowers.</td>
</tr>
</tbody>
</table>

6. Complete the activities related to the outline.

   a) Fill in the blanks.

   **PLANTS**
   - They make their own food.
   - They do not have sense organs.
   - They cannot move from one place to another.

   **A root** anchors it in the ground and absorbs water and minerals.
   **A stem** is the part of the plant that _______ makes food through photosynthesis and transports substances up and down the plant.
   **Leaves** hold up and transport substances throughout the plant.
   **Flowers** are the plant’s reproductive organs.

   **Trees** are very old plants. They can be classified according to stem type as _______.

   **Bushes** are plants with many branches.
   **Grasses** are plants that grow in large groups.

   b) Write two sentences, one about the differences between plants and animals and another about the different parts of plants.

   1. **Plants differ from animals because they produce their own food, they do not have sense organs and they cannot move from one place to another.**

   2. **Plants have a root, which is the part of the plant that anchors it in the ground and absorbs water and minerals. They have a stem, which holds it up and transports substances up and down the plant, they have leaves, which make food through photosynthesis, and many of them have flowers, which are the plant’s reproductive organs.**

   c) Name two deciduous plants. One example is the oak tree.

   Chestnut, elm, willow, beech, black poplar, etc.

   d) Do plants like oak trees carry out photosynthesis in winter?

   No, because they do not have leaves. They are resting.

   e) Name two perennial plants. One example is the pine tree.

   Fir, cypress, juniper, Holm oak, etc.

2. Do some research and answer these questions.

   a) What parts of these plants do we eat?

   **Walnut tree:** seeds.
   **Cauliflower:** flowers.
   **Chard:** stems and leaves.
   **Beetroot:** root.
   **Tomato:** fruit.

   b) What products do we get from these plants? Pine trees, saffron, beets and cotton plants.

   **Pine tree:** wood.
   **Saffron:** a spice.
   **Beets:** food.
   **Cotton:** plants: fibres.
UNIT 5
Science

1. Complete these sentences about the universe.
   a) The galaxies are formed by millions of _______ stars _______.
   b) The Sun is found in the _______ galaxy _______ known as the _______ Milky Way _______.
   c) The Sun is a _______ star _______; it gives off light and _______ heat _______.

2. Write the names of the planets, starting with the closest one to the Sun and finishing with the one farthest away.
   - Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.

3. Name the planets which are closest to the Earth.
   - Venus and Mars.

4. a) Study the illustration. Label the atmosphere and the hydrosphere and write what they are made up of.

   - The atmosphere is made up of the gases that surround the Earth.
   - The hydrosphere is made up of the planet's water: surface water and groundwater.

   b) What is the Earth's crust? The outermost layer of the geosphere. It is made up of solid rock.

5. a) Write the names of the celestial bodies shown in the illustration and the type of movement indicated.

   - Rotation
   - Orbit

   The celestial bodies are: the Sun, the Earth and the Moon.

   b) Explain why we have night and day on Earth.
   - We have night and day because of the rotation of the Earth.

6. Write and draw what is missing.

   - Waning crescent
   - Full Moon
   - Waning crescent
   - New Moon

7. How long does it take for each of these movements to occur?
   a) One complete revolution of the Moon around the Earth: 29.5 days.
   b) One complete revolution of the Earth on its axis: One day (24 hours).
   c) One complete revolution of the Sun around the Earth: One year (365 days and 6 hours).

8. Complete this table showing the seasons.

<table>
<thead>
<tr>
<th>Season</th>
<th>Begins</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>21st March</td>
<td>The days begin to get longer than the nights and the temperature starts to rise.</td>
</tr>
<tr>
<td>Summer</td>
<td>21st June</td>
<td>The days are longer than the nights and it is warm.</td>
</tr>
<tr>
<td>Autumn</td>
<td>22nd or 23rd September</td>
<td>The days begin to get shorter and the nights get longer. Each day gets colder and colder.</td>
</tr>
<tr>
<td>Winter</td>
<td>21st December</td>
<td>The days are shorter than the nights and it is cold.</td>
</tr>
</tbody>
</table>

9. a) Write the names of the cardinal points.

