

5

PRIMARY

# Social Science

TEACHER'S RESOURCE BOOK



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# Social Science

## **TEACHER'S RESOURCE BOOK**

Social Science 5 is a collective work, conceived, designed and created by the Primary Education department at Santillana, under the supervision of **Teresa Grence Ruiz**.

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# Introduction

## **Social Science 5 Teacher's Resource Book**

provides a wide variety of photocopiable worksheets designed to complement **Social Science 5 Student's Book** and **Social Science 5 Teacher's Book**. It is divided into 13 topics in order to cover the main concepts of both the National Curriculum and the curriculum established by the Community of Madrid.

These worksheets facilitate a flexible approach in the classroom. Students in the same class can be given different worksheets. Students can expand on the material learnt in class. Or they can use the worksheets to revise. These worksheets can also be assigned as homework.

There are four categories of worksheets:

**Reinforcement, Extension, Assessment** and **tests**, and **Investigate**.

**Answer keys** are provided in the Aula Virtual and on the website: <http://www.evocacion.es>

# Worksheets

## Reinforcement worksheets

There are two pages of **Reinforcement worksheets** for each topic. These worksheets are designed to provide additional support for students in need of further practice. They can be used after the relevant section in the Student's Book, before the *Final activities* sections, or as extra preparation for the Unit assessment. Students can complete the worksheets with or without consulting their Student's Books, in the classroom or at home, individually or in pairs.

**The landscapes of Spain** REINFORCEMENT

Name \_\_\_\_\_ Date \_\_\_\_\_

**1 READ THIS TEXT.**

The relief of the Iberian Peninsula is organized around the **Inner Plateau**. There is the relief **inside the Plateau**, the relief **surrounding the Plateau** and the relief **beyond the Plateau**.

**2 Write the names of the mountains in the Iberian Peninsula.**

a. Mountains of the Inner Plateau: \_\_\_\_\_

b. Mountains surrounding the Inner Plateau: \_\_\_\_\_

c. Mountains beyond the Inner Plateau: \_\_\_\_\_

**3 Write the names of the mountains A-G.**



A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

G. \_\_\_\_\_

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**The landscapes of Spain** REINFORCEMENT

Name \_\_\_\_\_ Date \_\_\_\_\_

**1 READ THIS TEXT.**

The Spanish coasts are surrounded by the **Cantabrian Sea**, the **Mediterranean Sea** and the **Atlantic Ocean**.

The **Canary Islands** are in the Atlantic Ocean. There are seven main islands: La Palma, El Hierro, La Gomera, Tenerife, Gran Canaria, Fuerteventura and Lanzarote.

The **Balearic Islands** are in the Mediterranean Sea. There are five main islands: Mallorca, Menorca, Ibiza, Formentera and La Cabrera.

**2 Colour the Cantabrian sea blue, the Atlantic Ocean orange, and the Mediterranean Sea pink.**



**3 Look at the map and write three coastal landforms in each case.**

a. The Cantabrian coast: \_\_\_\_\_

b. The Atlantic coast: \_\_\_\_\_

c. The Mediterranean coast: \_\_\_\_\_

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## Extension worksheets

There are two pages of **Extension worksheets** for each topic. These worksheets can be used for fast finishers or to expand on the material covered in class.

**The landscapes of Spain** EXTENSION

Name \_\_\_\_\_ Date \_\_\_\_\_

**The Vuelta and the relief of Spain**

Cyclists are the athletes who experience the variety of the relief of Spain the most. Every year, they cycle around 3,000 kilometres, divided into more than 20 stages. With their bicycles, they go up and down mountains, cross valleys and do time trials on plains.

One of the most difficult stages of the Vuelta is the one that goes up to the lakes of Covadonga, in Asturias.

There are two lakes of Covadonga, formed by glaciers, the Enol and the Ericia, and the Bracial Lagoon, at an altitude of a little over 1,000 m.

The lakes are in one of the deepest mountain ranges, the Picos de Europa, in the Cantabrian Range. This area was declared the first national park in Spain, in 1918.

This stage is famous in the world of cycling because of the huge effort required to complete it. To cross the line, the cyclists have to go up and down some very steep slopes.



**1 Read and tick (✓) the correct answer.**

1. Why is the stage in the lakes of Covadonga one of the most difficult of the Vuelta?

a. Because the lakes of Covadonga are in a national park.

b. Because the cyclists go up and down very steep slopes.

c. Because it is very famous.

2. How many lakes are there in Covadonga, and what are their names?

a. There are two lakes, the Enol and the Ericia, and the Bracial Lagoon.

b. There are two lakes, the Enol and the Ericia.

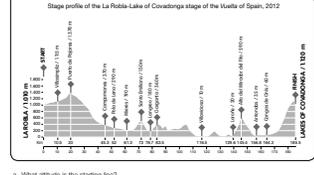
c. There are three lakes, the Enol, the Ericia and the Brezo.

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**The landscapes of Spain** EXTENSION

Name \_\_\_\_\_ Date \_\_\_\_\_

**1 Look at the chart of a stage of the Lakes of Covadonga. Answer the questions. Write full sentences. The altitude is on the left.**



**a. What altitude is the starting line at?** \_\_\_\_\_

**b. What altitude is the finishing line at?** \_\_\_\_\_

**c. What is the lowest altitude that the cyclists reach?** \_\_\_\_\_

**d. What is the place called?** \_\_\_\_\_

**e. What is the highest altitude that the cyclists reach?** \_\_\_\_\_

**f. What is the place called?** \_\_\_\_\_

**g. How far is it from the starting line?** \_\_\_\_\_

**h. Where is the steepest slope?** \_\_\_\_\_

**i. Is this slope near the finishing line?** \_\_\_\_\_

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## Assessment worksheets

There are two pages of **Assessment worksheets**, one for each topic. They can be given out once the topic has been completed, as a revision test, or to check progress during the year.

**The landscapes of Spain** ASSESSMENT

Name \_\_\_\_\_ Date \_\_\_\_\_

1 Complete the table with the names in the box.

Central Mountain Chain - Basque Mountains - Mountains of Toledo  
 Betic Mountain Chain - Cantabrian Range - Iberian Mountain Chain  
 Sierra Morena - Pyrenees

mountains of the Inner Plateau	mountains surrounding the Inner Plateau	mountains beyond the Inner Plateau

2 Look at the map and write the names of the mountains from Activity 1.



A. \_\_\_\_\_  
 B. \_\_\_\_\_  
 C. \_\_\_\_\_  
 D. \_\_\_\_\_  
 E. \_\_\_\_\_  
 F. \_\_\_\_\_  
 G. \_\_\_\_\_  
 H. \_\_\_\_\_

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ASSESSMENT

1 Label the archipelagos on the map in Activity 2. Then write the names of the islands.

a. Balearic Islands: \_\_\_\_\_

b. Canary Islands: \_\_\_\_\_

2 Read the descriptions and write the words.

a. The mountain range that includes the Picos de Europa: \_\_\_\_\_

b. The extensive area of high land in the centre of Spain: \_\_\_\_\_

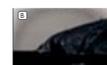
c. The mountain chain that includes the highest peak on the Iberian Peninsula: \_\_\_\_\_

3 Complete the sentences with these words. Then match the pictures to the descriptions.

Atlantic - sandy - Cadiz - Tarifa Point - rocky - longest - Mediterranean - Galicia

The \_\_\_\_\_ coast is low and \_\_\_\_\_ in the north. It begins at Cape Cruz and goes south to \_\_\_\_\_, it is the \_\_\_\_\_ Spanish coast.

The \_\_\_\_\_ coast is high and \_\_\_\_\_. It is divided into two parts: the coast of \_\_\_\_\_ in the north and the coast of the Gulf of \_\_\_\_\_ in the south.

4 Describe the Cantabrian coast. Use some of the words from Activity 3.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Tests and Investigate

There is a **multiple-choice test** for each topic. The tests provide students with the opportunity to revise the main concepts of each topic and to assess the knowledge they have acquired.

There is one **Investigate worksheet** for each topic. These worksheets provide opportunities for students to carry out simple investigative tasks, either in the classroom or at home.

**The landscapes of Spain** TEST

Name \_\_\_\_\_ Date \_\_\_\_\_

Choose the correct answer, a, b or c.

- The relief that covers the centre of the Iberian Peninsula is the...
  - Iberian Mountain Chain.
  - Central Mountain Chain.
  - Inner Plateau.
- In the Central Mountain Chain you can find...
  - the Guadix Range.
  - the Demanda Range.
  - the Sierra Nevada.
- Two groups of mountains cross the Inner Plateau, they are the...
  - Pyrenees and Subbetic Range.
  - Central Mountain Chain and the Mountains of Toledo.
  - Iberian Mountain Chain and Sierra Morena.
- The mountains surrounding the Inner Plateau are the...
  - Mountains of Toledo, Cantabrian Range, Iberian Mountain Chain and Sierra Morena.
  - Mountains of León, Cantabrian Range, Iberian Mountain Chain and Sierra Nevada.
  - Mountains of León, Cantabrian Range, Iberian Mountain Chain and Sierra Morena.
- The highest peak in Spain is the...
  - Aneto.
  - Mullhacón.
  - Telde.
- You can find the Aneto in the...
  - Betic Mountain Chain.
  - Basque Mountains.
  - Pyrenees.
- The Sierra Morena and the Betic Mountain Chain surround the river basin of the...
  - Ebro.
  - Guadizquivir.
  - Tago.
- Three different coasts form the Atlantic coast, they are the...
  - Galician, Andalusian and Canary coasts.
  - Andalusian, Cádiz and Malaga coasts.
  - Galician, Andalusian and Balearic coasts.
- The island of Formentera is part of...
  - the Canary Islands.
  - the Balearic Islands.
  - neither of these.
- There are... in the Canary Islands.
  - seven islands.
  - five islands.
  - two islands.

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**The landscapes of Spain** INVESTIGATE

Name \_\_\_\_\_ Date \_\_\_\_\_

**A whistled language: the Silbo Gomero**

The Silbo Gomero, also known as El Silbo, is an ancient language used on the Canary Island of La Gomera. This island has deep valleys, steep ravines and high cliffs. As a result, the islanders developed a whistled language to be able to send messages over such difficult terrain. This was quicker than sending a messenger or foot.

The Silbo Gomero consists of two different whistles for vowels and four different whistles for consonants. The whistles have different pitches, and they can be interrupted or continuous. With practice, any message can be communicated. Depending on the landscape, a message can be heard three kilometres away!

The origins of the Silbo Gomero are not known, but when the first Europeans arrived in the 15th century, Gomeras already communicated by whistling. Of course, this language has changed since then. Today, the Silbo has adapted to modern Castilian.

The Gomeras do not wish to lose their unique language. It represents their cultural heritage. For the island, nowadays El Silbo is an obligatory subject in primary school on La Gomera.



- Read the sentences. Cross out the errors and rewrite the sentences.
  - El Silbo was invented for faster communication on flat land.
  - It consists of two whistles for vowels and five for consonants.
  - The whistles of El Silbo have different tones and are always continuous.
  - The origins of El Silbo are known.
  - El Silbo has not changed in hundreds of years.
  - Today, the Silbo Gomero is an optional subject in primary schools.
- Search the Internet for videos about the Silbo Gomero and listen to it.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

The relief of the Iberian Peninsula is organized around the **Inner Plateau**. There is the relief **inside the Plateau**, the relief **surrounding the Plateau** and the relief **beyond the Plateau**.

**1 Write the names of the mountains in the Iberian Peninsula.**

a. Mountains of the Inner Plateau:

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b. Mountains surrounding the Inner Plateau:

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c. Mountains beyond the Inner Plateau:

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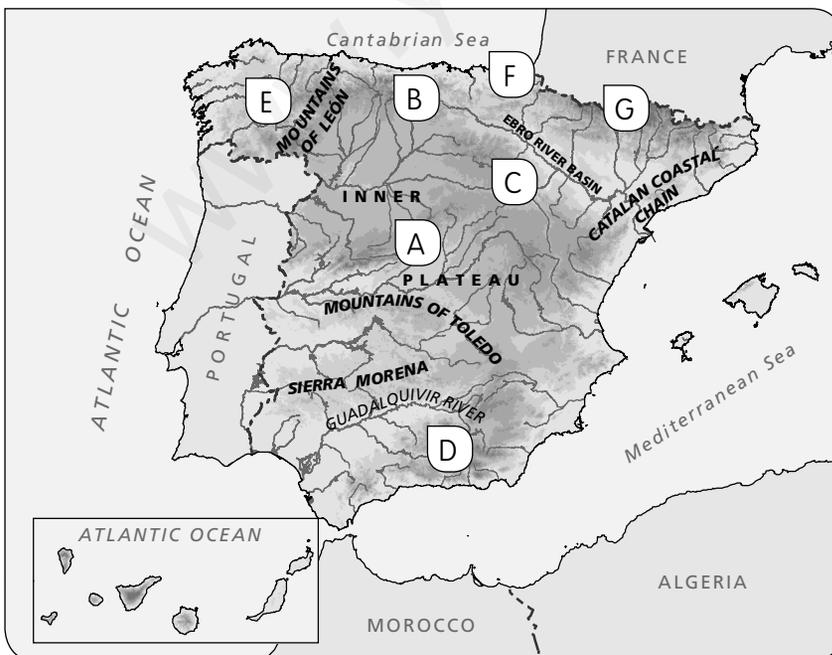


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**2 Write the names of the mountains A-G.**



- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_
- G. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

The Spanish coasts are surrounded by the **Cantabrian Sea**, the **Mediterranean Sea** and the **Atlantic Ocean**.

The **Canary Islands** are in the Atlantic Ocean. There are seven main islands: La Palma, El Hierro, La Gomera, Tenerife, Gran Canaria, Fuerteventura and Lanzarote.

The **Balearic Islands** are in the Mediterranean Sea. There are five main islands: Mallorca, Menorca, Ibiza, Formentera and La Cabrera.

**1** Colour the Cantabrian sea blue, the Atlantic Ocean orange, and the Mediterranean Sea pink.



**2** Look at the map and write three coastal landforms in each case.

- a. The Cantabrian coast: \_\_\_\_\_
- b. The Atlantic coast: \_\_\_\_\_
- c. The Mediterranean coast: \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## The *Vuelta* and the relief of Spain

Cyclists are the athletes who experience the variety of the relief of Spain the most. Every year, they cycle around 3,000 kilometres, divided into more than 20 stages. With their bicycles, they go up and down mountains, cross valleys and do time trials on plains.

One of the most difficult stages of the *Vuelta* is the one that goes up to the lakes of Covadonga, in Asturias.

There are two lakes of Covadonga, formed by glaciers, the Enol and the Ercina, and the Brial Lagoon, at an altitude of a little over 1,000 m.

The lakes are in one of the steepest mountain ranges, the *Picos de Europa*, in the Cantabrian Range. This area was declared the first national park in Spain, in 1918.

This stage is famous in the world of cycling because of the huge effort required to complete it. To cross the line, the cyclists have to go up and down some very steep slopes.

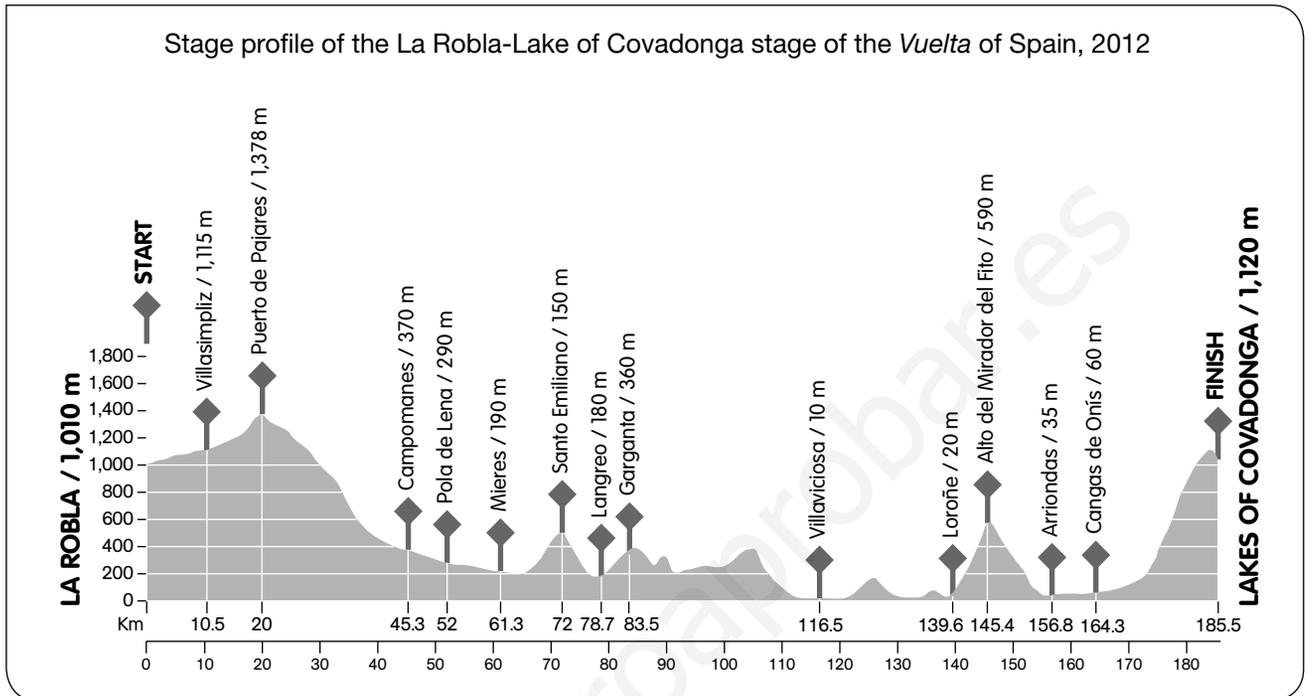


15th stage of the *Vuelta* of Spain.

### 1 Read and tick (✓) the correct answer.

1. Why is the stage in the lakes of Covadonga one of the most difficult of the *Vuelta*?
  - a. Because the lakes of Covadonga are in a national park.
  - b. Because the cyclists go up and down very steep slopes.
  - c. Because it is very famous.
  
2. How many lakes are there in Covadonga, and what are their names?
  - a. There are two lakes, the Enol and the Ercina, and the Brial Lagoon.
  - b. There are two lakes, the Enol and the Ercina.
  - c. There are three lakes, the Enol, the Ercina and the Brezo.

- 2** Look at the chart of a stage of the Lakes of Covadonga. Answer the questions. Write full sentences. The altitudes are on the left.



- a. At what altitude is the starting line? \_\_\_\_\_
- b. At what altitude is the finishing line? \_\_\_\_\_
- c. What is the lowest altitude that the cyclists reach? \_\_\_\_\_
- d. What is the place called? \_\_\_\_\_
- e. What is the highest altitude that the cyclists reach? \_\_\_\_\_
- f. What is the place called? \_\_\_\_\_
- g. How far is it from the starting line? \_\_\_\_\_
- h. Where is the steepest slope? \_\_\_\_\_
- i. Is this slope near the finishing line? \_\_\_\_\_

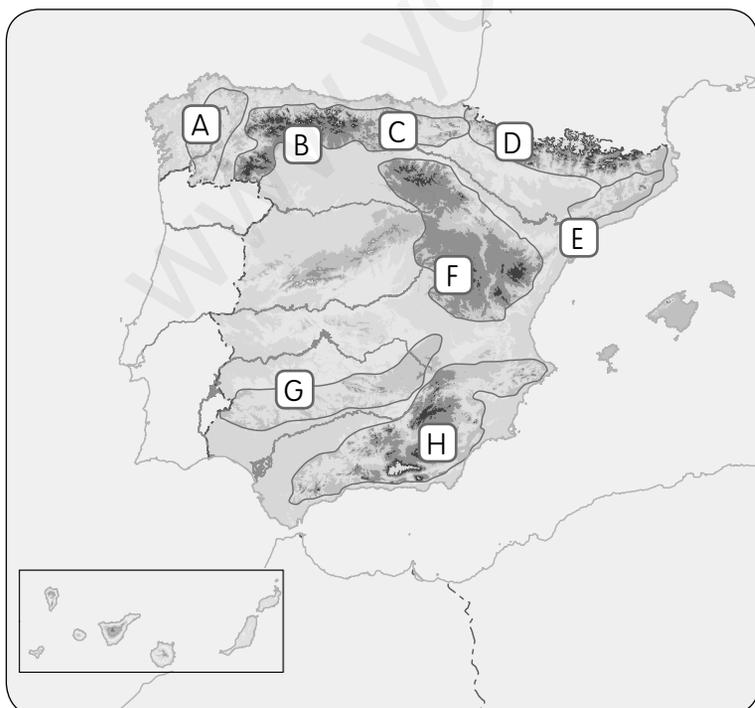
Name \_\_\_\_\_ Date \_\_\_\_\_

**1** Complete the table with the names in the box.

Central Mountain Chain - Basque Mountains - Mountains of Toledo  
 Betic Mountain Chain - Cantabrian Range - Iberian Mountain Chain  
 Sierra Morena - Pyrenees

mountains of the Inner Plateau	mountains surrounding the Inner Plateau	mountains beyond the Inner Plateau

**2** Look at the map and write the names of the mountains from Activity 1.



- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_
- G. \_\_\_\_\_
- H. \_\_\_\_\_

**3** Label the archipelagos on the map in Activity 2. Then write the names of the islands.

a. Balearic Islands: \_\_\_\_\_

\_\_\_\_\_

b. Canary Islands: \_\_\_\_\_

\_\_\_\_\_

**4** Read the descriptions and write the words.

a. The mountain range that includes the *Picos de Europa*: \_\_\_\_\_

b. The extensive area of high land in the centre of Spain: \_\_\_\_\_

c. The mountain chain that includes the highest peak on the Iberian Peninsula: \_\_\_\_\_

**5** Complete the sentences with these words. Then match the pictures to the descriptions.

Atlantic - sandy - Cádiz - Tarifa Point - rocky - longest - Mediterranean - Galicia

The \_\_\_\_\_ coast is low and \_\_\_\_\_. In the north, it begins at Cape Creus and goes south to \_\_\_\_\_. It is the \_\_\_\_\_ Spanish coast.

The \_\_\_\_\_ coast is high and \_\_\_\_\_. It is divided into two parts: the coast of \_\_\_\_\_ in the north and the coast of the Gulf of \_\_\_\_\_ in the south.



**6** Describe the Cantabrian coast. Use some of the words from Activity 5.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Choose the correct answer, a, b or c.

- 1** The relief that covers the centre of the Iberian Peninsula is the...  
a. Iberian Mountain Chain.      b. Central Mountain Chain.      c. Inner Plateau.
- 2** In the Central Mountain Chain you can find ...  
a. the Gredos Range.      b. the Demanda Range.      c. the Sierra Nevada.
- 3** Two groups of mountains cross the Inner Plateau, they are the...  
a. Penibetic and Subbetic Range.  
b. Central Mountain Chain and the Mountains of Toledo.  
c. Iberian Mountain Chain and Sierra Morena.
- 4** The mountains surrounding the Inner Plateau are the...  
a. Mountains of Toledo, Cantabrian Range, Iberian Mountain Chain and Sierra Morena.  
b. Mountains of León, Cantabrian Range, Iberian Mountain Chain and Sierra Nevada.  
c. Mountains of León, Cantabrian Range, Iberian Mountain Chain and Sierra Morena.
- 5** The highest peak in Spain is the...  
a. Aneto.      b. Mulhacén.      c. Teide.
- 6** You can find the Aneto in the...  
a. Betic Mountain Chain.      b. Basque Mountains.      c. Pyrenees.
- 7** The Sierra Morena and the Betic Mountain Chain surround the river basin of the...  
a. Ebro.      b. Guadalquivir.      c. Tajo.
- 8** Three different coasts form the Atlantic coast, they are the...  
a. Galician, Andalusian and Canary coasts.  
b. Andalusian, Ceuta and Melilla coasts.  
c. Galician, Andalusian and Balearic coasts.
- 9** The island of Formentera is part of...  
a. the Canary Islands.      b. the Balearic Islands.      c. neither of these.
- 10** There are ... in the Canary Islands.  
a. seven islands      b. five islands      c. two islands

Name \_\_\_\_\_ Date \_\_\_\_\_

## A whistled language: the *Silbo Gomero*

The *Silbo Gomero*, also known as *El Silbo*, is an ancient language used on the Canary Island of La Gomera. This island has deep valleys, steep ravines and high cliffs. As a result, the islanders developed a whistling language to be able to send messages over such difficult terrain. This was quicker than sending a messenger on foot.

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The origins of the *Silbo Gomero* are not known, but when the first Europeans arrived in the 15th century, Gomerans already communicated by whistling. Of course, this language has changed since then. Today, the *Silbo* has adapted to modern Castilian.

The Gomerans do not wish to lose their unique language. It represents their cultural heritage. For this reason, nowadays *El Silbo* is an obligatory subject in primary school on La Gomera.



### 1 Read the sentences. Cross out the errors and rewrite the sentences.

a. *El Silbo* was invented for faster communication on flat land.

\_\_\_\_\_

b. It consists of two whistles for vowels and five for consonants.

\_\_\_\_\_

c. The whistles of *El Silbo* have different tones and are always continuous.

\_\_\_\_\_

d. The origins of *El Silbo* are known.

\_\_\_\_\_

e. *El Silbo* has not changed in hundreds of years.

\_\_\_\_\_

f. Today, the *Silbo Gomero* is an optional subject in primary schools.

\_\_\_\_\_

### 2 Search the Internet for videos about the *Silbo Gomero* and listen to it.

Name \_\_\_\_\_ Date \_\_\_\_\_

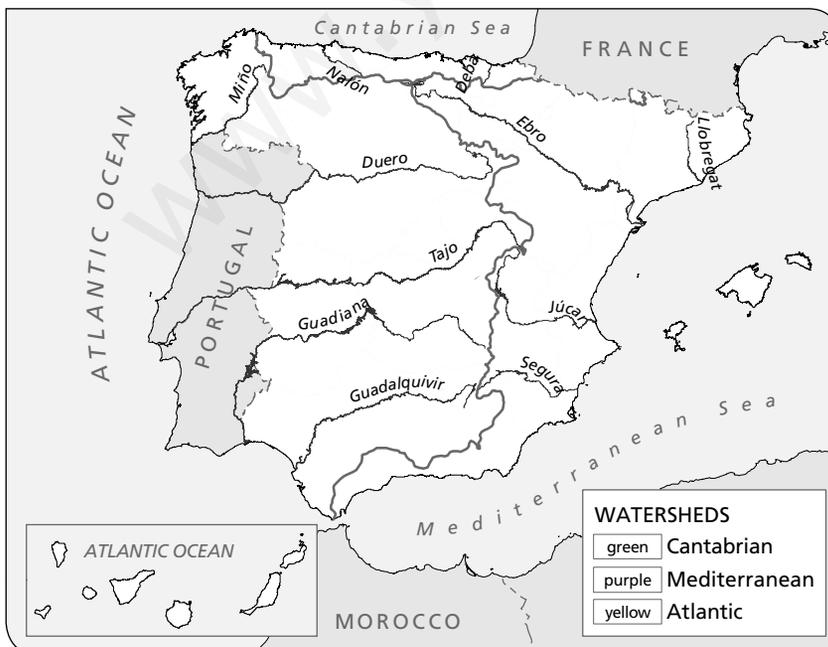
**READ THIS TEXT.**

A **watershed** is an area where all the rivers and tributaries flow into the same sea. There are three in Spain: the **Cantabrian**, **Atlantic** and **Mediterranean watersheds**.

**1 Answer the questions.**

- a. What is a watershed? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- b. What are the three main watersheds in Spain? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- c. Which watershed do the gullies of the Canary Islands belong to?  
 \_\_\_\_\_
- d. Are there any rivers in the Canary Islands? Explain why. \_\_\_\_\_  
 \_\_\_\_\_

**2 Colour the map using the key. Then write the names of two rivers for each watershed.**



- a. Mediterranean watershed:  
 \_\_\_\_\_  
 \_\_\_\_\_
- b. Atlantic watershed:  
 \_\_\_\_\_  
 \_\_\_\_\_
- c. Cantabrian watershed:  
 \_\_\_\_\_  
 \_\_\_\_\_

**3** Circle the correct answers.

**Mediterranean watershed**

a. What are the rivers like?	short	long
b. What flow regime do they have?	regular	irregular

**Atlantic watershed**

c. What flow regime do they have?	regular	irregular
d. Where do they start?	near the coast	far from the coast

**Cantabrian watershed**

e. What are the rivers like?	short	long
f. What is their flow like?	abundant	shallow

**4** Read and write *T* (true) or *F* (false). Then, correct the false sentences.

- a. Lakes and lagoons are natural bodies of still water.
- b. Most mountain lakes are man-made.
- c. The water in many lakes on the plains comes from rainwater.
- d. Reservoirs are shallow lakes with salt water or fresh water.
- e. Reservoirs are man-made lakes.

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Name \_\_\_\_\_ Date \_\_\_\_\_

## A river from Mars

There is a river in Spain that is so strange that it looks more like something from Mars than from Earth. Even NASA scientists have come to study it.

The River Tinto is located in the province of Huelva. It runs through a mining area where there are deposits of copper, iron and manganese. For this reason, its waters contain many minerals that give it a reddish colour, very different from the usual colour of other rivers. The water is also very acidic, so no vegetation grows on its banks.

The River Tinto is also different from other rivers because of the organisms that live in it. As its waters are so acidic and so rich in minerals, fish such as carp or trout can't survive. However, there is life in these extreme conditions! There are some microorganisms that feed on minerals and don't need oxygen.

The conditions of the River Tinto are similar to those on Mars. Therefore, scientists preparing expeditions to Mars have come to the River Tinto. They want to research and analyse how microorganisms can live in the habitat of the River Tinto, and therefore see what life could be like on other planets.



### 1 Answer the questions.

a. In which province and autonomous community is the River Tinto?

\_\_\_\_\_

b. What are the characteristics of the River Tinto?

\_\_\_\_\_

c. How do you think it got that name?

\_\_\_\_\_

d. Why did some NASA scientists study it?

\_\_\_\_\_

\_\_\_\_\_

**2** Which watershed does the River Tinto belong to?

---

**3** The Rivers Miño and Tinto are in the same watershed. Why do they have such different flow regimes?

---

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**4** Complete the table.

river	flow regime	watershed	main tributaries
Duero			
Ebro			
Júcar			
Nalón			
Guadiana			
Segura			

**5** Several main rivers of the Iberian Peninsula start in the Iberian Mountain Chain. Two of them are the Tajo and Júcar. Answer the questions.

a. Which watershed is each one in?

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b. Write the names of two more rivers that start in the Iberian Mountain Chain. Where do they flow into?

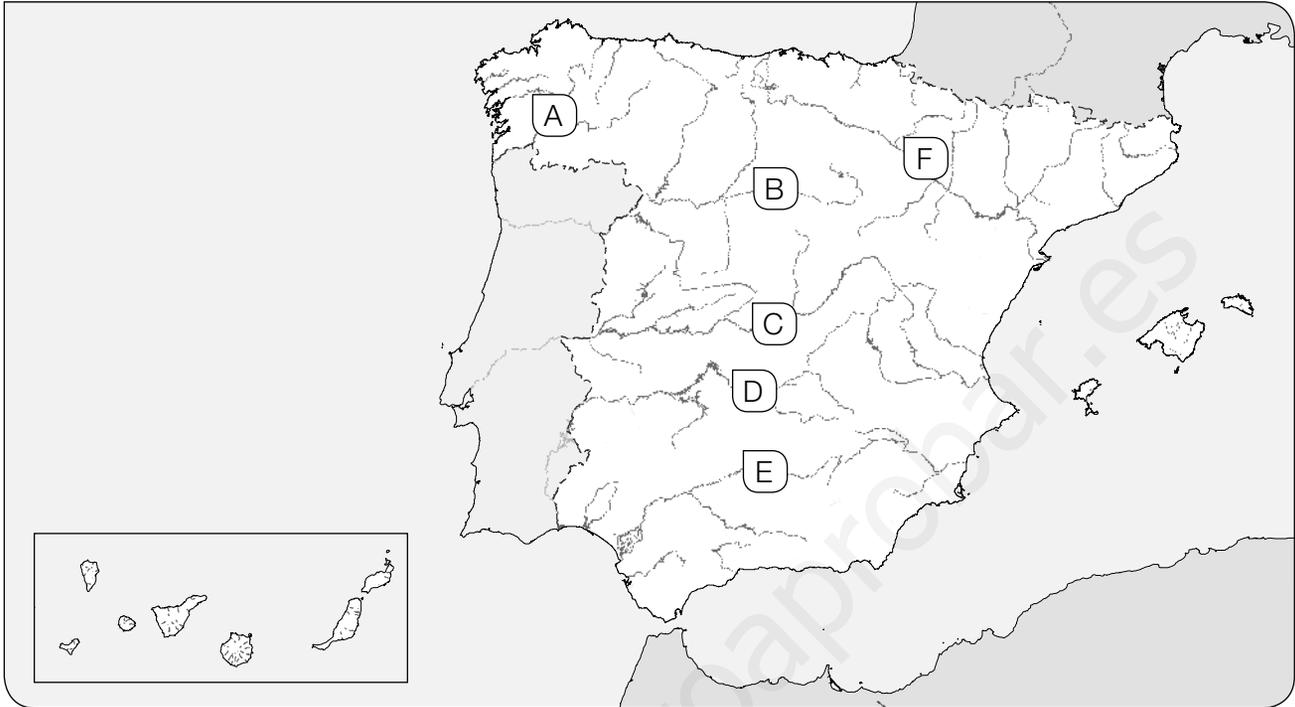
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Name \_\_\_\_\_ Date \_\_\_\_\_

**1** Look at the map and write the names of the rivers A-F.



A. \_\_\_\_\_ D. \_\_\_\_\_  
 B. \_\_\_\_\_ E. \_\_\_\_\_  
 C. \_\_\_\_\_ F. \_\_\_\_\_

**2** Complete the table.

watershed	What are their rivers like?	What is their flow regime like?
<b>Cantabrian</b>		
<b>Mediterranean</b>		
<b>Atlantic</b>		

**3** Write the name of a tributary of these rivers.

Ebro: \_\_\_\_\_ Tago: \_\_\_\_\_  
 Duero: \_\_\_\_\_ Guadalquivir: \_\_\_\_\_

**4** Why are there no rivers in the Canary Islands? \_\_\_\_\_

\_\_\_\_\_

**5** Complete the definitions.

a. An estuary is \_\_\_\_\_

\_\_\_\_\_

b. A delta is \_\_\_\_\_

\_\_\_\_\_

c. The flow is \_\_\_\_\_

\_\_\_\_\_

**6** Read and circle the five errors. Then, write the correct text.

Most rivers in Spain are long and have a high flow. Most have their source on the plains in and around the Inner Plateau. They flow east into the Mediterranean Sea. The River Ebro is an exception.

\_\_\_\_\_

\_\_\_\_\_

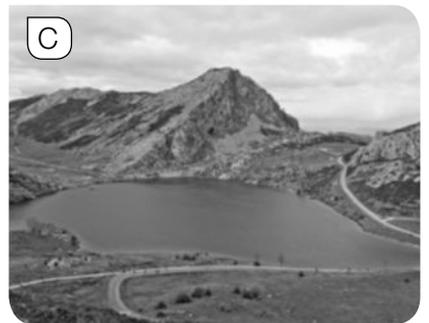
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**7** Look at the photos. Write *lake*, *lagoon* or *reservoir*.



\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

- 1** Rivers are continuous bodies of water that usually start in...
  - a. a lake.
  - b. the mountains.
  - c. a lagoon.
- 2** In Spain there are ... lakes.
  - a. mountain
  - b. mountain, plain and coastal
  - c. plain and coastal
- 3** A reservoir is...
  - a. an underground river.
  - b. a coastal lagoon.
  - c. a man-made lake.
- 4** The variation in the flow of a river throughout the year determines the...
  - a. course.
  - b. flow regime.
  - c. length.
- 5** The rivers of the Cantabrian watershed are...
  - a. short and very steep.
  - b. short and not very steep.
  - c. long and very steep.
- 6** Apart from the Ebro, the rivers of the Mediterranean watershed are...
  - a. long with abundant flow.
  - b. short with abundant flow.
  - c. short with very little flow.
- 7** The flow regime of the rivers of the Atlantic watershed is...
  - a. regular.
  - b. irregular.
  - c. discontinuous.
- 8** The Ebro is part of the ... watershed.
  - a. Cantabrian
  - b. Mediterranean
  - c. Atlantic
- 9** Two tributaries of the Tajo are the...
  - a. Odiel and Tinto.
  - b. Jarama and Tiétar.
  - c. Ebro and Miño.
- 10** Mountain lakes...
  - a. are shallow lakes near the sea.
  - b. are formed by melted ice.
  - c. are formed by the accumulation of rainwater.

Name \_\_\_\_\_ Date \_\_\_\_\_

## What are the points of interest along a river basin?

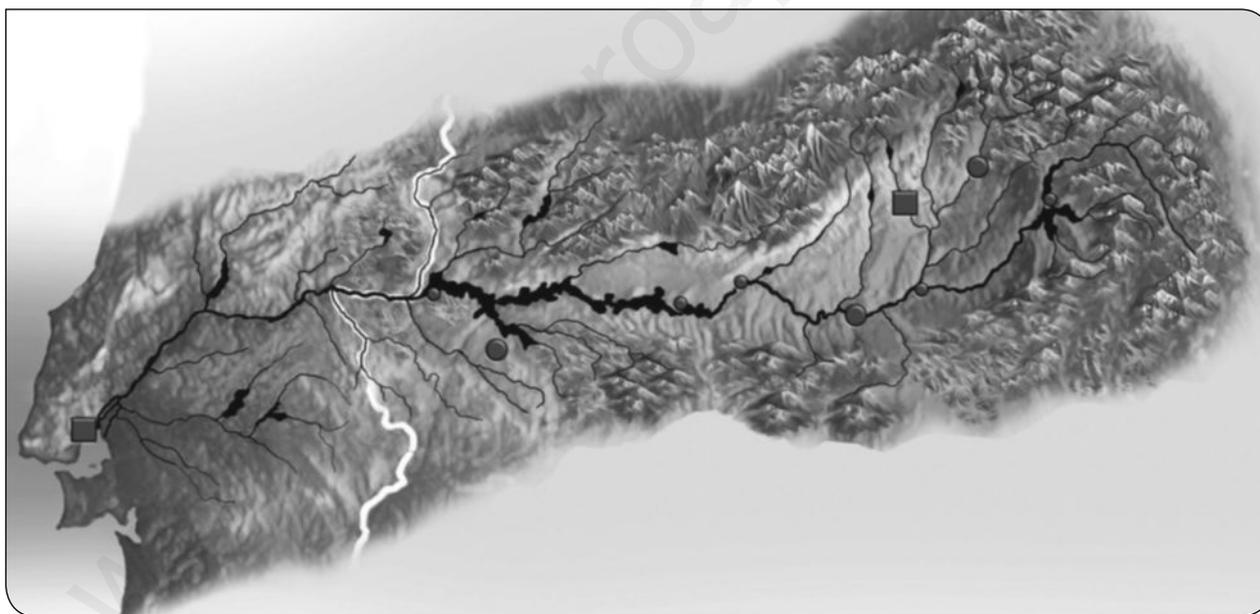
### Instructions

1. Work in groups of four. Choose one of Spain's main rivers to study.
2. Search the Internet for information about your river.

#### Find out...

- its source.
- its length.
- the sea it flows into.
- the names of its main tributaries.
- the names of the main towns it flows through.

3. On a piece of white card, draw and colour the river and its river basin. Draw the main tributaries. Draw and label the landforms surrounding the river basin. Use this picture as a model.



4. Use a red felt-tip pen to mark and label the main towns along the river.
5. Glue on photos taken from different places along the course of the river.
6. Write a brief description of your river.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

To learn about how the population in a place changes, we must consider:

**Birth rate:** This is the number of babies born in a place in one year.

**Death rate:** This is the number of people who die in a place in one year.

The difference between the number of people who are born in a place in one year and the number of people who die, is called **natural growth**.

**1 Complete the table. Then answer the questions.**

Population of Spain			
year	births	deaths	natural growth
2010	486,575	382,047	
2011	471,999	387,911	
2012	454,648	402,950	

- What is natural growth? \_\_\_\_\_  
\_\_\_\_\_
- What was the evolution of the birth rate in these years? \_\_\_\_\_
- And the death rate? \_\_\_\_\_
- What was the evolution of the Spanish population between 2010 and 2012? Explain why. \_\_\_\_\_  
\_\_\_\_\_

**2 Look at the table and answer the questions.**

Population of Europe		
year	births	deaths
2012	7,934,977	8,305,314

- Which is higher: the number of births or the number of deaths? \_\_\_\_\_
- Did the population of Europe increase or decrease in 2012? Explain why. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

**Migration** refers to people who move from one country to another. Migration influences the population of a place.

**Net migration** is the difference between the number of immigrants (people who come to live in a country) and the number of emigrants (people who leave their country to live in another country).

**1 Read and match. Then write the correct definitions.**

- Emigration is... the emigration from the rural areas to the cities.
- Immigration is... when people leave one place to live in another.
- Rural migration is... the difference between the emigrants and the immigrants in a place.
- The net migration is... when people come to live in a country.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

d. \_\_\_\_\_

\_\_\_\_\_

**2 Calculate the net migration of Villanueva with the data below. Then answer.**

Migrations in Villanueva		
immigrants	emigrants	net migration
170	45	

- What is the net migration of Villanueva: positive or negative?
- \_\_\_\_\_
- \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## Valdegrulla, a ghost village

There is a small village in the province of Soria called Valdegrulla. It is located on top of a hill, surrounded by grain fields and poplar forests.

This village has a long history. Before the arrival of the Romans, over 2,000 years ago, it was already inhabited. At that time it was called Uxama. After the Romans conquered it, the village grew in population and importance. It even had an aqueduct to distribute water to the population.

During the Middle Ages, Uxama disappeared and in its place the village of Valdegrulla rose. In 1828, there were 137 inhabitants, who lived by growing grain and raising sheep and goats. However, in 1981 there were only 15 inhabitants.

Nowadays, Valdegrulla is a village with more than 30 houses and a church, but nobody lives there. Why did everybody leave? People moved out of villages like Valdegrulla and into the cities to look for jobs and better opportunities.