   - North, south, east and west.

   b) Where does the Sun set?
   - In the west.

   c) If you are facing the Sun at the moment it rises, which cardinal point is directly behind you? Which one is on your left?
   - West and north, respectively.

10. Answer these questions about the calendar.
    a) During which months is it summer? Part of June, the whole of July and August and part of September.
    b) How many days are there in a week? Seven days.
    c) How many days can there be in a month? 28, 29, 30 or 31 days.

11. Fill in the blanks.

   - The Earth

   - A satellite

   - atmosphere

   - Orbit

   - revolve around

   - orbit

   - the Sun

   - geosphere

   - core

   - mantle

   - crust

   - atmosphere

   - hydrosphere

12. Make an outline containing these words: Earth, movements, takes, carries out, orbits, 365 days and 6 hours, rotation, 24 hours, two.

   - Earth

   - movements

   - takes

   - carries out

   - orbits

   - 365 days and 6 hours

   - rotation

   - 24 hours

   - two
UNIT 5
Science

1. Read this text. Then complete the activities.

In the universe, in addition to stars, planets and satellites, there are other small bodies, which are called asteroids and comets.

Asteroids are pieces of rock. Large numbers of asteroids make up what are known as asteroid belts which revolve around stars. Their size varies from only a few metres to several kilometres. The ones that collide with the Earth are called meteorites. Their size varies from only a few metres to several kilometres. The ones that collide with the Earth are called meteorites.

Comets are made up of rocks, ice and other substances. When they pass close to the star they are revolving around, the ice heats up and the comet forms a tail.

a) Based on what you have just read, which of these pictures do you think is a comet and which is an asteroid? Explain your answer.

- It is a comet because it has a tail.
- It is an asteroid because it looks rocky.

b) What different kinds of precipitation can you name?
- Rain, snow and hail.

2. Work out how many Full Moons there are in the time it takes the Earth to orbit once around the Sun.

There is a Full Moon every 29 ½ days. We can round this number up to 30 days. This lunar phase is repeated 12 times per year, which is how long it takes for the Earth to make one complete orbit.

Do some research and write in which months of the year:

- a) Bears hibernate During the winter months.
- b) Some trees lose their leaves The end of autumn.
- c) Flowers and leaves bloom Spring and the beginning of summer.
- d) The snow and ice on the mountains thaw During spring.

3. Complete these activities on the hydrosphere.

a) Which are the bodies of salt water found on the Earth’s surface?
- Oceans and seas.

b) What are the bodies of water found on the continents called?
- Lakes, pools, rivers, polar ice caps, snow on mountaintops, etc.

c) Write what kind of water the following bodies contain.
- Lakes: Fresh water and groundwater.
- Springs: Fresh water and groundwater.
- Wells: Fresh water and groundwater.
- Aquifers: Water moves across the Earth’s crust.

d) Complete these sentences using words from your answers to the previous questions.

- Groundwater is formed when rainwater filters through cracks in the ground and accumulates underground in deposits called aquifers. Sometimes, it flows to the surface through wells or we extract it through springs.

4. Fill in the blanks with the missing information on the water cycle.

<table>
<thead>
<tr>
<th>Processes</th>
<th>They consist of...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaporation</td>
<td>The water in the seas and oceans, heated by the Sun, changes into vapour and passes into the atmosphere.</td>
</tr>
<tr>
<td>Formation of clouds</td>
<td>The water vapour in the atmosphere cools down and forms clouds.</td>
</tr>
<tr>
<td>Precipitation</td>
<td>The droplets of water in the clouds come together and fall to the ground.</td>
</tr>
<tr>
<td>Water moves across the Earth’s crust</td>
<td>The water from precipitation forms rivers and streams which return the water to the sea.</td>
</tr>
</tbody>
</table>

UNIT 6
Science

1. Complete these sentences.

a) The atmosphere is the outermost layer of the Earth. The atmosphere is mainly made up of air and small particles.

b) The air is a mixture of gases: nitrogen, oxygen, carbon dioxide, water vapour, etc.

2. Complete these activities on the atmosphere.

a) Do a drawing showing three atmospheric phenomena: clouds, one kind of precipitation and wind.

- Free response drawing.

b) What different kinds of precipitation can you name?
- Rain, snow and hail.