In Spain, it is estimated that there are about 2,800 villages with no inhabitants. They are ghost villages.



### 1 Read the text and answer.

- a. Where is Valdegrulla? \_\_\_\_\_
- b. How many residents did Valdegrulla have in 1828? And in 1981? \_\_\_\_\_  
\_\_\_\_\_
- c. Why is the village abandoned now? \_\_\_\_\_  
\_\_\_\_\_
- d. How many ghost villages are there in Spain? \_\_\_\_\_  
\_\_\_\_\_

### 2 What is rural exodus?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## The secret of longevity

The term *Blue Zone* refers to areas of our planet where people live long and healthy lives. The Greek island of Ikaria is a Blue Zone area. Here, residents live on average 10 years longer than people in other places. In fact, one in every three people on the island lives to over 90!

The secret of Ikarian longevity seems to be a combination of diet and lifestyle. The Ikarian diet includes olive oil, fruit, nuts, local vegetables, fresh fish, goat's cheese and goat's meat, honey, and tea made with local herbs. All these foods are naturally produced and free of chemicals. In addition, the Ikarians are very physically active.

Ikarians have an active social life, which creates a strong sense of community. They preserve local traditions and celebrate summer festivals with family and friends. Mealtimes are very important and are a time to relax and socialise.

In short, longevity on Ikaria comes from a healthy Mediterranean diet and a good balance between work and leisure.



### 1 Read the text and answer the questions.

- Which Greek island is in a *Blue Zone* area? \_\_\_\_\_
- How much longer is life expectancy there compared to other places? \_\_\_\_\_
- What is the secret of Ikarian longevity? \_\_\_\_\_  
\_\_\_\_\_
- What does the Ikarian diet consist of? \_\_\_\_\_  
\_\_\_\_\_
- What else is an essential part of the Ikarian way of life? \_\_\_\_\_  
\_\_\_\_\_

### 2 Search the Internet to find information about another Blue Zone. Why do people live longer there?

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Name \_\_\_\_\_ Date \_\_\_\_\_

**1** Look at the graph and answer.

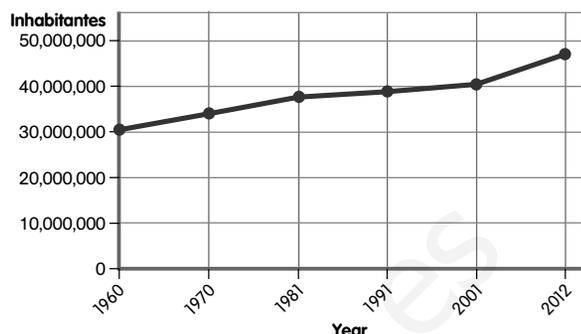
a. Has the population increased or decreased since 1960?

\_\_\_\_\_

\_\_\_\_\_

b. What is the current population of Spain?

\_\_\_\_\_



**2** Write a definition for each term.

a. Birth rate: \_\_\_\_\_

\_\_\_\_\_

b. Death rate: \_\_\_\_\_

\_\_\_\_\_

**3** Read the text and answer the questions.

In 2014, in the town of Brujillas, 45 babies were born and 23 people died.

a. What was the natural growth of Brujillas in 2014? \_\_\_\_\_

b. Did the population of Brujillas increase or decrease? \_\_\_\_\_

**4** Look at the pie charts of Spain and answer the questions.

a. In 2013, what was the percentage of the elderly population? \_\_\_\_\_

b. And in 1980? \_\_\_\_\_

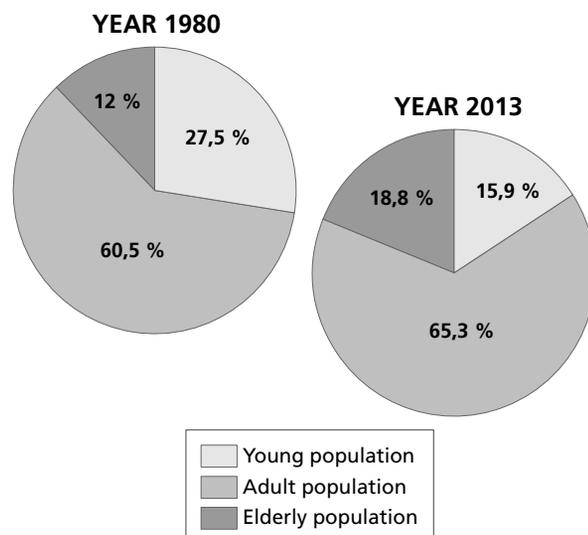
c. In 2013, what was the percentage of the young population? \_\_\_\_\_

d. And in 1980? \_\_\_\_\_

e. How have these two groups changed?

\_\_\_\_\_

\_\_\_\_\_



**5** Write a definition of life expectancy.

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**6** Who are in the following groups?

a. Active population: \_\_\_\_\_

---

b. Inactive population: \_\_\_\_\_

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**7** Write the names of the autonomous communities with more immigrants.

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**8** Complete the text.

In Spain, the most densely populated areas are \_\_\_\_\_  
and \_\_\_\_\_, while the most sparsely populated area  
is in the \_\_\_\_\_ of the Peninsula, apart from the Community  
of \_\_\_\_\_, which is the most densely populated in Spain.  
In each province, the population is concentrated in \_\_\_\_\_.

**9** What is the main characteristic of the European population nowadays?

---

---

**10** Write reasons to explain each of these two facts.

a. Low birth rate in Spain: \_\_\_\_\_

---

b. High life expectancy in Spain: \_\_\_\_\_

---

Name \_\_\_\_\_ Date \_\_\_\_\_

- 1** The population of Spain is about...
  - a. 19 million.
  - b. 47 million.
  - c. 74 million.
- 2** Nowadays, the birth rate and death rate in Spain are...
  - a. low.
  - b. high.
  - c. high birth rate and low death rate.
- 3** To know if the population of a place increases or decreases, we calculate...
  - a. the number of births.
  - b. the natural growth.
  - c. the population density.
- 4** The main characteristic of the population of Europe is...
  - a. the high birth rate.
  - b. the high young population.
  - c. the aging population.
- 5** The population gets older because...
  - a. although there is a high birth rate, the death rate is low.
  - b. although there is a high birth rate, life expectancy is high.
  - c. fewer babies are born and people live longer.
- 6** From the point of view of employment, population is classified into...
  - a. employed population and unemployed population.
  - b. employed population and active population.
  - c. active population and inactive population.
- 7** The majority of immigrants in Spain are from...
  - a. Tunisia and Morocco.
  - b. Australia and Mexico.
  - c. Romania and Morocco.
- 8** The population density is calculated by dividing...
  - a. birth rate by death rate.
  - b. surface area (km<sup>2</sup>) by number of people.
  - c. number of people by surface area (km<sup>2</sup>).
- 9** The population of Spain is...
  - a. evenly distributed across the country.
  - b. concentrated along the coasts and the Community of Madrid.
  - c. concentrated in Andalusia and the interior.
- 10** The population of Europe lives mainly in...
  - a. rural areas.
  - b. cities.
  - c. the north of the continent.

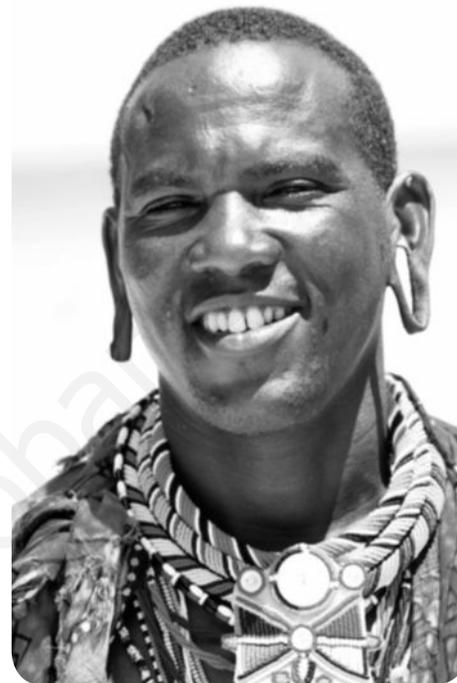
Name \_\_\_\_\_ Date \_\_\_\_\_

## Indigenous peoples of the world

Indigenous peoples are ethnic groups who are native to a particular region. They are people who share a distinct identity, culture and language. In fact, of the 7,000 languages spoken in the world, over 4,000 are indigenous languages. Indigenous people are deeply connected to their natural environment, which they respect and protect.

At present, it is estimated that there are over 350 million indigenous people in the world. This is over 5% of the world's population. They live in every corner of the Earth, from the cold Arctic region to the tropical forests of the Amazon. However, about 70% of indigenous people live in Asia. Indigenous groups vary in size, but tend to be small compared to the majority culture of their countries.

Some examples of indigenous peoples include the Masai people of Africa, the Inuit of the Arctic region, the Karaja people from the Brazilian Amazon, the Hmong people from Southeast Asia, and the Sami people from northern Europe. Today, many indigenous groups are endangered, mainly due to human development which is posing a threat to their natural environment.



### 1 Read the text and answer the questions.

- What are indigenous peoples? \_\_\_\_\_
- Where do they live? \_\_\_\_\_
- How many languages are spoken by indigenous people? \_\_\_\_\_
- Why is their lifestyle threatened today? \_\_\_\_\_
- Write the names of three indigenous tribes? \_\_\_\_\_

### 2 Search the Internet for information about a group of indigenous people and complete the index card.

Indigenous people
Name of the group: _____
Region(s): _____
Population: _____
Language(s): _____

Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

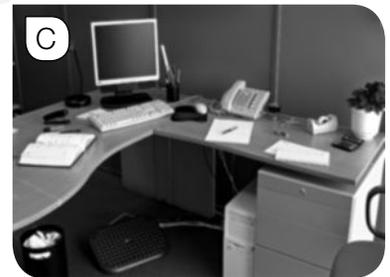
To carry out economic activity, companies need **human resources**, **material resources** and **financial resources**.

Companies can be classified according to the **different economic sectors** or by **size**.

**1** What is a company?

\_\_\_\_\_  
\_\_\_\_\_

**2** Write the type of resource. Then, write the definitions.



a. \_\_\_\_\_ resources are \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_ resources are \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_ resources are \_\_\_\_\_  
\_\_\_\_\_

**3** What functions do these departments have in a company?

a. Marketing: \_\_\_\_\_  
\_\_\_\_\_

b. Human resources: \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

Thousands of years ago people used **barter** to obtain what they needed. Over time, barter was replaced by **money**. Money we earn is called **income**, and we can use it to **consume**, **save** or **invest**.

**1 Complete the definitions.**

- a. Barter is \_\_\_\_\_  
\_\_\_\_\_
- b. Money is \_\_\_\_\_  
\_\_\_\_\_
- c. Income is \_\_\_\_\_  
\_\_\_\_\_

**2 Read and write T (true) or F (false).**

- a. Cash is the bank notes and coins we use every day to pay for products and services.
- b. Risk is the main feature of investment.
- c. Credit cards are a type of saving.
- d. Investing is the same as saving.



**3 Complete the sentences.**

consume    save    invest    income

- a. When we \_\_\_\_\_ our money, we use it in order to make a profit.
- b. We \_\_\_\_\_ money in order to pay for future needs.
- c. To \_\_\_\_\_ is to buy products or services.
- d. \_\_\_\_\_ is the money we earn.

Name \_\_\_\_\_ Date \_\_\_\_\_

### A very successful entrepreneur

Sometimes an original idea doesn't guarantee success, but contributes to it. More than half a century ago, a Catalan confectioner called Enric Bernat had the idea of attaching a stick to a sweet. The idea triumphed around the world.

Nowadays it seems simple, but in the 1950s the idea was revolutionary.

Enric saw children taking sweets out of their mouths while they were eating them. This was unhygienic. So he decided to attach a stick to the sweets so children could enjoy them more easily. The first lollipop was released in 1958. But the company Chupa Chups was not established until 1964. Its slogan was: 'It's round and long-lasting, Chupa Chups'.



But for Enric Bernat, it wasn't enough to be successful in Spain. He wanted to cross borders and make his sweets famous around the world. He needed a special logo, to associate the lollipop with happiness. He asked one of the greatest artists of the 20th century, Salvador Dalí, to create the design of the logo. Dalí, in an hour, created a yellow daisy with the name 'Chupa Chups' written in red. Today, that design is still used.

Of course, Chupa Chups became famous worldwide! It was the first lollipop consumed in space. In 1995, Russian astronauts took it to the Mir space station.

**1** Read the text and answer the questions.

- a. Who was Enric Bernat? \_\_\_\_\_  
\_\_\_\_\_
- b. Where did he get the idea for Chupa Chups? \_\_\_\_\_  
\_\_\_\_\_
- c. What was the first slogan of Chupa Chups? \_\_\_\_\_  
\_\_\_\_\_
- d. When did Chupa Chups go into space? Where did it go? Who took it there? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2** These are some of the characteristics an entrepreneur must have. Choose the two you consider most important and explain why.

being creative	decision making	identify needs
find solutions	teamwork	take risks

a. \_\_\_\_\_  
 \_\_\_\_\_

b. \_\_\_\_\_  
 \_\_\_\_\_

**3** People identify colours with different feelings. Look at the box and say what colours you would choose to advertise the following products.

white ⇔ purity	black ⇔ elegance	yellow ⇔ optimism
red ⇔ vitality	blue ⇔ confidence	green ⇔ nature

a. For a pair of trainers: \_\_\_\_\_

b. For a fizzy drink: \_\_\_\_\_

c. For an eco-friendly car: \_\_\_\_\_

**4** Analyse this advert. Identify the elements in the advert. Then explain what colours you would use.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

**1** Write definitions for these terms.

- a. Economic activity: \_\_\_\_\_  
\_\_\_\_\_
- b. Company: \_\_\_\_\_  
\_\_\_\_\_

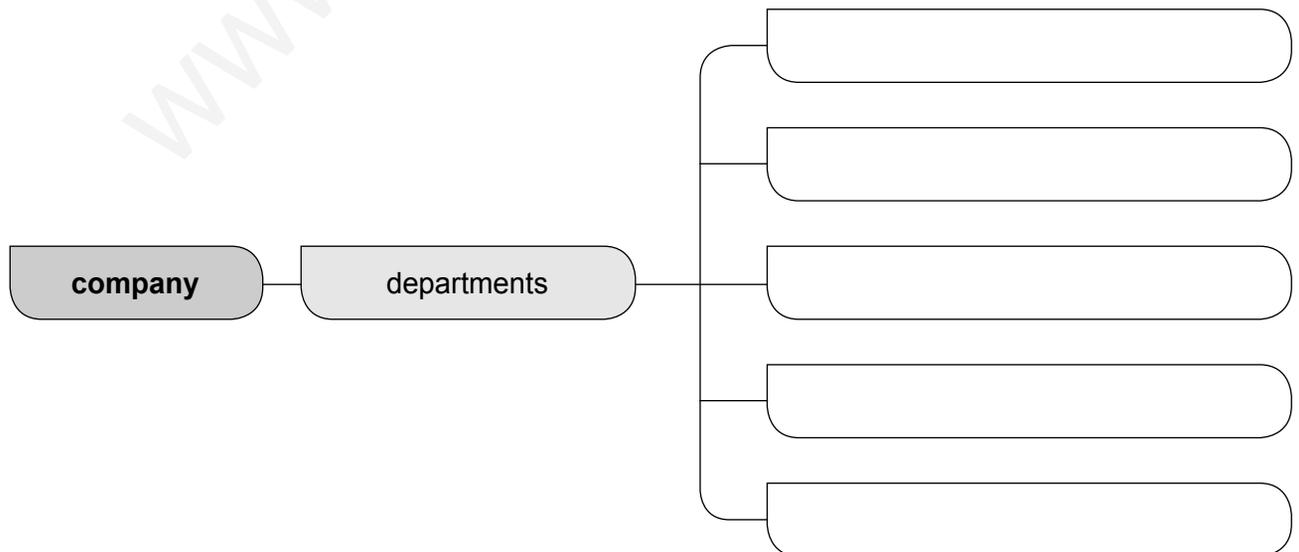
**2** Answer the questions about companies.

- a. What kind of resources do companies need to carry out their business? \_\_\_\_\_  
\_\_\_\_\_
- b. What sectors can companies belong to? \_\_\_\_\_  
\_\_\_\_\_
- c. What size can they be? \_\_\_\_\_  
\_\_\_\_\_

**3** Write the name of one company in each economic sector.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4** Complete the chart.



**5** What is advertising?

---



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**6** Complete the text about advertising.

educational   product   organizations   educate   service   inform

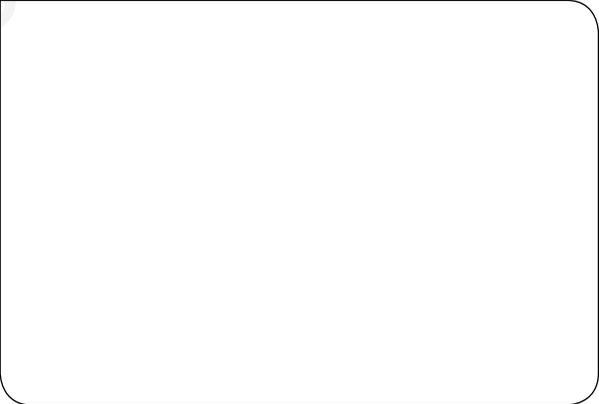
Advertising encourages us to buy a \_\_\_\_\_ or a \_\_\_\_\_.

However, advertising is also used to \_\_\_\_\_ or \_\_\_\_\_

about beneficial behaviour for everyone. This type of \_\_\_\_\_ advertising

is used by government institutions, foundations or non-profit \_\_\_\_\_.

**7** Imagine an advertising campaign to promote saving water. Design a poster.

<p>Target audience:</p> <p>_____</p> <p>Slogan:</p> <p>_____</p> <p>Type of media:</p> <p>_____</p> <p>Draw a poster for the campaign.</p>	
--	--

**8** What is money?

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**9** What types of money are there?

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---

**10** What are savings?

---



---

Name \_\_\_\_\_ Date \_\_\_\_\_

- 1 The activities involved in the economy are...**
  - a. production, distribution and consumption.
  - b. consumption and company.
  - c. production, distribution and financial resources.
  
- 2 Human resources in a company are...**
  - a. material resources.
  - b. employees.
  - c. money.
  
- 3 Companies in the tertiary sector...**
  - a. obtain resources.
  - b. transform raw materials into products.
  - c. provide services.
  
- 4 The department in charge of creating a product or a service is...**
  - a. purchases.
  - b. production.
  - c. marketing.
  
- 5 Educational advertisements are used by...**
  - a. schools and universities.
  - b. companies and town halls.
  - c. government institutions, foundations and non-profit organizations.
  
- 6 An advertising campaign consists of the sender, the target audience and...**
  - a. the message and the radio.
  - b. the message and the media.
  - c. film and television.
  
- 7 Money is a...**
  - a. method of payment.
  - b. type of advertising.
  - c. service.
  
- 8 With income you can...**
  - a. consume and invest.
  - b. save and invest.
  - c. consume, save and invest.
  
- 9 Saving is...**
  - a. keeping your income.
  - b. spending your income.
  - c. giving away your income.
  
- 10 The main aspect of investment is...**
  - a. the savings.
  - b. the income.
  - c. the risk.

Name \_\_\_\_\_ Date \_\_\_\_\_

**What are traditional ‘made in Spain’ products?**

**Instructions**

1. Work with a partner.
2. Search the Internet for information about traditional products made in Spain. Find out where they are produced and give some examples.
3. Complete the table.

	produced in	products
<b>leather goods</b>	_____	_____
<b>wicker</b>	_____	_____
<b>ceramics</b>	_____	_____
<b>embroidery</b>	_____	_____
<b>guitars</b>	_____	_____

4. Design a leaflet to advertise ‘made in Spain’ products. Fold a piece of paper in three sections. Write a title on the front page. On the other pages draw or glue pictures of traditional Spanish products and write a brief description of each one.



5. Present your advertising brochure to the class.

Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

The **primary sector** includes jobs which obtain resources from nature; the **secondary sector** includes jobs which transform raw materials into manufactured products; the **tertiary sector** includes all the jobs which provide services.

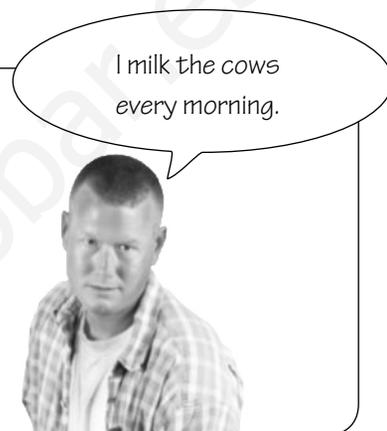
**1** Read what every person says and tick (✓) the correct options.

a. William works in the ... sector.

- primary       secondary       tertiary

b. In this sector, ...

- resources are obtained from nature.  
 raw materials are transformed into manufactured products.  
 services are provided.



c. Mary works in the ... sector.

- primary       secondary       tertiary

d. In this sector, ...

- resources are obtained from nature.  
 raw materials are transformed into manufactured products.  
 services are provided.



e. Carla works in the ... sector.

- primary       secondary       tertiary

f. In this sector, ...

- resources are obtained from nature.  
 raw materials are transformed into manufactured products.  
 services are provided.

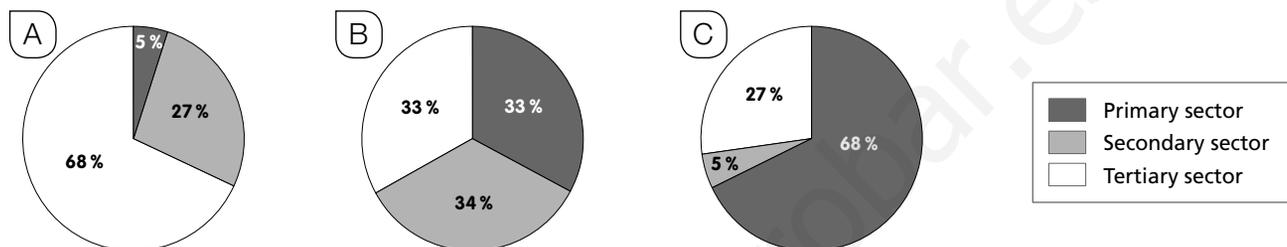


Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

The **primary sector** employs 5 out of every 100 Europeans; the **secondary sector** employs 27 out of every 100 Europeans; and the **tertiary sector** employs 68 out of every 100 Europeans.

**1** Look at the pie charts. Which one best represents the number of people working in Europe in each economic sector? Explain.



Pie chart \_\_\_\_\_ best represents the number of people working in Europe in each economic sector, because \_\_\_\_\_

**2** Match each picture to the correct option and say where each type of industry is located in Europe.



1. The consumer goods industry makes products that consumers buy directly.  
It is located in \_\_\_\_\_.



2. The heavy industry makes metal and chemical products.  
It is located in \_\_\_\_\_.



3. The machinery and equipment industry makes machines, tyres and electrical goods.  
It is located in \_\_\_\_\_.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Foreign trade in Spain

### Imports and exports

Imports and exports are very important to know what the foreign trade is like. Spain buys and sells a wide variety of products:

	Year 2000		Year 2012	
	imports*	exports*	imports*	exports*
Meat, fish, milk...	5,785,927	3,611,850	7,638,704	7,831,003
Pulses, vegetables...	4,165,777	7,189,824	9,280,478	12,787,019
Processed meat, fish, drinks...	5,647,770	5,428,356	10,846,856	11,588,194
Minerals, salt...	22,398,980	5,564,970	66,636,639	19,647,113
Chemical products, fertilizers, soaps...	14,740,988	8,823,964	31,515,301	24,011,006
Plastics	7,297,525	6,321,445	11,247,033	11,977,054
Cotton, fabrics...	7,825,700	5,540,763	14,178,829	10,677,058
Iron, steel, lead...	11,756,515	9,099,065	16,922,108	20,862,445
Electrical goods	37,776,797	20,349,658	37,662,371	30,551,870
Transport equipment	31,373,934	32,146,015	25,468,645	38,527,415

\*Data in billions of euros.

### 1 Read the text and answer the questions.

a. What products did Spain import the most of in 2000? And in 2012?

---



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b. What products did Spain export the most of in 2000? And in 2012?

---



---

**2 Explain the difference between these terms.**

a. Domestic trade and foreign trade: \_\_\_\_\_

---

---

b. Exports and imports: \_\_\_\_\_

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---

c. Wholesale trade and retail trade: \_\_\_\_\_

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**3 Answer the questions.**

a. Is it important for one country to export to another? Explain.

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b. What is the trade balance of a country?

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c. Which do you think is better for a country, to have a positive or negative trade balance? Explain.

---

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**4 Besides trade, what other economic activities are part of the service sector?**

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Name \_\_\_\_\_ Date \_\_\_\_\_

**1** Answer the questions.

- a. Which activities are included in the primary sector? \_\_\_\_\_  
 \_\_\_\_\_
- b. How many people work in this sector in Spain? \_\_\_\_\_  
 \_\_\_\_\_

**2** Write some of the main crops in Spain?

- a. Dry crops: \_\_\_\_\_
- b. Irrigated crops: \_\_\_\_\_

**3** Tick (✓) the most common type of livestock farming in Spain.



**4** What is the secondary sector?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5** Complete the table.

	What do they make?
heavy industries	
machinery and equipment industries	
consumer goods industries	

**6** Which economic sector does construction belong to?

---

**7** 'Spain's economy is based on services.' True or false? Explain your answer.

---



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**8** Write definitions.

a. What is trade? \_\_\_\_\_

---

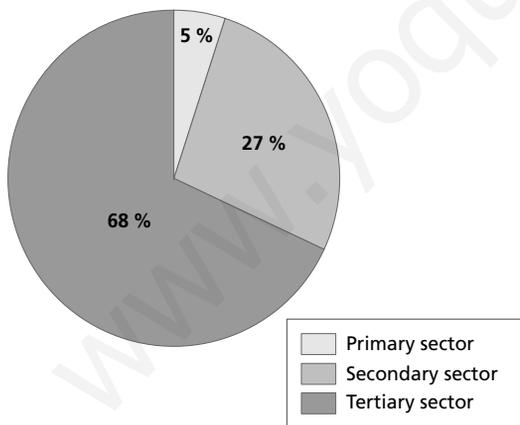
b. What is foreign trade? \_\_\_\_\_

---

c. What are exports? \_\_\_\_\_

d. What are imports? \_\_\_\_\_

**9** Look at the pie chart. How is the active population distributed in Europe?




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**10** What are the most common activities in the tertiary sector in Europe?

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Name \_\_\_\_\_ Date \_\_\_\_\_

- 1** In Spain, agriculture is the economic activity in the primary sector that...
  - a. employs more people.
  - b. employs fewer people.
  - c. disappeared years ago.
  
- 2** Offshore fishing is done...
  - a. near the coast.
  - b. in the oceans.
  - c. in the Atlantic Ocean.
  
- 3** The autonomous community with the highest industrial production is...
  - a. Andalusia.
  - b. Catalonia.
  - c. Basque country.
  
- 4** The industry that makes products that consumers buy directly is the ... industry.
  - a. heavy
  - b. machinery
  - c. consumer goods
  
- 5** The tertiary sector is also called the ... sector.
  - a. financial
  - b. private
  - c. service
  
- 6** The trade between different countries is called...
  - a. foreign trade.
  - b. domestic trade.
  - c. retail.
  
- 7** The Adolfo Suárez Madrid – Barajas airport has...
  - a. the largest amount of maritime traffic.
  - b. the most amount of air traffic.
  - c. the least amount of air traffic.
  
- 8** The main crops in Europe are...
  - a. cereals and potatoes.
  - b. wheat and corn.
  - c. lettuces and tomatoes.
  
- 9** In Europe, the consumer goods industries are located...
  - a. in Germany and Russia.
  - b. throughout Europe.
  - c. in the United Kingdom and Italy.
  
- 10** The tertiary sector in Europe employs...
  - a. 5 out of every 100 people.
  - b. 27 out of every 100 people.
  - c. 68 out of every 100 people.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Protected designation of origin

In butcher shops, delicatessens and in certain other shops, you can sometimes find products with the words “protected designation of origin” or PDO. But what does this mean?

The PDO is the name given to certain products in Spain to distinguish their high quality.

In addition, the raw materials for these products must come from a particular geographical area, i.e. have a specific origin. This is because in the geographical area, there are certain influences that improve the quality of the product, for example, a particular climate or a special feed given to the animals.



To ensure quality, a product with PDO must also meet high standards of manufacturing, handling and packaging.

There are many products with PDO. Some of the more important ones are wines, such as Rioja and Ribera del Duero; cheeses such as Manchego or Cabrales; hams, such as Huelva and Guijuelo; and olive oils, which have many protected denominations, especially in Andalusia.

These products are labelled with a special seal that guarantees their quality. When you see one of these seals, you know that it is a product with protected designation of origin.

### 1 Read the text and answer the questions.

a. What does “protected designation of origin” mean? \_\_\_\_\_

\_\_\_\_\_

a. How do we recognize products with PDO? \_\_\_\_\_

\_\_\_\_\_

b. What sectors do the products with PDO come from? \_\_\_\_\_

\_\_\_\_\_

c. What characteristics should the products with PDO have? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 2 Search the Internet for two British products with PDO. Write the names.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**1** Complete the table about the Visigoth Kingdom.

capital	language	religion	political system

**2** Look at the map of the Iberian Peninsula and answer the questions.



a. Which century is represented in this map? Explain.

\_\_\_\_\_

\_\_\_\_\_

b. How long did it take for the Muslims to conquer most of the Iberian Peninsula?

\_\_\_\_\_

\_\_\_\_\_

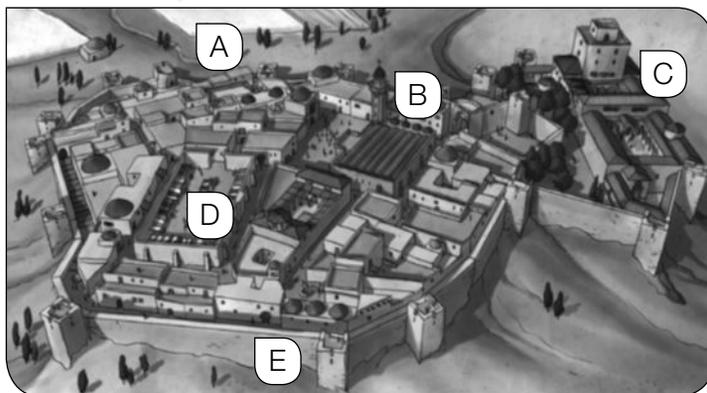
c. Which city was the capital of the Muslim territories?

\_\_\_\_\_

d. How long did the Muslims rule the Iberian Peninsula?

\_\_\_\_\_

**3** Write the names of these places in a medieval city.



A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**1** READ THIS TEXT.

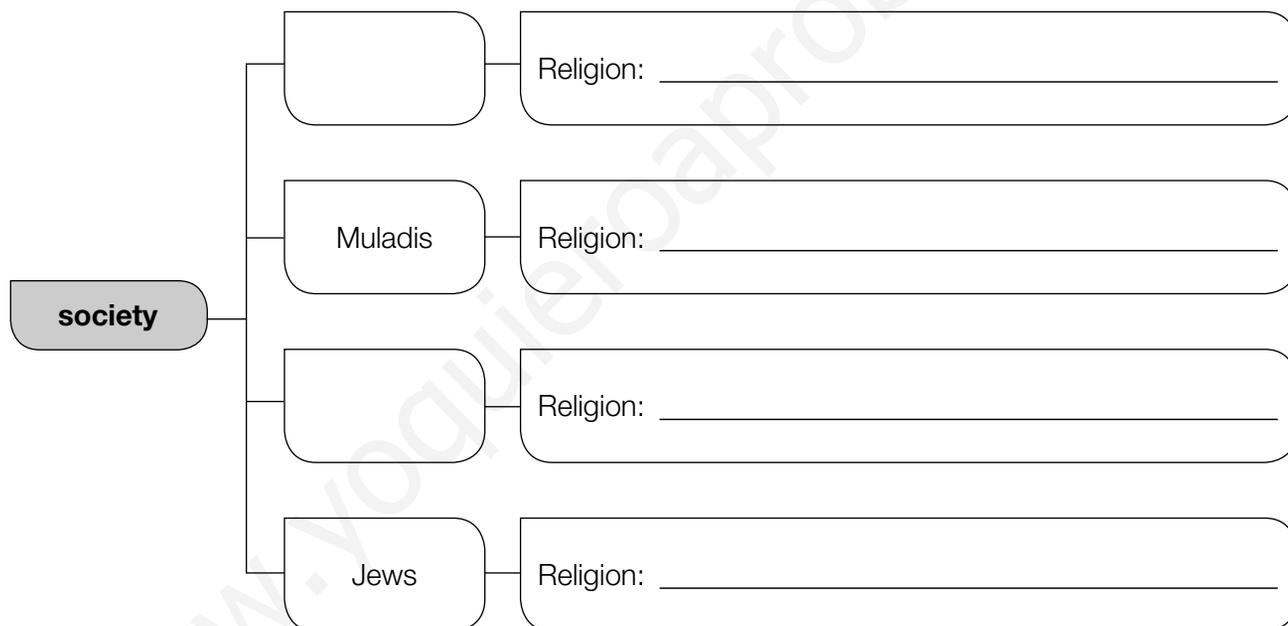
Muslims practise **Islam**. Al-Andalus society was made up of people of different religions.

**1** Name the three religions that coexisted in Al-Andalus.

\_\_\_\_\_

\_\_\_\_\_

**2** Complete the chart about Al-Andalus society.



**3** Look at the picture and answer the questions.



a. What types of arches are these?

\_\_\_\_\_

\_\_\_\_\_

b. How are they decorated?

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## Medina Azahara, the sad palace

Near the city of Córdoba, in Andalusia, there is a special place: Medina Azahara, which in Arabic means “shining city”.

They say that the caliph Abd al-Rahman III was so in love with his favourite, Azahara, that he promised to build the most beautiful palace that she had ever seen.

Abd al-Rahman III hired the best architects and craftsmen and ordered them to build and furnish the palace with the most precious materials: hardwood, marble, tiles, ivory and precious stones.

He also told them to design beautiful gardens with plants, trees and exotic birds that would delight Azahara.

However, Azahara was sad because she could not see the snows of Sierra Nevada in Granada, the city where she was born.

When Abd al-Rahman found out the reason for Azahara’s sadness, he exclaimed: *“I’ll have snow in Córdoba!”* He ordered an almond forest to be planted near the palace, with the trees very close to each other so that every spring when the almond trees blossomed, their white flowers looked like snow. And Azahara, so the story goes, was never sad again.



### 1 Read the text and answer the questions.

a. Where is Medina Azahara? What does its name mean? \_\_\_\_\_

---

---

b. Who built it? Why? \_\_\_\_\_

---

---

c. What materials were used? \_\_\_\_\_

---

---

d. Why did Abd al-Rahman III want to plant almond trees? \_\_\_\_\_

---

---

**2** Abd al-Rahman III was the first caliph of Córdoba. Answer the questions.

a. Before being a caliphate, what was Al-Andalus? \_\_\_\_\_

\_\_\_\_\_

b. Who was a caliph? \_\_\_\_\_

\_\_\_\_\_

c. Who defeated the Christians in Santiago de Compostela during the caliphate? \_\_\_\_\_

\_\_\_\_\_

d. What happened in Al-Andalus when the caliphate disappeared? \_\_\_\_\_

\_\_\_\_\_

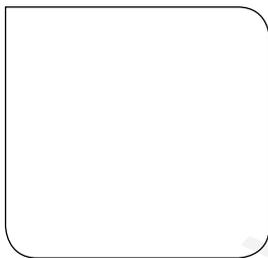
**3** Look at the picture of Medina Azahara and answer the questions.

a. What type of arches were used in that building? \_\_\_\_\_

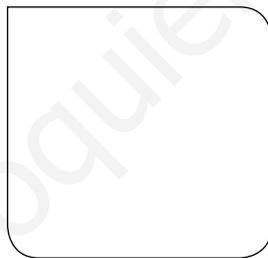
b. How are they decorated? \_\_\_\_\_

\_\_\_\_\_

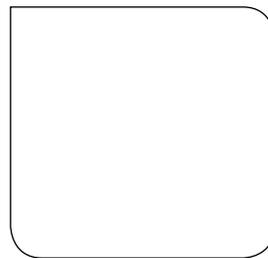
c. Draw and write the name of the types of arches used by Muslim architects.



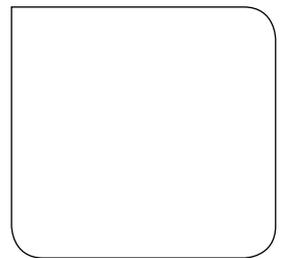
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**4** The reconstruction of the city of Medina Azahara began in the 20th century. Look at this picture from before its reconstruction, and compare it to the one on the previous page. Do you think it is important to preserve the historic buildings? Explain



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**1** What event marked the beginning of the Middle Ages? What year was it?

\_\_\_\_\_

**2** Circle the correct option in each case.

In 411 / 476, three *Roman / Germanic* tribes invaded the Peninsula. The Romans asked for help from the *Visigoths / Muslims*, who came to the Iberian Peninsula in 415 / 428 and expelled the *Alani and Vandals / Suevi*.

**3** What elements of the Hispano-Roman culture did the Visigoths adopt?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**4** Put the events in chronological order. Write 1–5.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Emirate              | <input type="checkbox"/> Nasrid Kingdom of Granada | <input type="checkbox"/> Taifa Kingdoms |
| <input type="checkbox"/> Caliphate of Córdoba | <input type="checkbox"/> Muslim Conquest           |   |

**5** Look at the map of the 8th century and do the activities.



- Colour Al-Andalus yellow.
- Colour the Christian territory green.
- Underline the name of the capital of Al-Andalus.

**6** What is the difference between an emir and a caliph?

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**7** Look at the picture and answer the questions.

a. What is this building?

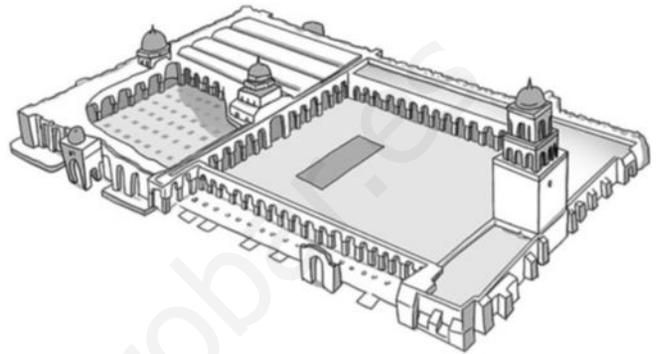
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b. What was it used for?

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**8** Describe what Muslim cities were like.

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**9** Write a definition for each word.

a. Muladi: \_\_\_\_\_

---

b. Mozarab: \_\_\_\_\_

---

**10** Look at the picture and write two features of Muslim architecture.

---



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---



Name \_\_\_\_\_ Date \_\_\_\_\_

- 1** The fall of the Roman Empire was in...
  - a. 711.
  - b. 467.
  - c. 476.
- 2** The Visigoths founded a powerful kingdom in the Iberian Peninsula and its capital was...
  - a. Córdoba.
  - b. Toledo.
  - c. Zaragoza.
- 3** The Muslims defeated the Visigoths in the Battle of...
  - a. Guadalete.
  - b. Las Navas de Tolosa.
  - c. Gibraltar.
- 4** A caliph was a powerful...
  - a. political leader for Muslims.
  - b. political and religious leader for Muslims.
  - c. religious leader for Muslims.
- 5** Al-Andalus was divided into small taifa kingdoms in the ... century.
  - a. 9th
  - b. 10th
  - c. 11th
- 6** Christians who converted to Islam were...
  - a. Mozarabs.
  - b. Muslims.
  - c. Muladis.
- 7** In Muslim cities, the market was called a...
  - a. mosque.
  - b. alcázar.
  - c. souq.
- 8** The name of the last Visigoth king in Spain was...
  - a. Suevi.
  - b. Leovigild.
  - c. Ruderic.
- 9** Averroes was an...
  - a. Islamic philosopher.
  - b. 10th century Muslim general.
  - c. Jewish philosopher.
- 10** The last Muslim territory in the Iberian Peninsula was...
  - a. the taifa of Zaragoza.
  - b. the Nasrid Kingdom of Granada.
  - c. the Caliphate of Córdoba.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Muslims, Christians and Jews in Al-Andalus

For over seven centuries, Muslims, Christians and Jews lived together in Al-Andalus. The three religions coexisted. Muslims practised Islam, and Christians and Jews were allowed to practise their religions. Christians were allowed to keep their churches and monasteries under Islamic rule. Christians who continued to practise their religion were called Mozarabs.

Muslims, Christians and Jews generally shared a peaceful existence, and they interacted in many ways. In fact, they shared their knowledge of different fields of learning. Muslims contributed with their knowledge of science and engineering. Jews were famous for their excellent translations of important documents. Al-Andalus became a great cultural centre.

However, the three groups were not treated equally under Islamic rule. Christians and Jews, except for old people, women, children and disabled people, had to pay a tax, known as *jizya*. As a result, many Christians converted to Islam to be treated as equals and to avoid paying the tax. These people were known as Muladis. Towards the end of Muslim rule, religious intolerance spread through Al-Andalus, and Christians and Jews who refused to convert to Islam were exiled.