- In addition to clouds, precipitation and wind, what other atmospheric phenomena can you name?
- Lightning, rainbow, etc.
5 Study the photograph and answer these questions.

a) What state is water in when it is in a swimming pool? In a liquid state.

b) Use the words reservoir, water treatment works and pipes to explain how the water got to the swimming pool. The water is collected in a reservoir and is transported to a water treatment works. Once it is purified the water is transported through pipes to be used in homes and facilities such as swimming pools, factories, farms, etc.

c) Name one difference between the water in a swimming pool and the water that we use to shower. The water in a swimming pool is not drinking water, but the water from the shower is.

d) What are water sports? Name three of them. They are leisure activities that people do in the water: swimming, canoeing, sailing, surfing, water skiing, etc.

6 Explain what water treatment works do and what would happen if they did not exist. They eliminate impurities from wastewater so it can be returned to rivers and seas. If they did not exist, pollution would increase and life would be more difficult.

UNIT 6
Science

1 Explain the differences between the parts of the atmosphere. The lower part is where most of the air is found, and where most of the meteorological phenomena take place: clouds, wind and precipitation. There is almost no air in the upper part.

2 Do some research to find out where most of the planet’s fresh water is found and what would happen if there were a large increase in the temperature of the atmosphere. Most of the planet’s fresh water is contained in the polar ice caps. If the temperature were to increase considerably, the ice could begin to melt and sea levels would rise. There would be changes to the Earth’s climates and ecosystems would be disturbed.

3 Write the definitions of these words. For each word, say which type of meteorological phenomenon it is. Use a dictionary if you need to.

- Blizzard: A severe snowstorm, usually accompanied by high winds.
- Fog: Low cloud which comes into contact with the Earth’s surface.
- Frost: Precipitation formed as a result of the freezing of dew.
- Dew: Precipitation made up of water droplets which form during the night and collect on the surface of things.
- Breeze: Very light wind produced in coastal areas. During the day it comes from the sea and during the night from the land.

4 Near certain coastal cities, some special buildings called desalination plants have been built. Consult the presentation of the same name and explain what these installations are and why they were built. They are facilities where the salt is removed from seawater to make it suitable for human consumption.

5 In order to reduce their water consumption, some people place a sealed bottle full of water or sand in the toilet cistern.

7 Complete the activities related to the outline.

a) Fill in the blanks.

- **THE HYDROSPHERE**
  - made up of all of the water on the planet
  - which is present as surface water, groundwater, salt water, fresh water
  - which can be collected, purified and transported and after using must be purified

- **ATMOSPHERIC PHENOMENA**
  - Clouds
  - Precipitation
  - which can be in the form of hail, rain or snow

b) Make an outline using these words: cloud, precipitation, atmospheric phenomena, wind, which can be in the form of hail, rain or snow.

Near certain coastal cities, some special buildings called desalination plants have been built. Consult the presentation of the same name and explain what these installations are and why they were built. They are facilities where the salt is removed from seawater to make it suitable for human consumption.

In order to reduce their water consumption, some people place a sealed bottle full of water or sand in the toilet cistern.

To calculate the amount of water consumed per week:

1 litre × 12 times per day × 7 days = 84 litres per week.
UNIT 7
Science

Name and surname: .............................................................. Date: ..............................................................

Class: ..............................................................

1. Complete these sentences about landscapes.
   a) A landscape is any _______ part _______ of the Earth's _______ surface which we can see from a particular _______ point _______.
   b) All landscapes are made up of four _______ elements _______: _______ relief _______, _______ water ________, _______ living things ________, _______ human _______ elements ________.

2. Draw a mountain and label the mountainsides and the peak.

   Free response drawing.