### 1 Read the text and answer the questions.

- What were the relations like between Muslims, Christians and Jews? \_\_\_\_\_  
\_\_\_\_\_
- What was the *jizya*? \_\_\_\_\_
- Who were the Muladis? \_\_\_\_\_
- What happened towards the end of Muslim rule? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 2 Find out more about the Muslim, Christian and Jewish religions. Complete the table.

	holy book	religious celebrations
Muslims		
Christians		
Jews		

Name \_\_\_\_\_ Date \_\_\_\_\_

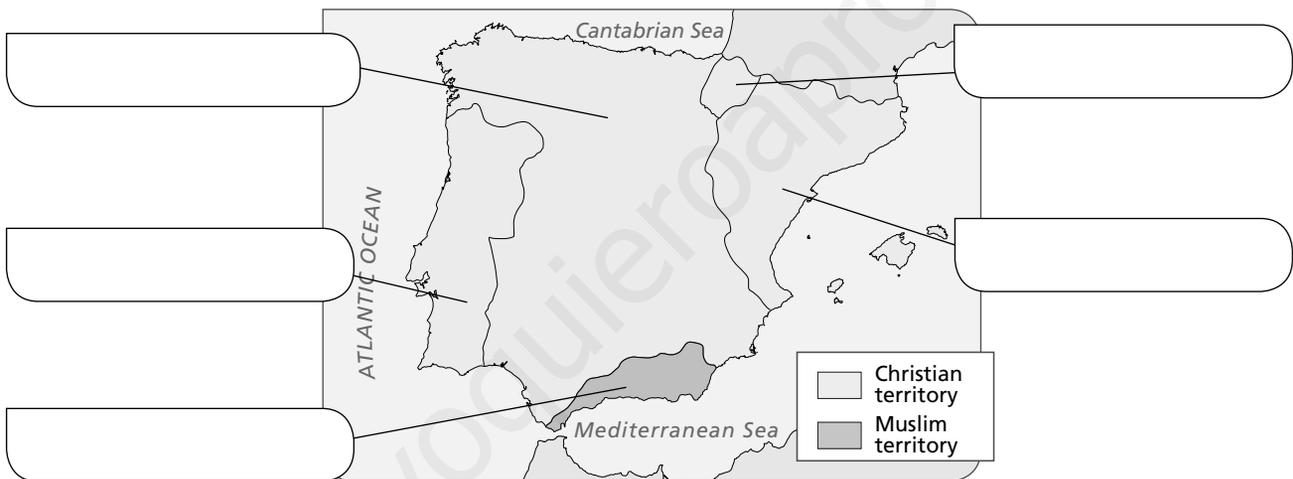
**READ THIS TEXT.**

The Christian Kingdoms fought for nearly eight centuries against the Muslims to conquer their territory. This period is known as the **Christian Reconquest**.

**1 Complete the text about the Christian Kingdoms.**

The Christian Kingdoms in the \_\_\_\_\_ of the Iberian Peninsula were organised into \_\_\_\_\_ and \_\_\_\_\_.

**2 Look at the map and write the names of the Christian and Muslim Kingdoms in the Iberian Peninsula in the 15th century.**



**3 Look at the map in Activity 2 and answer the questions.**

a. Which territory is bigger, the Christian or the Muslim?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. In what year was the last Muslim territory conquered? Who conquered the Muslims?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

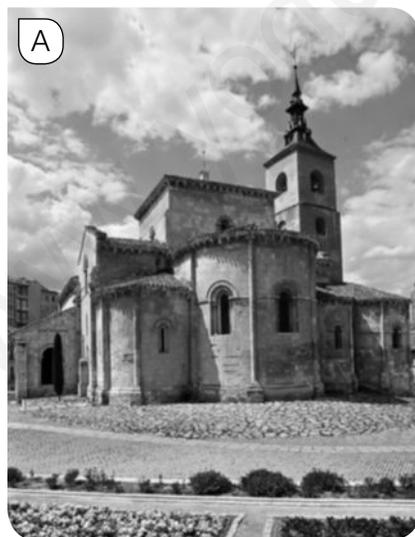
**READ THIS TEXT.**

Two types of architecture were developed during the Middle Ages: **Romanesque** and **Gothic**.

**1** Write four typical features of Romanesque and Gothic architecture.

Romanesque	Gothic

**2** Look at the photos. Which building is Romanesque and which one is Gothic? Explain.



A. \_\_\_\_\_  
 \_\_\_\_\_

B. \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## A very wise king

Alfonso X was born in Toledo in 1221 and was proclaimed king in 1252. He inherited a vast territory formed by the ancient kingdoms of Castile and León, unified in the reign of his father under the Crown of Castile.

During his reign he incorporated Jerez and Cádiz to the Crown of Castile. However, he failed in his attempt to become Holy Roman Emperor.

He also had to deal with some internal fights, like the one organised by his own son, Sancho. Alfonso X died in Seville in 1284, in the middle of this confrontation.

The most valued aspect of this king was his cultural work, which earned him the nickname '*The Wise*'. He did an extraordinary job as a protector of culture and encouraged the work of the *Toledo School of Translators*.

He participated in the publishing of works related to history such as the *Estoria de España*, and to science, such as the *Tablas Alfonsíes*. He wrote poems like the *Cantigas de Nuestra Señora*, a collection of poems in Galician, narrating the miracles of the Virgin. He also wrote works related to law, like the *Siete Partidas*.



### 1 Read the text and answer the questions.

- a. Who was Alfonso X? \_\_\_\_\_
- b. What territories did he rule? \_\_\_\_\_
- c. Why was he called '*The Wise*'? \_\_\_\_\_  
\_\_\_\_\_
- d. Write three features of his reign. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- e. What works did he write? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2 Name two other kings of the Middle Ages. Write when and where they reigned.

---



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- 3 Look at the picture, which is part of the *Cantigas de Nuestra Señora*, and answer the questions.



- a. Who is the largest figure? Why do you think that he was represented that way?

---



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- b. Who is with him? \_\_\_\_\_

---



---



---

- c. What are they doing? \_\_\_\_\_

---

- d. The works written by Alfonso X are historical sources. Explain.

---



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Name \_\_\_\_\_ Date \_\_\_\_\_

**1** What was the Christian Reconquest?

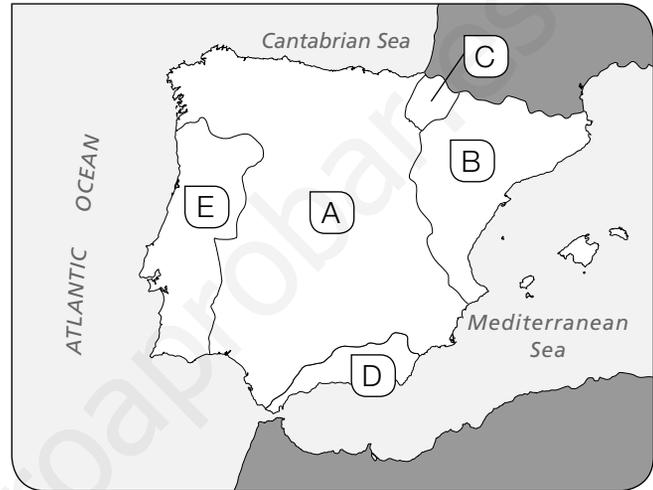
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**2** Look at the map of the Iberian Peninsula in the 15th century and write the kingdom for each letter.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_



**3** Christian Kingdoms were divided into social groups. Name them and write who was part of each group.

---

---

---

**4** What does it mean that almost all peasants were serfs in the Middle Ages?

---

---

---

**5** Is today's society like the society of the Christian Kingdoms in the Middle Ages? Explain your answer.

---

---

---

**6** Describe what Christian cities were like in the Middle Ages.

---



---



---

**7** Read and write *T* (true) or *F* (false).

a. Traders or merchants traded products in marketplaces and trading fairs.

b. City gates weren't closed at night.

c. Many people were craftsmen, for example carpenters, peasants and weavers.

**8** In the Christian Kingdoms only the Christian religion was practised. Is this true? Explain your answer.

---



---



---

**9** Write three features of Romanesque architecture.

---



---



---

**10** Tick (✓) the Gothic building and write two features of this architecture.




---



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---

Name \_\_\_\_\_ Date \_\_\_\_\_

- 1** The Christian Reconquest ended in...
  - a. 1592.
  - b. 1212.
  - c. 1492.
- 2** In the 15th century, there were four large Christian Kingdoms in the Peninsula...
  - a. Asturias, Castile, Valencia and the County of Aragón.
  - b. Portugal, Navarre, the Crown of Castile and the Crown of Valencia.
  - c. the Kingdom of Portugal, the Kingdom of Navarre, the Crown of Castile and the Crown of Aragón.
- 3** Society in Christian Kingdoms was divided into...
  - a. peasants.
  - b. classes.
  - c. social groups.
- 4** Most peasants were...
  - a. serfs.
  - b. noblemen.
  - c. monks.
- 5** The clergy...
  - a. carried out religious and cultural activities.
  - b. worked the land.
  - c. protected the king and the land.
- 6** Medieval cities were organized into...
  - a. fairs.
  - b. neighbourhoods.
  - c. walls.
- 7** Carpenters, weavers and goldsmiths were...
  - a. traders.
  - b. merchants.
  - c. craftsmen.
- 8** Romanesque buildings...
  - a. had thick solid walls with few, small windows and rounded arches.
  - b. had thick solid walls, big windows and pointed arches.
  - c. were tall and bright.
- 9** The rose window is part of ... architecture.
  - a. Romanesque
  - b. Gothic
  - c. Romanesque and Gothic
- 10** Gothic architecture was developed during the...
  - a. 10th, 11th and 12th centuries.
  - b. 13th and 14th centuries.
  - c. 15th and 16th centuries.

Name \_\_\_\_\_ Date \_\_\_\_\_

## How did boys become knights during the Middle Ages?

### Instructions

1. Work in groups of three.
2. Do research on the Internet or in encyclopaedias to find out about the three steps needed to become a knight during the Middle Ages: a page, a squire, then a knight.
3. Make a triptych using a sheet of card. At the top write the title: *The stages to become a medieval knight*.
4. Then, fold the card lengthwise into three sections. Label the three sections: *To become a page*; *To become a squire*; *To become a knight*.

To become a page	To become a squire	To become a knight
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

5. Include drawings and information for each step. Try to answer these questions.
  - a. How old did you have to be to become a page?
  - b. How did a page become a squire?
  - c. What sort of training did each stage require?
  - d. What were the most important ceremonies?



6. Present your triptych to the class.

Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

The **Catholic Monarchs**, Isabella I of Castile and Ferdinand II of Aragón, made important reforms during their reign and extended their territories.

**1 Write definitions for these terms.**

a. Viceroy: \_\_\_\_\_

\_\_\_\_\_

b. House of Trade: \_\_\_\_\_

\_\_\_\_\_

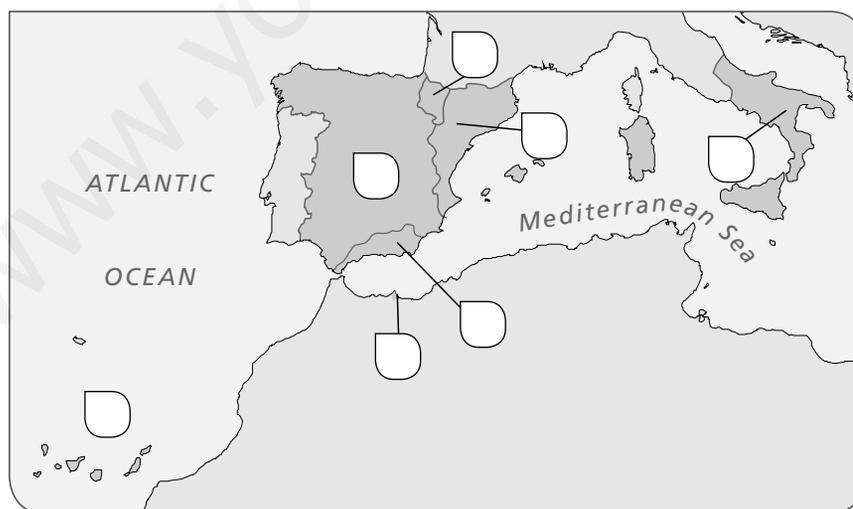
**2 Write what the Catholic Monarchs did to strengthen their power and organise their territories.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3 On the map write the letters of the territories of the Catholic Monarchs in Europe.**



A. The Crown of Castile

C. The Kingdom of Navarre

E. The Kingdom of Naples

B. The Crown of Aragón

D. The Kingdom of Granada

F. Melilla

G. The Canary Islands

Name \_\_\_\_\_ Date \_\_\_\_\_

**1** READ THIS TEXT.

In the 15th century, many people thought the world was flat. The **discovery of America** had important political, economic, social and cultural implications.

**1** Tick (✓) the correct option.

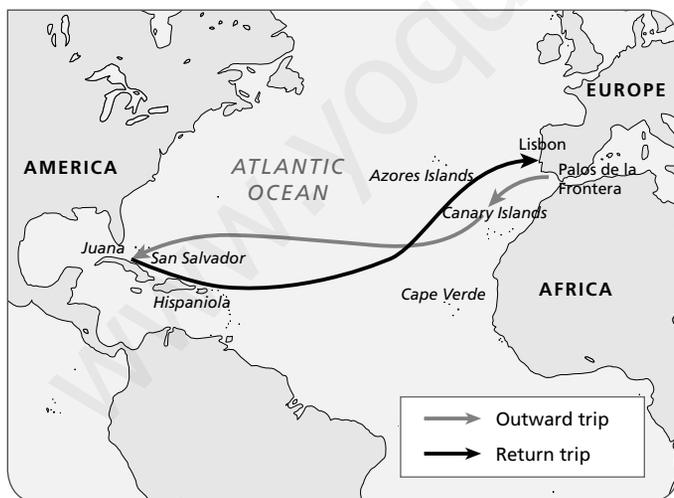
a. At the beginning of the 15th century, Europeans only had information about...

- Europe, America and part of Asia.
- Europe, north of Africa and part of Asia.
- Oceania, Europe and Africa.

b. The main pre-Columbian civilizations were...

- the Aztecs, Spanish and Mayans.
- the Incas and Mayans.
- the Aztecs, Mayans and Incas.

**2** Look at the map of the voyages of Christopher Columbus and answer the questions.



a. Where did Columbus sail from?

\_\_\_\_\_

b. Which island did he land on?

\_\_\_\_\_

c. Which continent did he think he had landed on?

\_\_\_\_\_

d. Which continent did he really land on?

\_\_\_\_\_

**3** Write two consequences of the discovery of America.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## Life on board a caravel

Sailing on a caravel in the 16th century could be a very appealing adventure ... if you were willing to put up with a lot of discomfort.

To begin with, there were many people travelling on the caravels: apprentices, pages, sailors, soldiers, officers and passengers, and all of them had luggage.

In addition, they were loaded with the food and drink necessary for the journey. They also carried live animals such as pigs, sheep and chickens, which travelled on deck and were consumed during the journey. Between people, animals and baggage, there was hardly any free space!

The smell on board was not for sensitive noses.

At that time, people did not change their clothes often and personal hygiene was poor. Fresh water was used only for drinking. The day-to-day routine was very busy: sailors had to drain the water that accumulated in the ship, scrub the decks, tie the ropes, climb poles, repair the sails...

After the only hot meal of the day, in the evenings, the atmosphere was more relaxed and there were activities such as singing, playing instruments, listening to the stories and adventures of the most experienced sailors, etc.

At night, the entire crew lay down to sleep wherever they could, except the captain and the most important passengers who had their own cabins.



### 1 Read the text and answer the questions.

a. What is a caravel? \_\_\_\_\_

\_\_\_\_\_

b. Who used to travel in caravels? \_\_\_\_\_

\_\_\_\_\_

c. Describe what life was like on board. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2** What navigation equipment do you think a caravel had? Tick (✓).

 GPS

 maps

 compass

 telescope

 astrolabe

 computer

**3** Answer the questions about caravels.

a. What energy did the caravel use to sail?  
Explain how you know.

---



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---

b. What happened in days without wind?

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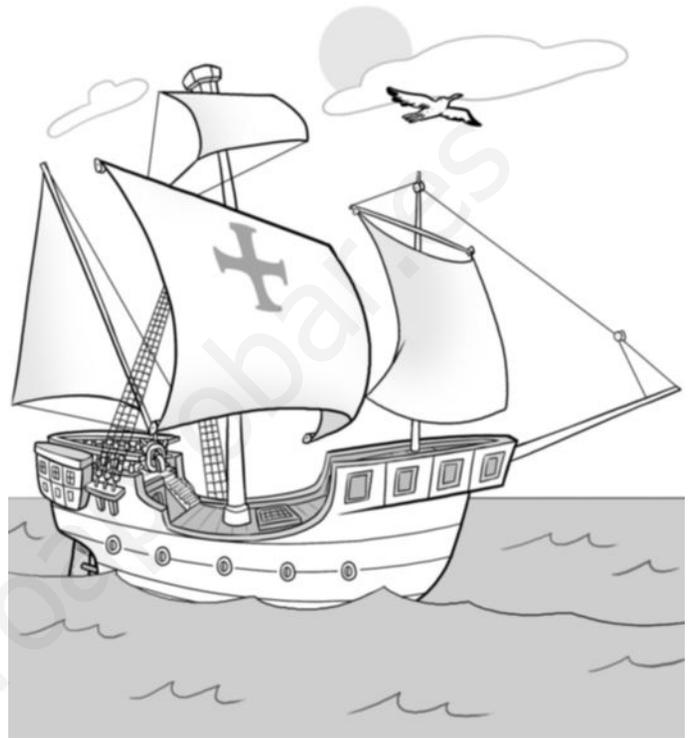
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**4** Look at the picture and answer the questions.



a. What type of energy does this ship use?

---



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---

b. Does rain and wind affect present-day navigation?  
Explain.

---



---



---



---

Name \_\_\_\_\_ Date \_\_\_\_\_

**1** Why were the lands discovered by Christopher Columbus called 'America'?

---



---

**2** Answer the questions.

a. Who was Christopher Columbus? \_\_\_\_\_

b. Where did Columbus think he had landed in October of 1492? \_\_\_\_\_

**3** Write three consequences of the discovery of America.

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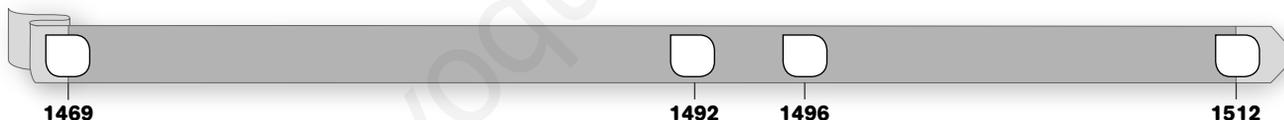
**4** Put these events in order chronologically. Write *A, B, C* or *D* on the timeline.

A. Conquest of the Canary Islands

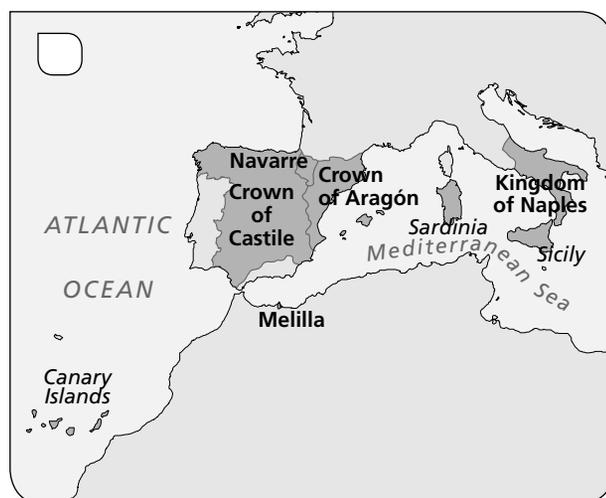
C. Marriage of Isabella and Ferdinand

B. Conquest of Granada

D. Conquest of the Kingdom of Navarre



**5** Which map shows the territories of the Catholic Monarchs at the end of the 15th century? Tick (✓).



**6** Write if the following events took place during the reign of Charles I or Philip II.

- a. Rebellions of the *Comunidades* and the *Germanías*: \_\_\_\_\_
- b. Battle of Saint-Quentin: \_\_\_\_\_
- c. Defeat of the Spanish Armada: \_\_\_\_\_
- d. Addition of the Kingdom of Portugal to the Spanish Empire: \_\_\_\_\_

**7** Why did the rebellions of the *Comunidades* take place? Explain.

---



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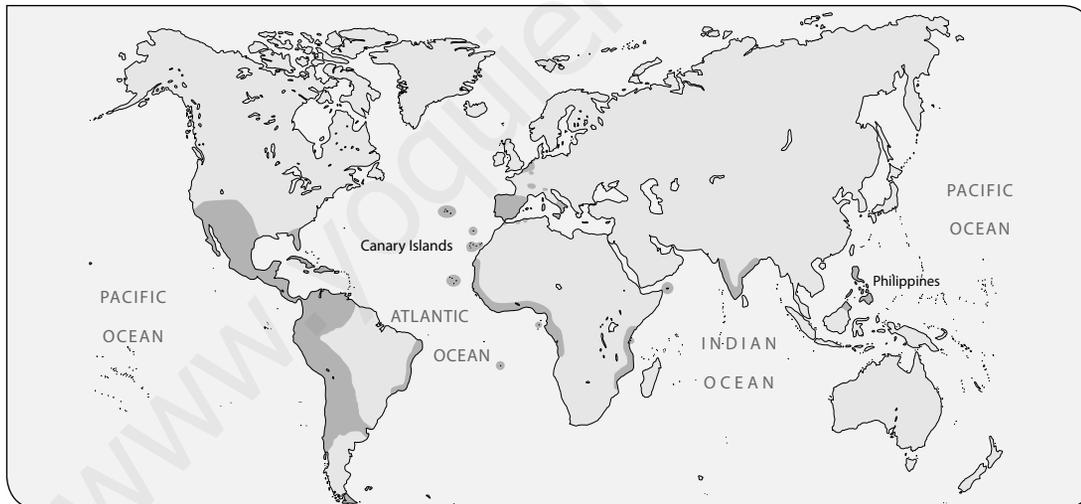
**8** What powers did the king have during the Spanish Empire?