3. Fill in the blanks with the missing information about the forms of relief found in inland landscapes.

<table>
<thead>
<tr>
<th>Forms</th>
<th>They are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plain</td>
<td>Stretch of flat land.</td>
</tr>
<tr>
<td>Rivers</td>
<td>Route travelled by fresh water.</td>
</tr>
<tr>
<td>Valley</td>
<td>Low pieces of land between mountains with rivers flowing through the lowest part.</td>
</tr>
<tr>
<td>Plateau</td>
<td>A raised plain.</td>
</tr>
<tr>
<td>Mountain range</td>
<td>Groups of mountains in a line.</td>
</tr>
<tr>
<td>Gully</td>
<td>A deep, narrow valley.</td>
</tr>
</tbody>
</table>

4. Fill in the blanks with the missing information about the forms of relief found in coastal landscapes.

<table>
<thead>
<tr>
<th>Forms</th>
<th>They are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cliffs</td>
<td>A very steep, rocky slope between the sea and a high area of land.</td>
</tr>
<tr>
<td>Cape</td>
<td>Pieces of land that extend into the sea.</td>
</tr>
<tr>
<td>Island</td>
<td>A piece of land surrounded completely by water.</td>
</tr>
<tr>
<td>Gulf</td>
<td>Where the sea flows into a large cut-out in the land.</td>
</tr>
<tr>
<td>Isthmus</td>
<td>A piece of land which can vary in size and connects a peninsula to the rest of the coast.</td>
</tr>
<tr>
<td>Peninsula</td>
<td>Piece of land surrounded almost completely by water.</td>
</tr>
</tbody>
</table>

5. Label the forms of relief, bodies of water, main areas of vegetation and human elements shown in the illustration.

Check that the labels are correct.

6. Fill in the blanks.

   THE EARTH'S LANDSCAPES

   Landscapes are made up of:

   - Elements
     - Coastal
     - Mountainous
     - Natural
     - Man-made
     - Inland

   In my region:

   - The types of landscapes are (depends on the region)

   - The different forms of relief are (depends on the region)

   - The relief which, if it is inland, is home to different landscapes such as:

     - Mountain, mountain range, valley, plain, plateau, etc.

   - Elements which, if it is coastal, is home to different landscapes such as:

     - Beach, cliff, island, bay, cape, gulf, peninsula, etc.

   Vegetation

   Human elements

   Free response drawing

   1. Think about how a natural landscape would change if lots of human beings were to go and live there.
      a) How would these elements change?
         - The relief: Free response...
         - The water: Free response...
         - The living things: Free response...

      b) Use a drawing to summarise how the landscape would look after those changes.

   2. The landscapes in high mountainous areas have little vegetation and there aren't many animals. Try to explain why.
      Because the temperature in high mountainous areas is very low and the precipitation often comes in the form of snow. The wind also tends to be much stronger than in lower areas.

   3. Look at the photograph.
      a) Where do you think this photograph was taken from? From an artificial satellite.
      b) Write a C where you see a cape and a G where you see a gulf.
      c) Label the islands with an I.

Check to see that students find large gulfs, capes and various islands.
UNIT 8
Science

Name and surname: ......................................................... Date: .........................................................

1 Study the illustration and answer the questions.

[Image of a drawing]

a) What does it show?

A bedroom.

b) Measure the length of the bed and explain why it does not coincide with what the illustration says.

It does not coincide with the length of the bed in the drawing, because what is written is the length of a real bed.

2 Fill in the blanks.

Types of maps | Information they contain
--- | ---
Physical | Relief and bodies of water.
Political | Cities, towns, boundaries, provinces, autonomous regions, etc.
Thematic | Roads, economic activities, railway lines, national parks, etc.

3 Study the map and complete the activities.

[Image of a world map]

a) What type of map is this?

It is a world map.

b) Label these oceans: Arctic, Antarctic, Atlantic, Pacific and Indian.

c) Label these continents: Asia, Europe, Africa, America, Oceania and Antarctica.

d) Which continents are entirely in the northern hemisphere?

Europe and Asia.

e) Are any of the oceans found entirely within the northern hemisphere? Which one?

Yes, the Arctic Ocean.

4 Complete the activities related to the outline.

a) Fill in the blanks.

PLANS

Direction indicators

Conventional symbols

The key

drawings

text

numbers

The compass points

b) Make an outline similar to the one above to explain what a map is and what types there are.

A MAP

There are many types of maps such as:

- Physical maps
- Political maps
- Thematic maps

a) Between which streets is Old Park found?

Between Segment St and Unit St.

b) Towards which compass point is the library found?

According to the plan, to the west.

2 Draw the plan of a room with the following characteristics.

a) It is rectangular.

b) In the middle, there is a table with six chairs.

c) There are two windows facing east.

d) It has two doors leading to the outside.

Varied answers.

www.tercerodecarlos.blogspot.com
UNIT 9
Science

1 In your family, who does each of these chores?

<table>
<thead>
<tr>
<th>Chore</th>
<th>Done by...</th>
<th>Chore</th>
<th>Done by...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making your bed</td>
<td>Variant answers</td>
<td>Tidying up your toys</td>
<td>Variant answers</td>
</tr>
<tr>
<td>Putting your clothes in the laundry basket</td>
<td>Variant answers</td>
<td>Ironing your clothes</td>
<td>Variant answers</td>
</tr>
<tr>
<td>Preparing the meal which you eat at home</td>
<td>Variant answers</td>
<td>Laying the table for dinner</td>
<td>Variant answers</td>
</tr>
<tr>
<td>Cleaning the table after dinner</td>
<td>Variant answers</td>
<td>Taking the dirty plates to where they will be washed up</td>
<td>Variant answers</td>
</tr>
<tr>
<td>Doing the shopping</td>
<td>Variant answers</td>
<td>Sweeping and mopping the rooms at home</td>
<td>Variant answers</td>
</tr>
<tr>
<td>Telling you stories</td>
<td>Variant answers</td>
<td>Helping you with your homework</td>
<td>Variant answers</td>
</tr>
</tbody>
</table>

2 Organise these elements of a locality according to whether they are visible or hidden. Some of them are both visible and hidden.

- **Visible elements:** Roads, pipes, wires, pavement, bench, street lamp, post box, sewer, rubbish bin, recycling bin, fountain.
- **Hidden elements:** Pipes, wires, and sewer.
- **Both visible and hidden:** Road city, town, street, house, monument.

3 Complete these sentences.

A _______ town _______ is a small locality. A _______ city _______ is a large locality.

A _______ neighbourhood _______ is one of the parts of a big _______ city _______ or _______ town _______.

4 Complete this text.

The council is made up of the _______ mayor _______ or mayoress and the _______ councillors _______ who have been chosen by the _______ citizens _______. There are also other people who work for the council. They are responsible for the administration, safety and maintenance of the _______ locality _______. The _______ council _______ is in charge of organising the municipal _______ services _______.

5 Match the items in the two columns.

- a) Health services
- b) Safety services
- c) Emergency services
- d) Education services

1) Police.
2) Fire brigade.
3) Doctors.
4) Teachers.

6 Explain why it is very important to respect these rules for citizens.

**Rules**

- Look left and right before crossing the road, even if there is a pedestrian crossing.
- Avoid making a lot of noise when you are outside.
- Fasten your seat belt when you travel by car.

**This is important because...**

- Free response. All responses should highlight how to avoid accidents or prevent physical injuries when accidents do occur and mention the importance of respecting others.
- Free response. All responses should highlight how to avoid accidents or prevent physical injuries when accidents do occur and mention the importance of respecting others.
- Free response. All responses should highlight how to avoid accidents or prevent physical injuries when accidents do occur and mention the importance of respecting others.
- Free response. All responses should highlight how to avoid accidents or prevent physical injuries when accidents do occur and mention the importance of respecting others.

7 Complete the activities related to the outline.

a) Fill in the blanks.

**WE LIVE IN A COMMUNITY**

- **Family**
- **Neighbours**
- **Friends**
- _______

Respect and collaboration among all the members

Family

I can participate

Respect, tolerance, collaboration and being helpful

Friends

I cannot participate yet

_____ house... Students, teaching staff and non-teaching staff

We study and learn

Whom you share

Neighbours

In which

Co-operate and collaborate

We get to know our fellow students

We participate in activities and tasks

b) Write two sentences related to family.

- **Sentence 1**
  *The family is based on respect and collaboration among all its members and the sharing of household chores.*

- **Sentence 2**
  *The family is based on sharing household chores. There are chores that I cannot yet participate in and others that I can.*
1 Complete the table showing the different types of livestock farming, the animals that are reared and the products that are obtained.