---



---

**9** Does the map represent the Empire of Charles I or Philip II? Explain.




---



---

**10** Complete the text about the American territory.

The American territory was divided into two \_\_\_\_\_:

New Spain and Peru. There, the \_\_\_\_\_ laws were imposed,

as well as the \_\_\_\_\_ language and the \_\_\_\_\_ religion.

Name \_\_\_\_\_ Date \_\_\_\_\_

**1** One of the consequences of the discovery of America was...

- a. the use of new navigation tools like the compass.
- b. the increase in world trade.
- c. the use of English language in South America.

**2** The Catholic Monarchs conquered the Canary Islands in...

- a. 1492.
- b. 1496.
- c. 1512.

**3** The viceroys were...

- a. representatives of the kings in each territory.
- b. policemen in charge of monitoring the routes.
- c. representatives of the kings in each municipality.

**4** The first king of the Habsburg dynasty was...

- a. Ferdinand of Aragón.
- b. Philip II.
- c. Charles I.

**5** Charles I fought against France...

- a. because France wanted to control the north of Italy.
- b. to defend Catholicism.
- c. to control territories in the Mediterranean.

**6** The rebellions of the *Comunidades* and the *Germanías* were in...

- a. 1502.
- b. 1516.
- c. 1520.

**7** Philip II defeated the French in the Battle of...

- a. Lepanto.
- b. Saint-Quentin.
- c. Paris.

**8** ... lived in the territory of present-day Peru.

- a. The Mayans
- b. The Aztecs
- c. The Incas

**9** The Aztec Empire was conquered by...

- a. Hernán Cortés.
- b. Francisco Pizarro.
- c. Philip II.

**10** The House of Trade was set up in...

- a. Mexico.
- b. Peru.
- c. Seville.

Name \_\_\_\_\_ Date \_\_\_\_\_

## The emperor and the bad omen

In the 16th century, the Aztecs were the most powerful people in Central America. They dominated a large territory from the Pacific Ocean to the Atlantic. Its capital, Tenochtitlan, was a huge city built on a lake. They also had a powerful army.

Their emperor was very fond of divination. One day, the powerful Aztec emperor received a terrible prediction: his empire would be conquered by foreigners...



**1** Search the Internet and find the name of this emperor.

\_\_\_\_\_

**2** Find out who conquered the Aztecs and explain what happened.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**3** Look for information about Hernán Cortés and complete the card.

Hernán Cortés
Born in: _____
Died in: _____
Main conquests and expeditions: _____
_____
_____
_____

Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

In the **17th century**, Spain lost much of its power in Europe during the reigns of Charles I and Philip II.

**1** What was a royal favourite? Write the name of a royal favourite of Philip III and another of Philip IV.

---



---



---

**2** Write these events under the appropriate kings.

- a. Rebellions in Catalonia and Portugal
- b. Thirty Years' War
- c. Expulsion of the Moriscos
- d. War of Succession

Philip III	Philip IV	Charles II

**3** What consequences did the following events have for Spain?

- a. Thirty Years' War: \_\_\_\_\_  
\_\_\_\_\_
- b. Rebellion in Portugal: \_\_\_\_\_  
\_\_\_\_\_
- c. War of Succession: \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

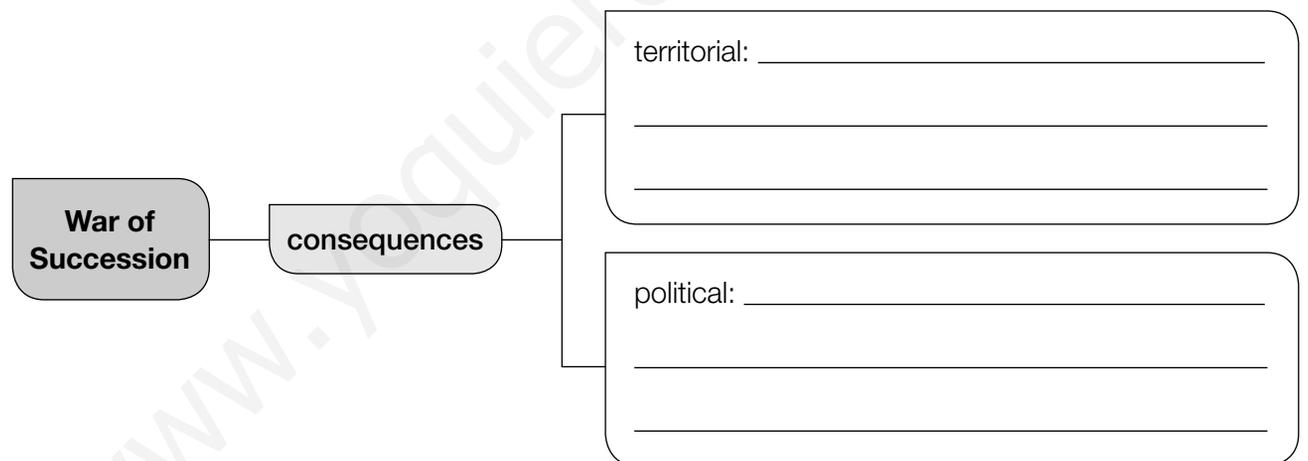
In the **18th century**, a new royal dynasty ruled Spain: the **Bourbons**. During this period, a new cultural movement was developed, the **Enlightenment**.

**1 Write definitions for these terms.**

a. Absolute monarchy: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Salic Law: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2 Complete the chart about the consequences of the War of Succession.**



**3 Write about the Enlightenment.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## Sculptures: the production line

If you have ever seen a procession during Holy Week, you've probably noticed the statues. They are images of the Virgin Mary, Jesus or a biblical scene. They are so realistic that some people say they seem alive.

These sculptures or groups of sculptures are called '*pasos procesionales*' and they aim to cause strong emotions in the believer. Many were carved in the 17th century and were part of the Baroque period. The Church wanted people to look at these statues and identify with the suffering of Jesus on the cross and the Virgin Mary losing her son. The sculptors who made these figures were called '*imagineros*'. Some of the most famous ones were Gregorio Fernández, Juan Martínez Montañés, Pedro de Mena and Alonso Cano. The statues are dramatic and their faces convey pain and suffering. To make them even more realistic they used real hair, glass eyes and ivory teeth.



'Reclining Christ', by Gregorio Fernández.

Such was the fame of these sculptures that lots of copies were made, such as the '*Reclining Christ*' (*Cristo yacente*) created by Gregorio Fernández. There are several copies of this Christ made for different monasteries and all of them have the same painful gesture, eyes and mouth half open and the same position of the bleeding body.

Still today, many people are moved by the pain these figures reflect in the different processions during Holy Week throughout Spain.

### 1 Read the text and answer the questions.

- a. Which artistic style characterizes the '*pasos procesionales*' from the 17th century? What effect does it have?

---



---

- b. What did the sculptures aim to do? \_\_\_\_\_

---

- c. Who were the main sculptors of these works? \_\_\_\_\_

---

- d. What did they use to make their sculptures more realistic? \_\_\_\_\_

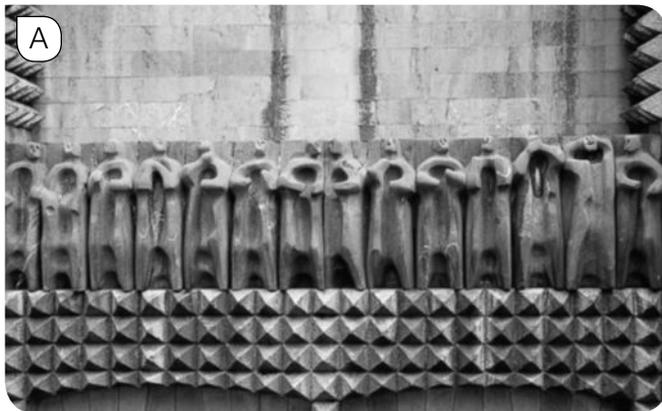
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**2** Write definitions for the following terms.

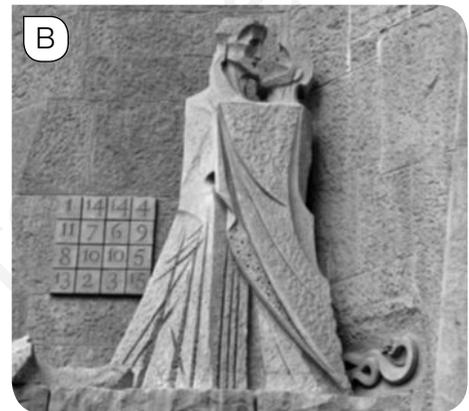
a. 'Imaginero': \_\_\_\_\_  
 \_\_\_\_\_

b. 'Paso procesional': \_\_\_\_\_  
 \_\_\_\_\_

**3** Look at the photos of religious sculptures and answer the questions.



Detail of the 'Twelve Apostles' (facade of the Sanctuary of Arantzazu, Guipúzcoa), by Jorge de Oteiza



'The Judas Kiss' (Sagrada Familia, Barcelona), by Josep Maria Subirachs

a. What does photo A represent? And B? \_\_\_\_\_  
 \_\_\_\_\_

b. What do they have in common with the sculptures from the 17th century? \_\_\_\_\_  
 \_\_\_\_\_

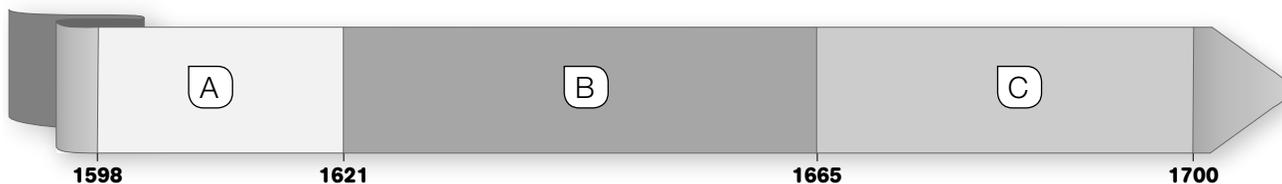
c. How are they also different? \_\_\_\_\_  
 \_\_\_\_\_

**4** Which of the three sculptures on these pages do you think is the most moving? Explain.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**1** Look at the timeline and write which king reigned in each period.



A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_

**2** Answer the questions.

- a. What dynasty do the kings in Activity 1 belong to? \_\_\_\_\_  
\_\_\_\_\_
- b. Which dynasty was established in the 18th century? \_\_\_\_\_
- c. Name two kings that ruled Spain during the 18th century.  
\_\_\_\_\_

**3** Write about what caused the fragmentation of the Spanish Empire.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4** Write an important event during these reigns.

- a. Philip III: \_\_\_\_\_
- b. Philip IV: \_\_\_\_\_
- c. Philip V: \_\_\_\_\_

**5** What was a royal favourite? Write two names.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6** Write the consequences of these wars.

a. Thirty Years' War: \_\_\_\_\_  
\_\_\_\_\_

b. War of Succession: \_\_\_\_\_  
\_\_\_\_\_

**7** What is an absolute monarchy?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**8** Explain what the Enlightenment was and which century it happened in. Write the name of a famous thinker.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**9** Why was the 17th century in Spain called the Golden Age?

\_\_\_\_\_  
\_\_\_\_\_

**10** What did Charles III do for his country?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





Name \_\_\_\_\_ Date \_\_\_\_\_

## Famous scientists of the 17th century

Besides great works of art and literature during the Golden Age, there were some amazing discoveries in science. Isaac Newton (1642-1727) was a British physicist, astronomer, mathematician, philosopher, alchemist and theologian.

He observed the movement of planets and wondered what force made the universe move.



Isaac Newton

- 1 Search the Internet and find information about the story of Isaac Newton and the apple. Write some facts about him.

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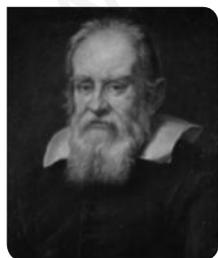
- 2 Why was his discovery so important?

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- 3 Galileo Galilei and Johannes Kepler also made important scientific discoveries that revolutionised the 17th century. Research about them and describe what they discovered.



Galileo Galilei

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Johannes Kepler

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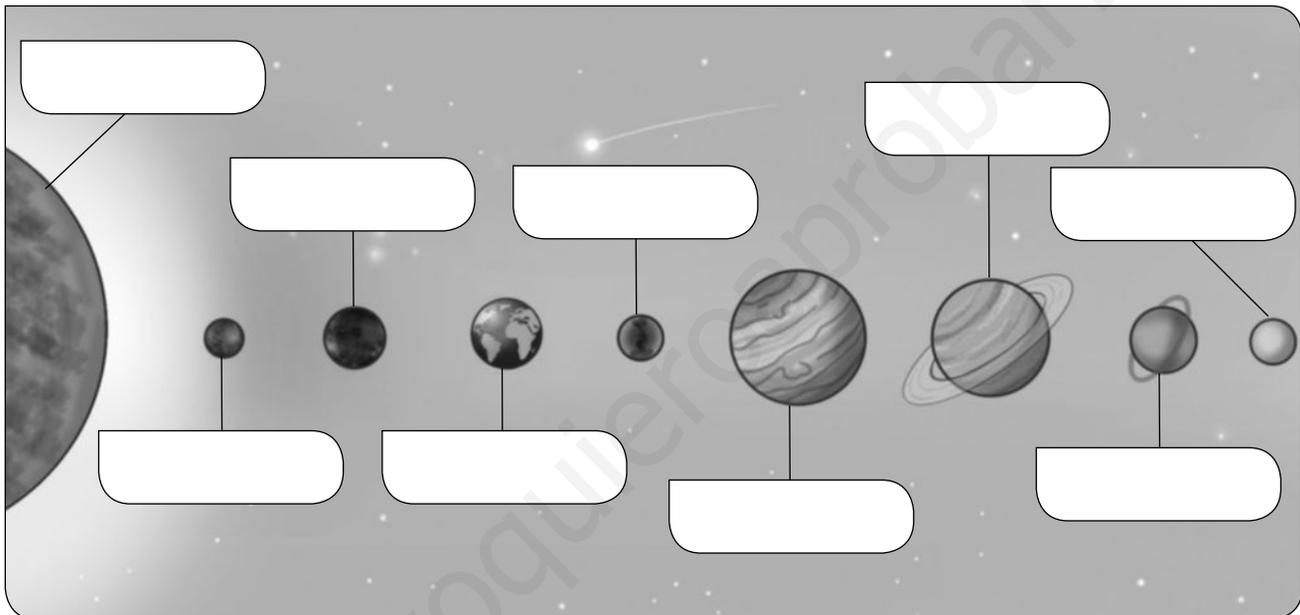
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Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

The **universe** consists of all the **celestial bodies** in the galaxies and intergalactic space. Our **solar system** consists of the Sun and all the other celestial bodies that revolve around it. These celestial bodies include the **planets** and their **satellites**, the **dwarf planets**, and small celestial bodies such as **comets** and **asteroids**.

**1** Look at the picture of the solar system. Write the names of the celestial bodies and answer the questions.



- a. What is the name of the star in our solar system? \_\_\_\_\_
- b. Are all of the celestial bodies in the picture planets? \_\_\_\_\_
- c. What movements do planets make? \_\_\_\_\_  
\_\_\_\_\_

**2** Explain the difference between an asteroid and a comet.

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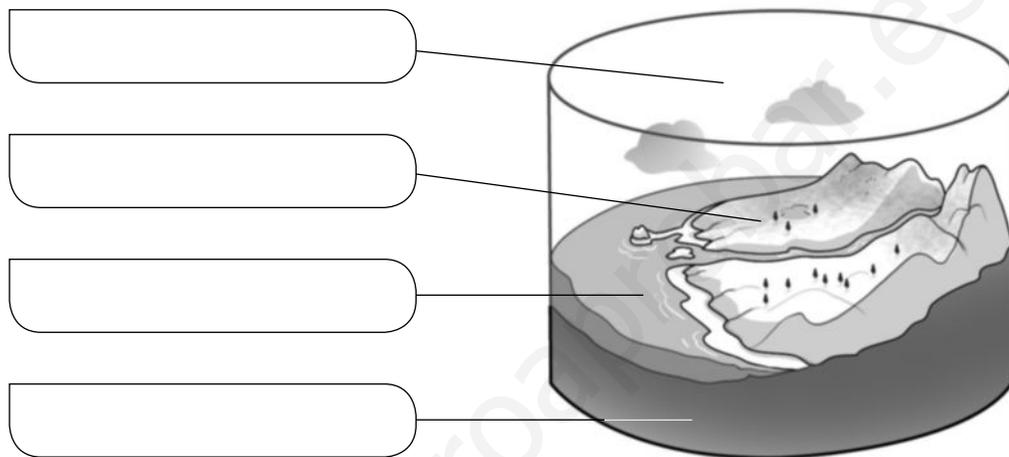
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Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

The Earth consists of four spheres: the **geosphere**, the **hydrosphere**, the **atmosphere** and the **biosphere**.

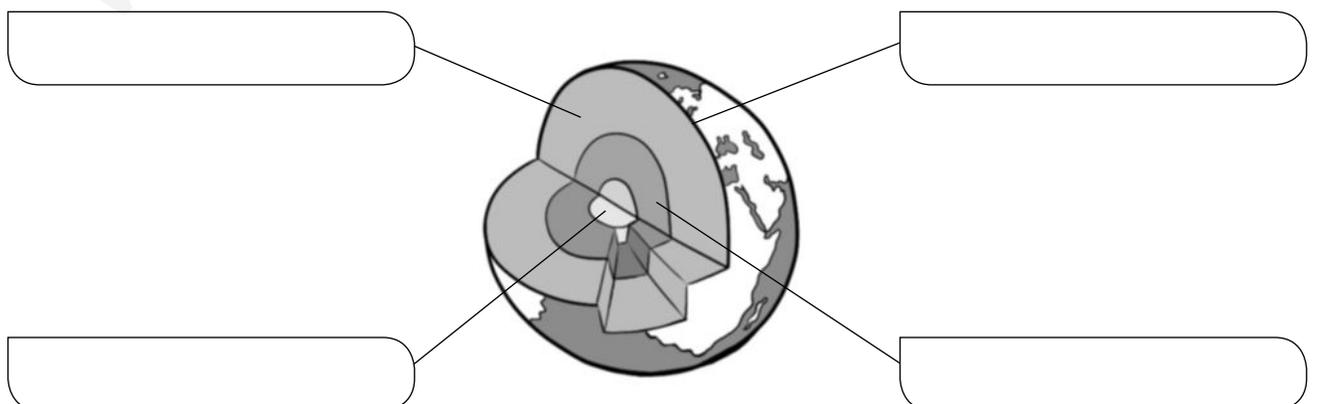
**1 Write the names of the different spheres of the Earth.**



**2 Write which statements refer to the hydrosphere (H) or the geosphere (G).**

- a. It is all the water on Earth.
- b. It is formed by three layers.
- c. It is the rocky part of the Earth.
- d. Water can be solid, liquid or gas.

**3 Label the layers of the geosphere.**



Name \_\_\_\_\_ Date \_\_\_\_\_

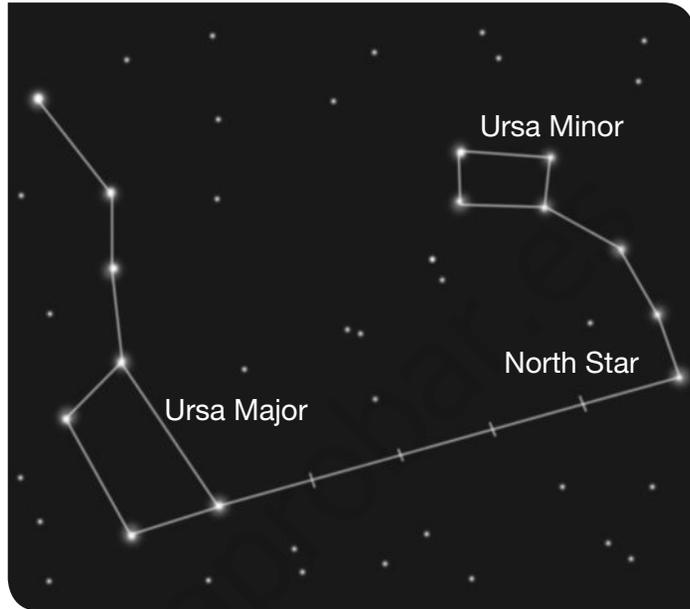
### A sky full of stars

If you look at the sky at night, you will see that it is full of stars. There are so many that, since ancient times, humans have grouped them into constellations.

The names and shapes of constellations refer to animals such as the lion, the bull, the bear or the scorpion; to mythological beings, like the hero Hercules, the maiden Andromeda, or the giant Orion; fantastic creatures such as the centaur, dragon or hydra; even instruments such as scales, a compass or sextants.

One of the easiest constellations to find and recognise in the sky is the Ursa Major. It is to the north and looks like a carriage whose box is formed by four stars and whose arm is formed by another three that are drawing an arc to the left.

If we draw a line between the last two stars of the carriage and extend it a further five times, we can locate the North Star. The North Star is part of another smaller constellation called the Ursa Minor. The North Star indicates the direction north, and can guide us at night.



**1** Read the text and answer the questions.

a. What is a constellation?

---



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b. What do the names of constellations refer to? Write examples.

---



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c. How can you find the North Star?

---



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**2** Explain the difference between a *star*, a *constellation* and a *galaxy*.