<table>
<thead>
<tr>
<th>Type of livestock farming</th>
<th>Animals reared</th>
<th>Products obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pig farming</td>
<td>Pigs</td>
<td>Meat and leather</td>
</tr>
<tr>
<td>Cattle farming</td>
<td>Cows</td>
<td>Meat, milk and leather</td>
</tr>
<tr>
<td>Poultry farming</td>
<td>Birds</td>
<td>Meat, feathers and eggs</td>
</tr>
<tr>
<td>Sheep farming</td>
<td>Sheep</td>
<td>Meat, milk and leather</td>
</tr>
</tbody>
</table>

2 Match each natural product with the processed product we get from it.

- Wheat: 1) Building block for a wall
- Tomatoes: 2) Screw
- Granite: 3) Tomato sauce
- Milk: 4) Flour
- Iron: 5) Yoghurt
- Meat: 6) Sausage

3 Complete this table of traditional craft workers, the natural products they use, the processed products they obtain and the names of their workplaces.

<table>
<thead>
<tr>
<th>Craft worker</th>
<th>Natural products they use</th>
<th>Processed products they obtain</th>
<th>Where they work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker</td>
<td>Wheat, water, salt, yeast</td>
<td>Bread</td>
<td>Bakery</td>
</tr>
<tr>
<td>Carpenter</td>
<td>Wood</td>
<td>Furniture</td>
<td>Carpenter's shop</td>
</tr>
<tr>
<td>Potter</td>
<td>Clay</td>
<td>Ceramics</td>
<td>Pottery</td>
</tr>
<tr>
<td>Jeweller</td>
<td>Precious stones, gold, silver, etc.</td>
<td></td>
<td>Jewellery</td>
</tr>
</tbody>
</table>

4 a) Which municipal services use a) these vehicles?

- Fire engines: putting out fires, etc.
- Ambulance: transporting ill people.
- Police car: patrolling.

5.b In which situation is each vehicle used?

- Fire engines: putting out fires, etc.
- Ambulance: transporting ill people.
- Police car: patrolling.

6 Name facilities in your locality which allow people to communicate with other people in the locality and with other parts of the world.

- Emergency and safety services.

7 Complete the activities related to the outline.

a) Fill in the blanks.

**THE SERVICES**

- Look after our health
- Provide education and training
- Bring in different activities related to literature, music, etc.
- Make the buying and selling of products possible
- Move people or goods

b) Some types of services which you have studied in the unit are missing from this outline. Write their names and the services they provide.

- Services: cleaning, which keeps the streets clean; maintenance, which looks after and repairs facilities; gardening, which looks after the municipal parks and gardens; communication, which is responsible for transmitting information; the post office, which is responsible for collecting and delivering mail; safety, which is responsible for protecting people and directing traffic, etc.

b) A carpenter who works with fine, high-quality woods such as ebony.

2 Look up information in the dictionary or ask an adult and define these jobs.

- Tourist guide: Person in charge of showing places of interest to tourists.
- Simultaneous interpreter: Professional responsible for translating what someone says while they are speaking.
- Geologist: Person who studies the Earth.
- Bookkeeper: Person who raises bees in order to obtain the honey and wax that they produce.
- Cabinet maker: A carpenter who works with fine, high-quality woods such as ebony.
UNIT 11
Science

Name and surname: ..........................................................
Class: ..........................................................    Date: ..........................................

1 Which machines do these different jobs? Which industries that obtain natural products use them? Fill in the blanks in the table.

<table>
<thead>
<tr>
<th>Job</th>
<th>Machine</th>
<th>Is used in...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tractor with plough</td>
<td>Cultivating and sowing the land</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Milking machine</td>
<td>Milking livestock</td>
<td>Livestock farming</td>
</tr>
<tr>
<td>Shears</td>
<td>Cutting wool from sheep and goats</td>
<td>Livestock farming</td>
</tr>
<tr>
<td>Combine harvester</td>
<td>Harvesting wheat</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Cranes, winches, etc.</td>
<td>Pulling nets out of the sea</td>
<td>Fishing</td>
</tr>
<tr>
<td>Chainsaw</td>
<td>Extracting minerals</td>
<td>Mining</td>
</tr>
<tr>
<td>Chainsaw</td>
<td>Cutting trees and branches, etc.</td>
<td>Forestry</td>
</tr>
</tbody>
</table>

2 You probably have lots of tools and machines in your home. What are the ones in the table used for? If you do not know, ask a member of your family.