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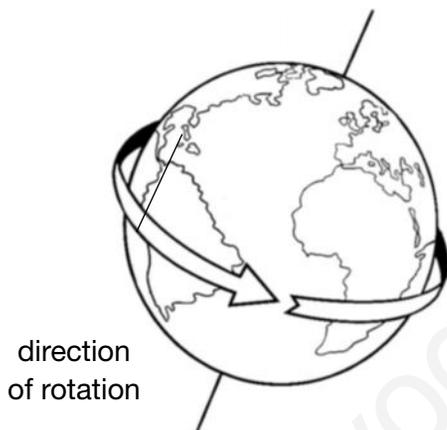


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**3** Look at the picture and answer the questions.



a. What movement of the Earth is represented?

---

b. How long does the Earth take to do this?

---

c. Why don't we see the same constellations at night?

---



---

**4** Find information about the constellation in the picture and complete the index card.

**Southern Cross**

a. In which hemisphere can you see it?

---

b. Tick (✓) the direction it indicates.

the north       the south

c. Which star indicates something similar in the Northern hemisphere?

---



Name \_\_\_\_\_ Date \_\_\_\_\_

**1** Is a constellation the same as a galaxy? Explain.

---

---

---

---

**2** Look at the picture and answer the questions.



a. What does the picture show? \_\_\_\_\_

b. Name the planets in order from the Sun.

---

---

c. Circle Pluto in the picture. Is it a planet? Explain. \_\_\_\_\_

---

d. What are satellites? \_\_\_\_\_

---

**3** Explain the relationship between *an asteroid*, *a meteorite* and *a shooting star*.

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**4** Describe the movement of the Earth represented in this picture.

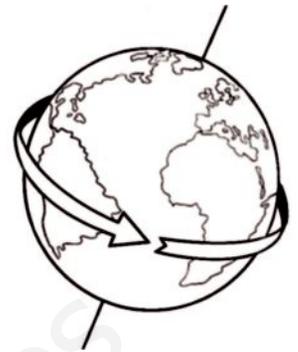
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**5** What other movement does the Earth make? Explain.

---



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**6** Why can we see the Moon so clearly from Earth?

---

**7** Explain the difference between *geosphere* and *hydrosphere*.

---



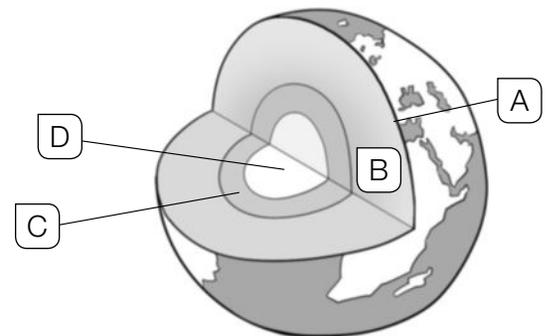
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**8** Identify the layers of the geosphere.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_



**9** Write about the water cycle.

---



---

**10** Why is the Sun the brightest star in the sky?

---



---

Name \_\_\_\_\_ Date \_\_\_\_\_

**1 The universe consists of...**

- a. all the celestial bodies in the galaxies and intergalactic space.
- b. stars and constellations.
- c. asteroids and comets.

**2 Stars are...**

- a. giant spheres of gas.
- b. fragments of rocks.
- c. giant balls of ice and dust.

**3 Constellations are groups of...**

- a. planets.
- b. stars.
- c. asteroids.

**4 Planets are large spherical celestial bodies...**

- a. that generate light.
- b. with water.
- c. that don't generate light.

**5 The Earth rotates on its axis and takes ... to make a complete rotation.**

- a. 365 days
- b. 6 hours
- c. 24 hours

**6 In the revolution movement, the Earth orbits...**

- a. the Sun.
- b. on its axis.
- c. the Moon.

**7 The Earth's only natural satellite is...**

- a. comet Halley.
- b. the Sun.
- c. the Moon.

**8 The spheres of the Earth are the...**

- a. atmosphere, geosphere, hydrosphere and troposphere.
- b. crust, mantle and core.
- c. atmosphere, geosphere, hydrosphere and biosphere.

**9 The geosphere is made up of three layers:**

- a. the crust, the mantle and the core.
- b. the crust, magma and the core.
- c. gas, magma and the mantle.

**10 The mixture of molten rock and gases formed in the interior of the Earth is called...**

- a. lava.
- b. ash.
- c. magma.

Name \_\_\_\_\_ Date \_\_\_\_\_

### The Enchanted City of Cuenca

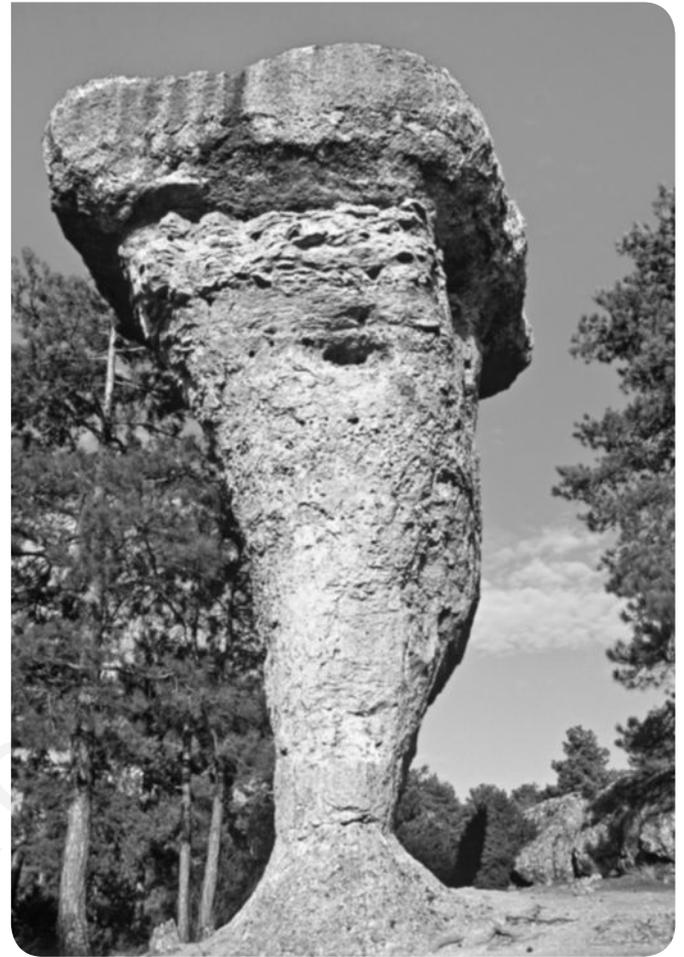
In the town of Valdecabras in the province of Cuenca, there is a place called *The Enchanted City*. But you won't find fairies, elves, and wizards there!

In this area, atmospheric phenomena such as wind, rain and frost from ice and snow have sculpted curious figures in the rocks over thousands of years. These forms, shaped by nature, resemble different types of animals, human figures, plants, and objects.

Because of this, people have given names to these forms, such as 'the Roman bridge', 'the stone sea', 'the boats', 'the dog', 'the seal', 'the bear', 'the slide'...

These formations are in a pine forest. As you follow the trails through the forest, the figures emerge slowly through the vegetation. They look like they are controlled by some magic spell, hence the name *The Enchanted City*.

Such is the importance of *The Enchanted City* that it was declared a Natural Heritage Site in 1929.



**1** Read the text and answer the questions.

a. Where is *The Enchanted City*? \_\_\_\_\_

b. What can you see there? \_\_\_\_\_

\_\_\_\_\_

c. Why is it called *The Enchanted City*?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

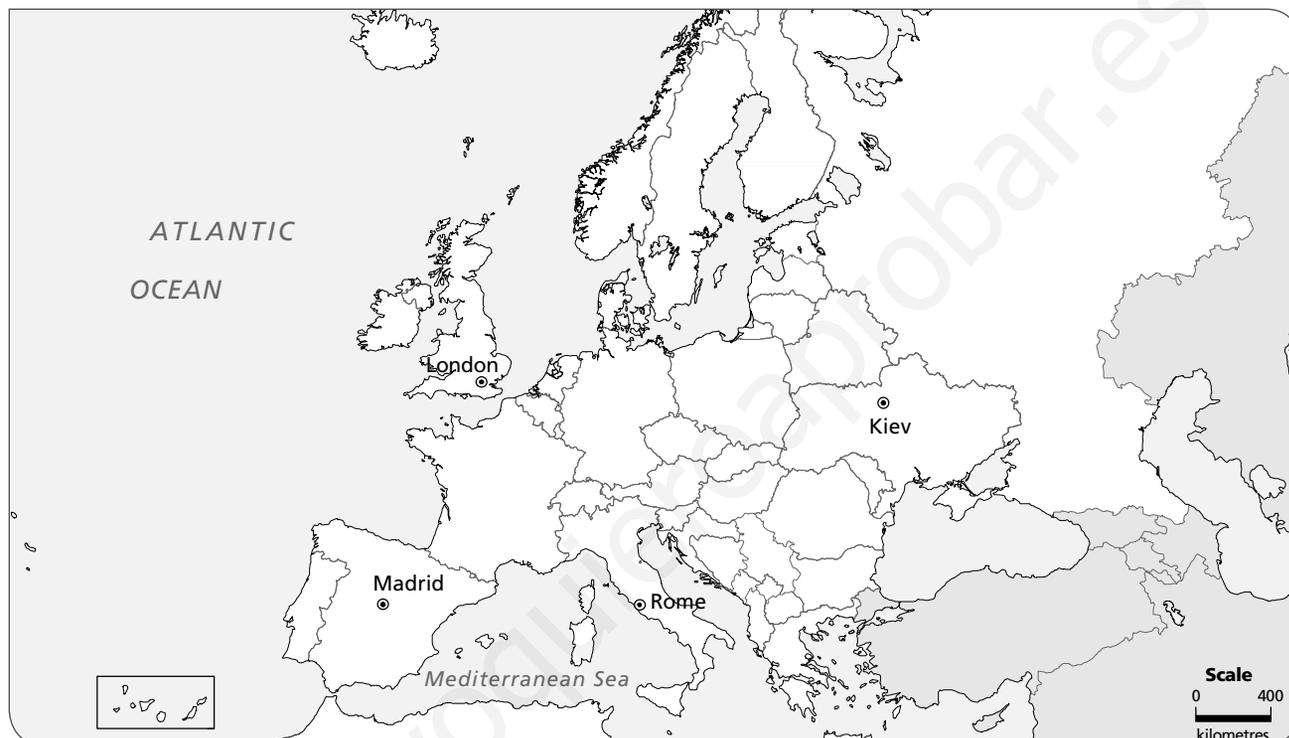
**2** Search the Internet for photos of different rock formations and describe them. Include place name, type of rock and how the formations were shaped.

Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

The **scale** on a map represents the relationship between the real distance and the distance shown on a map.

**1** Look at the map and answer the questions.



a. What type of scale is used on the map? \_\_\_\_\_

b. What is the scale on a map? What does it mean? \_\_\_\_\_

**2** Calculate the real distance in a straight line between these cities.

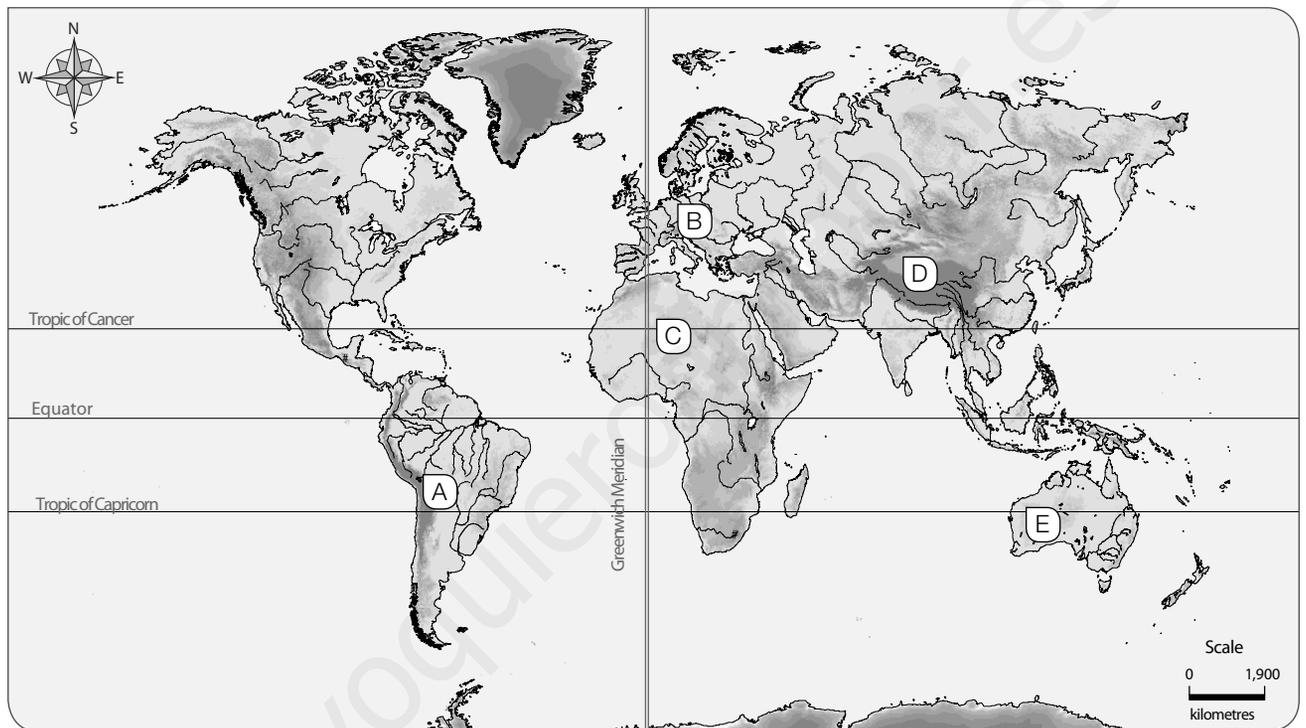
Cities	Distance on the map	Real distance
Madrid and London		
London and Kiev		
Kiev and Rome		

Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

A **physical world map** or **relief map of the world** shows the different relief features on Earth. A **political world map** shows the location, size and borders of all the countries in the world.

**1** Look at the map and complete the table.



Letter	Name of the landform	Continent
A		
B		
C		
D		
E		

**2** Which continent is found only in the Northern Hemisphere?

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## Moving borders

Today, there are nearly 200 countries in the world. But this figure has not always been the same throughout history.

If we compare a map of Europe in the 15th century with one from today, we will see that the limits of the territories were very different from the limits nowadays.

Borders can change for many reasons: as a consequence of war, the separation of a territory, the inheritance of a king... Sometimes these changes occur violently, but not always.

For example, until 1990 Germany was divided into two countries. In that year, they were unified peacefully and became the Germany we know today.

However, in the Balkan Peninsula (in the southeast of Europe) until 1991, there was a country called Yugoslavia. After several years of civil war, it broke up leading to seven new countries: Slovenia, Croatia, Bosnia-Herzegovina, Serbia, Montenegro, Macedonia and Kosovo.

These territorial changes don't only affect Europe. At the beginning of the 21st century a new country was created in Asia called East Timor and in 2011, another one in the African continent called South Sudan.



### 1 Read the text and answer the questions.

a. For which reasons can the borders of a country change? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Write the name of a country that changed its borders peacefully.

\_\_\_\_\_

c. What countries modified their borders using violence? \_\_\_\_\_

\_\_\_\_\_

d. Look for information and explain what a civil war is.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**1** Compare the political map of Spain in 1975 with the one in your atlas.



a. How many regions were there in Spain before 1975?

\_\_\_\_\_

b. How many autonomous communities are there in Spain today?

\_\_\_\_\_

c. Which autonomous communities have remained the same since 1975?

\_\_\_\_\_  
\_\_\_\_\_

d. And which are different? \_\_\_\_\_

\_\_\_\_\_

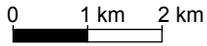
e. What region does your autonomous community belong to? \_\_\_\_\_

f. Were Ceuta and Melilla autonomous cities before 1975? \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

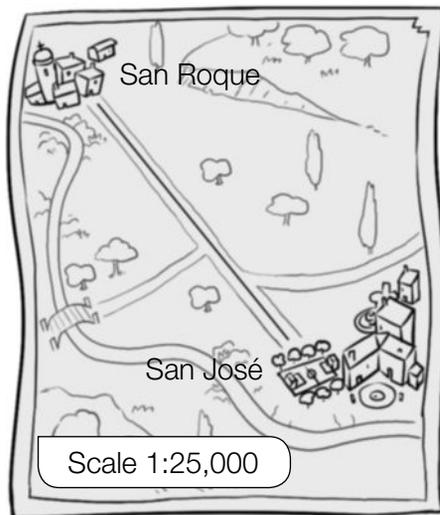
**1** What is a map? \_\_\_\_\_

**2** What kind of scales are these?



1:200,000 \_\_\_\_\_

**3** Look at the map and answer.



a. With a ruler, measure the distance between San Roque and San José. The distance is \_\_\_\_\_ cm.

b. Multiply the distance obtained by the denominator of the scale and divide it by the numerator. The result is \_\_\_\_\_ cm.

c. Convert centimetres into kilometres. The result is \_\_\_\_\_ km.

d. What have you just calculated? \_\_\_\_\_  
\_\_\_\_\_

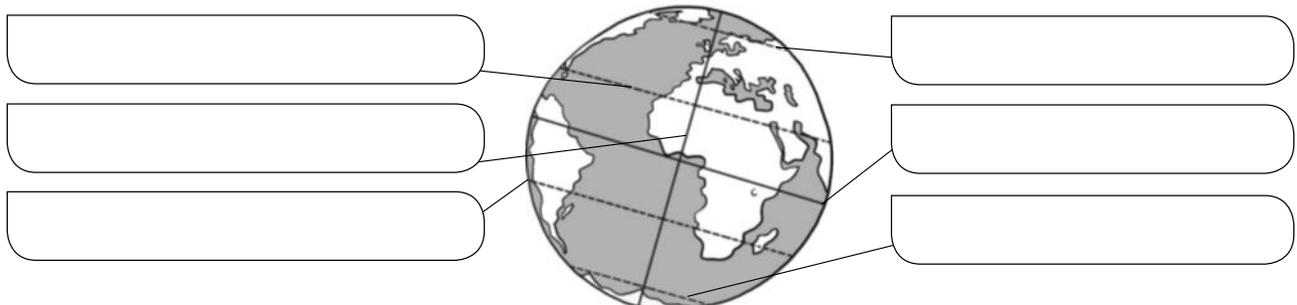
**4** Write definitions for these words.

a. Parallel: \_\_\_\_\_  
\_\_\_\_\_

b. Meridian: \_\_\_\_\_  
\_\_\_\_\_

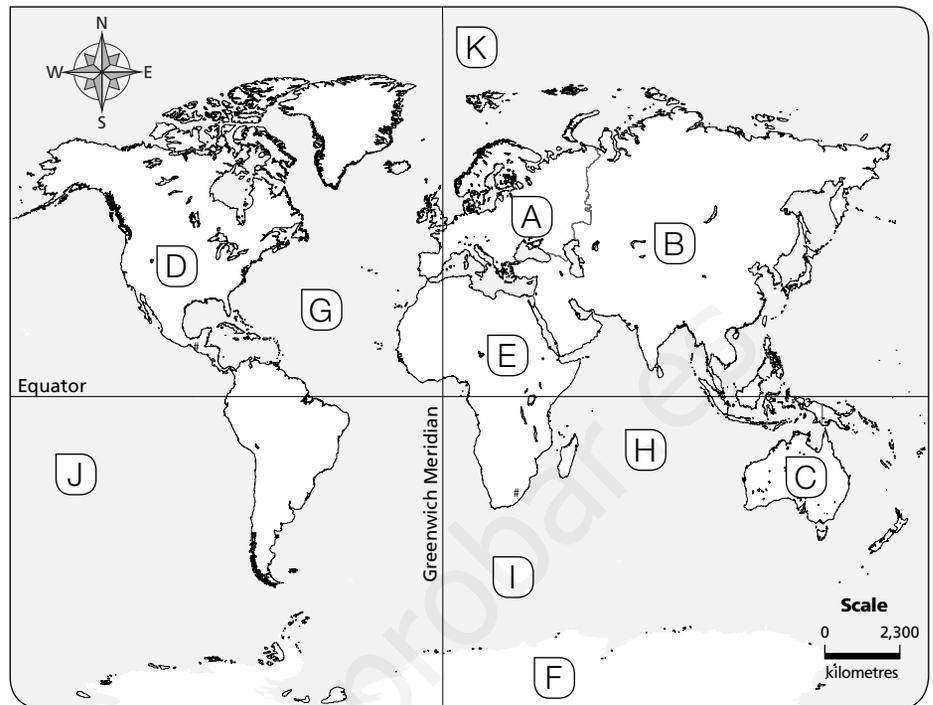
**5** Label the picture. Use the words in the box.