<table>
<thead>
<tr>
<th>Tool, utensil or machine</th>
<th>Is used for...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spatula</td>
<td>scooping and spreading surfaces, size for spreading a paste over a surface.</td>
</tr>
<tr>
<td>Drill</td>
<td>For perforating, making holes.</td>
</tr>
<tr>
<td>Hammer</td>
<td>For hitting and nailing in nails.</td>
</tr>
<tr>
<td>Pincers</td>
<td>For extracting or pulling nails out.</td>
</tr>
<tr>
<td>Pliers</td>
<td>Multiple uses: extracting nails, cutting lines, bending cables and shaping things.</td>
</tr>
<tr>
<td>Screwdriver</td>
<td>For screwing and unscrewing screws.</td>
</tr>
</tbody>
</table>

3 Name:

- a) Three machines used in long-distance communication.
  - Telephone, television set, computer.

- b) Three machines used in medicine.
  - Picture scanner, ultrasound scanner, X-ray machine.

- c) Two machines used for studying the universe.
  - Telescope, binoculars, radio telescope.

4 Say what these simple machines are called and what they are used for.

<table>
<thead>
<tr>
<th>Lever</th>
<th>Allows us to lift heavy objects using little force.</th>
</tr>
</thead>
<tbody>
<tr>
<td>An inclined plane</td>
<td>A substitute for a step ladder. It allows us to raise objects from one surface to another by pushing instead of lifting.</td>
</tr>
</tbody>
</table>

5 Complete the activities related to the outline.

- a) Fill in the blanks.

  MACHINES

  

  Simple

  Compound

  Work

  Communicate with each other and have fun

  The lever

  The pulley

  The wheel

  Pedals wheels brake

  Combine harvester concrete mixer crane drill, etc.

  Telephone television set computer etc.

- b) Add some descriptions or drawings of the three simple machines to the outline.

  Free response.
UNIT 12
Science

1. Try to calculate:
   a) How old you’ll be in two decades: \(28 \text{ or } 29\) years old, depending on their age...
   b) How old your teacher was one decade ago: It depends on the teacher’s age...
   c) How old you will be in the year 2050: \(2050 - \text{the year of their birth}\)...
   d) The year in which people will be living two centuries from now: \(2020 + 200\) years.

2. Complete this sentence.
   Historians are the people that study history. In order to study it, they use historical sources: material, written, oral, graphic and audio...


<table>
<thead>
<tr>
<th>Oral and audio</th>
<th>Written</th>
<th>Graphic</th>
<th>Material sources and archaeological remains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storytelling</td>
<td>Book</td>
<td>Painting</td>
<td>Spearhead</td>
</tr>
<tr>
<td>Song</td>
<td>Letter</td>
<td>Mosaic</td>
<td>Crockery</td>
</tr>
<tr>
<td>Proverb</td>
<td>Hieroglyph</td>
<td>Tomb</td>
<td></td>
</tr>
<tr>
<td>Contract</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. What is family history? What sources would you use to learn about your family history?
   It is all the things that the members of a family have done during their lives. To learn about it we can use photographs, family record book, videos, letters, contracts, diaries, audio tapes, etc.

5. Look at the illustration. Which historical era is shown? Write a short description of what life was like in that era.

   The picture is from the first period of prehistory, the Palaeolithic period. Students should at least name these characteristics from that period: small groups of humans, hunter-gatherers, and fishermen. Nomads. They knew how to make fire and used simple tools made from stones, bones, and wood.

6. Complete the activities related to the outline.
   a) Fill in the blanks.

   HISTORY
   is measured in:
   - Periods of ten years
   - Periods of 100 years
   - Periods of 1,000 years
   - Periods of...

   Decades
   Centuries
   Millennia

   a) Make an outline in which you explain what a historical era is and how many of them there are.

   HISTORICAL ERA
   A period of various centuries during which some particularly important historical events happened.

   Examples:
   - Prehistory
   - Ancient era
   - Medieval era
   - Modern era
   - Contemporary era