Equator – Greenwich Meridian – Tropic of Cancer – Tropic of Capricorn – Arctic Circle – Antarctic Circle



**6** Write the name of the ocean or continent corresponding to each letter.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_
- G. \_\_\_\_\_
- H. \_\_\_\_\_
- I. \_\_\_\_\_
- J. \_\_\_\_\_
- K. \_\_\_\_\_



**7** In which continents are these rivers?

- a. Congo: \_\_\_\_\_
- b. Volga: \_\_\_\_\_
- c. Nile: \_\_\_\_\_
- d. Yangtze: \_\_\_\_\_
- e. Danube: \_\_\_\_\_
- f. Amazon: \_\_\_\_\_

**8** In which continents can you find these mountain ranges?

- a. Himalayas: \_\_\_\_\_
- b. Andes: \_\_\_\_\_
- c. Caucasus: \_\_\_\_\_

**9** Write the name of the continent.

- a. It has the highest population on Earth: \_\_\_\_\_
- b. It has the lowest population on Earth: \_\_\_\_\_
- c. Its most populated countries are Russia and Germany: \_\_\_\_\_

**10** In which continents can you find these countries?

- Australia: \_\_\_\_\_
- China: \_\_\_\_\_
- France: \_\_\_\_\_
- Egypt: \_\_\_\_\_
- Canada: \_\_\_\_\_
- Mexico: \_\_\_\_\_
- Brazil: \_\_\_\_\_
- India: \_\_\_\_\_
- Sudan: \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

- 1** The flat representation of the whole Earth or of parts of it is a...
  - a. world globe.
  - b. map.
  - c. map projection.
- 2** The scale on a map represents...
  - a. the relationship between the real distance and the distance shown on the map.
  - b. the real distance.
  - c. the size of the map if it were a world map.
- 3** The values of latitude and longitude at a certain point are called...
  - a. projections.
  - b. geographical coordinates.
  - c. numerical scale.
- 4** The longitude is the distance between...
  - a. any point on Earth and the Equator.
  - b. the Equator and the Greenwich Meridian.
  - c. any point on Earth and the Greenwich Meridian.
- 5** Spain has a...
  - a. north latitude.
  - b. south latitude.
  - c. west latitude.
- 6** The main river in America is the...
  - a. Nile.
  - b. Amazon.
  - c. Danube.
- 7** Asia is the most populated continent with...
  - a. 1 billion people.
  - b. 3 billion people.
  - c. 4 billion people.
- 8** North America is formed by three countries...
  - a. United States, Canada and Greenland.
  - b. United States, Canada and Cuba.
  - c. United States, Canada and Mexico.
- 9** Some African countries are...
  - a. Nigeria, Cuba, South Africa, Yemen and Morocco.
  - b. Nigeria, Ethiopia, Cameroon, Romania and New Zealand.
  - c. Madagascar, South Africa, Tunisia, Egypt and Morocco.
- 10** The world map that represents countries is...
  - a. a physical world map.
  - b. a political world map.
  - c. a borders map.

Name \_\_\_\_\_ Date \_\_\_\_\_

## The two poles of the Earth

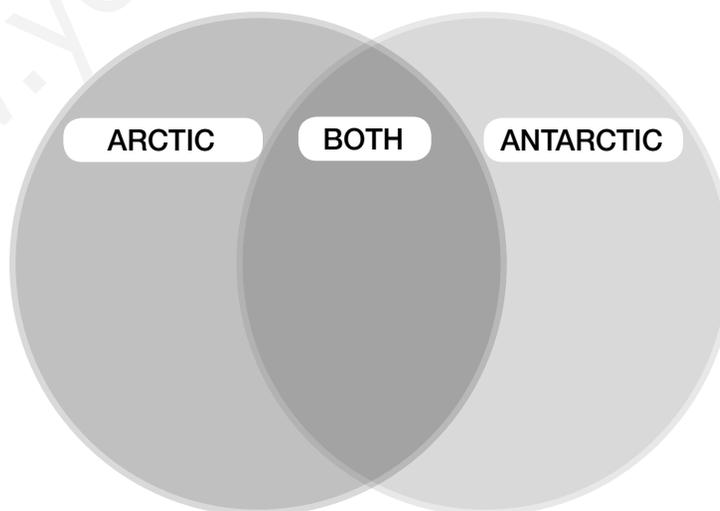
The Arctic region and the Antarctic are found at the poles of the Earth, but they are very different. The Arctic, where the North Pole is located, consists of a frozen ocean surrounded by land. The Antarctic, where the South Pole is located, consists of a large mass of land surrounded by ocean.

The Antarctic is much colder than the Arctic and has no vegetation. However, tundra grows on the land surrounding the frozen Arctic Ocean. There are no terrestrial mammals in the South Pole, but there are many in the North Pole, including polar bears, caribou and reindeer. On the other hand, penguins only live in the Antarctic and not in the Arctic region.

There is no permanent population in the Antarctic. In fact, it is the only land on Earth that belongs to no country. In contrast, the Arctic region has a population of over 4 million people distributed throughout Alaska, Canada, Greenland, Norway, Sweden, Finland, Iceland and Russia.



**1** Read the text and complete the Venn diagram.



**2** On a blank map of the world, colour the two polar regions. Find photos of both regions and glue them to your map. Write a description for each photo.

Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

The **atmosphere** is the layer of gases surrounding the Earth. It is divided into layers. The **climate** is the weather in a particular region over a long period of time.

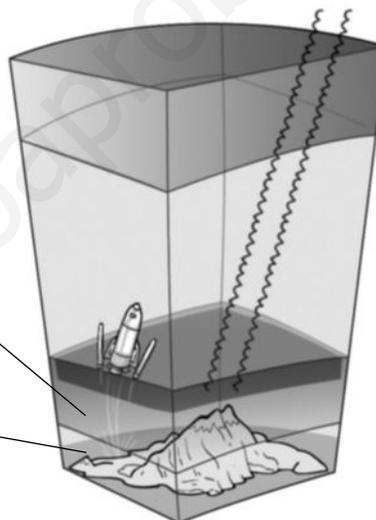
**1** Explain what the atmosphere is and why it is important for life on Earth.

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**2** Write the names of the layers of the atmosphere.

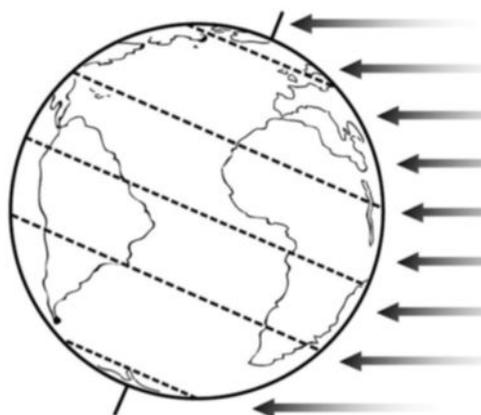


**3** What are the three main factors that affect climate?

---

**4** Colour the picture using the key.

- Cold zone
- Temperate zone
- Hot zone



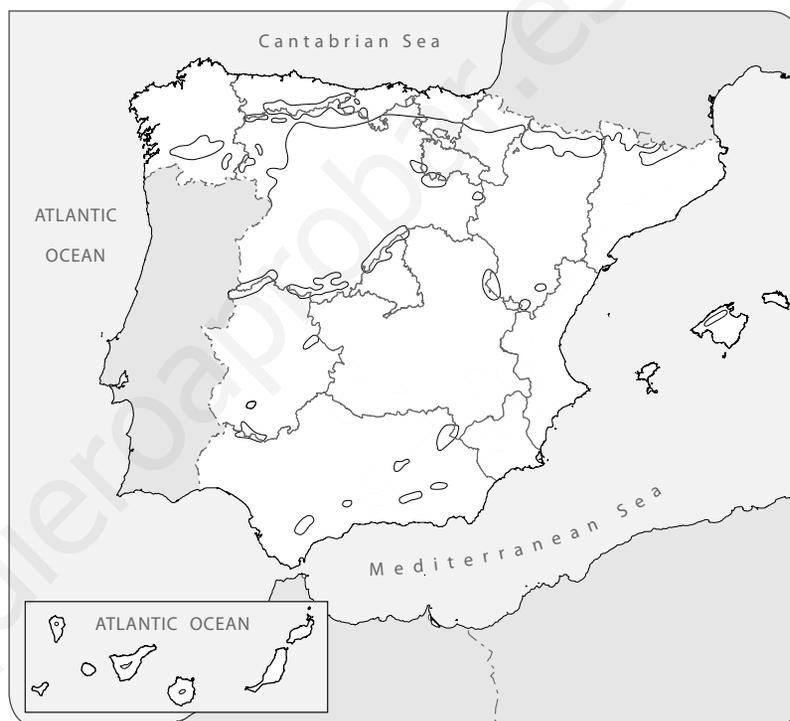
Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

There are four types of climates in Spain: **Mediterranean, Oceanic, Mountain** and **Subtropical**. The Mediterranean climate has three variants.

**1** Colour the map using the key and answer the questions.

- Oceanic climate
- Mediterranean climate
- Mountain climate
- Subtropical climate



- a. What climate covers the largest area? \_\_\_\_\_
- b. What climate do the Canary Islands have? \_\_\_\_\_
- c. Which autonomous communities have an Oceanic climate?  
\_\_\_\_\_

**2** Write two types of vegetation for each place.

- a. Mediterranean forest: \_\_\_\_\_
- b. Mediterranean shrubland: \_\_\_\_\_
- c. Atlantic forest: \_\_\_\_\_
- d. Mountains above 2,000 metres: \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## A hellish place

With a name like Death Valley, imagine what the place must be like! Death Valley is a basin of the Mojave Desert, located in the east of California (United States). It's extremely hot. Trying to explore it when temperatures are at their highest can mean death.

On the hottest days in summer, you can only stay in the sun for a few minutes. You can sweat up to one litre of water per hour. Even electronic devices stop working, because their temperature alarms are triggered. You can find yourself completely cut off from civilization.

This place holds the world record for the highest temperature: 57° C. There are two reasons for this, its altitude and shape. Death Valley is located at the lowest point of North America, 86 metres below sea level. It has a narrow and elongated shape, and is enclosed between mountains that isolate it from the Pacific Ocean, preventing any humidity reaching the area.

It hardly ever rains in Death Valley. The annual rainfall is about 50 l / m<sup>2</sup>, but there are years when not a single drop of water falls.



### 1 Read the text and answer the questions.

- a. Where is Death Valley? \_\_\_\_\_
- b. What is it and why is it called Death Valley? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- c. Write two characteristics about Death Valley. \_\_\_\_\_  
 \_\_\_\_\_
- d. Write two reasons why this valley is so hot and dry. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**1** Write definitions for these terms.

a. Temperature: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Precipitation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2** Look at the climate graph of the Gobi desert in Mongolia. Answer the questions.

a. Which months have the highest temperatures?

\_\_\_\_\_

b. And the lowest? \_\_\_\_\_

\_\_\_\_\_

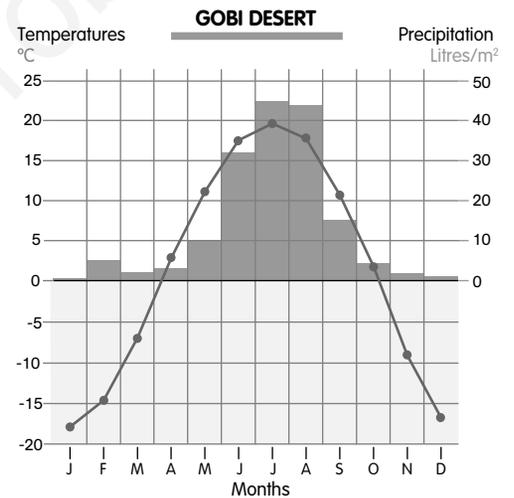
c. What is the difference between the highest and the lowest temperatures?

\_\_\_\_\_

\_\_\_\_\_

d. What is the total precipitation?

\_\_\_\_\_



**3** Look for information about the Sahara Desert and complete the card.

Sahara Desert	
<b>Location:</b>	
a. Climate zone:	_____
b. Hemisphere:	_____
c. Continent:	_____
<b>Climatic features:</b>	
d. Temperature:	_____
e. Precipitation:	_____

Name \_\_\_\_\_ Date \_\_\_\_\_

**1** Answer the questions about the atmosphere.

a. What is the atmosphere? \_\_\_\_\_

\_\_\_\_\_

b. In which part of the atmosphere is the ozone layer? \_\_\_\_\_

\_\_\_\_\_

c. Why is this layer important? \_\_\_\_\_

\_\_\_\_\_

**2** Write a definition for this term.

Climate: \_\_\_\_\_

\_\_\_\_\_

**3** Describe the factors that affect climate.

\_\_\_\_\_

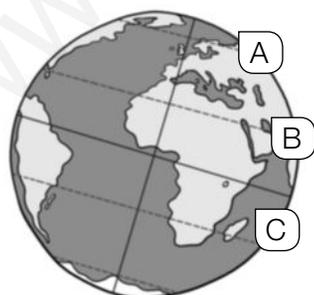
\_\_\_\_\_

\_\_\_\_\_

**4** How is temperature measured? How is precipitation measured?

\_\_\_\_\_

**5** Write the climatic zones for the letters.



A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

**6** Write the four climates Spain experiences and their variants.

\_\_\_\_\_

\_\_\_\_\_

**7** Read and write *T* (true) or *F* (false). Then, correct the false sentences.

- a. A typical Mediterranean climate has very cold winters.
- b. In Mountain climates, vegetation varies depending on the altitude.
- c. In Subtropical climates, temperatures are very high all year round.




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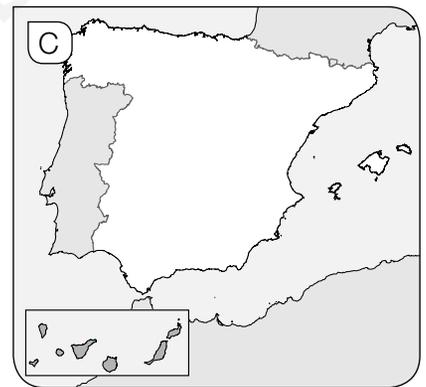
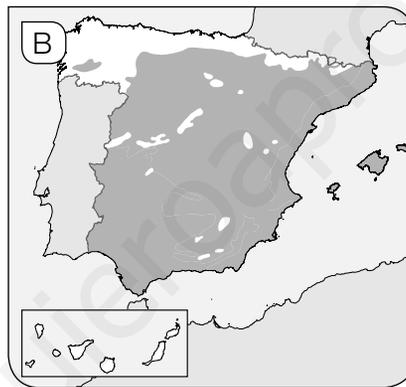
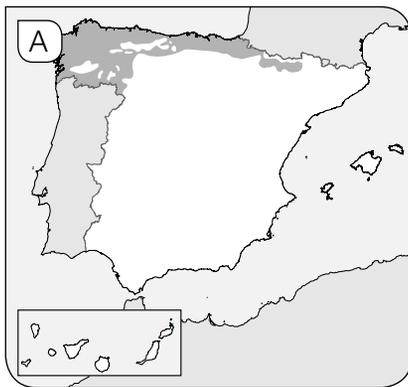


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**8** What is a drought? In which climate is drought common?

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**9** Write the climate represented in each map.




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**10** Look at the climate graph of an Oceanic climate. Answer the questions.

a. What are the temperatures in summer?

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b. And in winter?

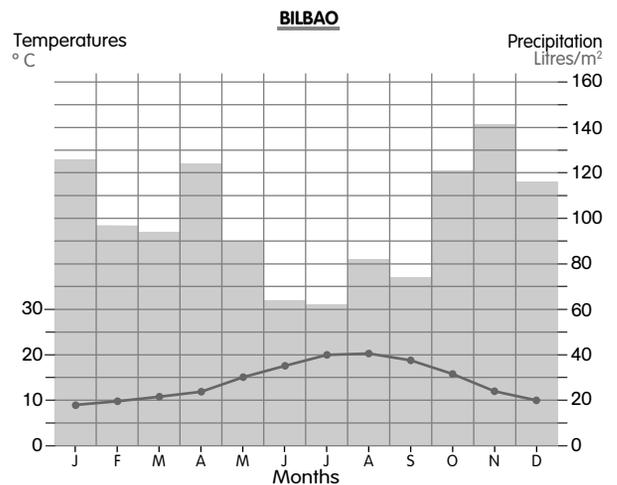
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c. In which seasons does it rain most?

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d. Is there a dry season?

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Name \_\_\_\_\_ Date \_\_\_\_\_

- 1** The ozone layer is in...
  - a. outer space.
  - b. the stratosphere.
  - c. the troposphere.
- 2** The climate in a place is defined by...
  - a. temperatures and precipitation.
  - b. temperatures and altitude.
  - c. distance from the sea and precipitation.
- 3** The zone between the Equator and the tropics is called the...
  - a. cold zone.
  - b. temperate zone.
  - c. hot zone.
- 4** The main factors that affect climate are...
  - a. distance from the sea, altitude and precipitation.
  - b. distance from the sea, altitude and distance from the Equator.
  - c. altitude, precipitation and temperature.
- 5** In a climate graph, bars represent...
  - a. temperatures.
  - b. precipitation.
  - c. altitude.
- 6** In Spain, there are ... climates.
  - a. Mediterranean, Oceanic, Tropical and Mountain
  - b. Mediterranean, Continental, Coastal and Mountain
  - c. Mediterranean, Oceanic, Subtropical and Mountain
- 7** A variant of the Mediterranean climate with very cold winters is...
  - a. the dry Mediterranean.
  - b. the continental Mediterranean.
  - c. the typical Mediterranean.
- 8** The Mountain climate of Spain is ...
  - a. above 500 m.
  - b. above 1,000 m.
  - c. above 1,500 m.
- 9** Holm oaks and cork oaks are trees that can be found in...
  - a. Subtropical climates.
  - b. Mediterranean climates.
  - c. Mountain climates.
- 10** Endemic plants are...
  - a. those that only grow in one place in the world.
  - b. those that become a plague.
  - c. those that are in danger of extinction.

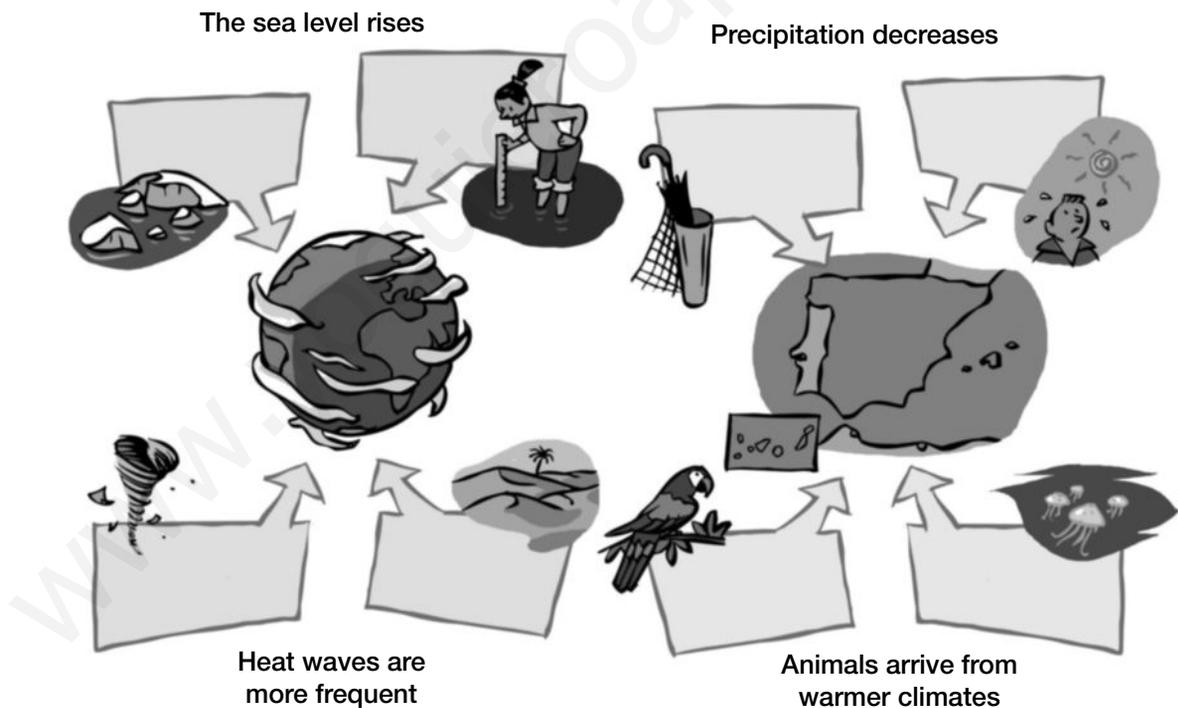
Name \_\_\_\_\_ Date \_\_\_\_\_

## What are the consequences of climate change in Spain?

Global warming is making temperatures rise on Earth. This is causing glaciers to melt in the Pyrenees, and the sea level to rise. Heat waves and droughts in the Mediterranean regions are more frequent. As a consequence, water supplies are threatened, land on the coast is diminishing, and plants and animals are moving to higher elevations.

### Instructions

1. Work in groups of four. Search the Internet for information about a particular area in Spain which is suffering some of the consequences of climate change, for example: a glacier in the Pyrenees, a coastal area, etc.
2. Find out how the flora and fauna are being affected.
3. Make a poster showing how the area has changed over the years. Write a short report about the consequences of climate change in your chosen area and illustrate your report with photos.




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4. Present your poster to the class.

Name \_\_\_\_\_ Date \_\_\_\_\_

**READ THIS TEXT.**

The **Spanish Constitution** is the most important law in Spain. It makes Spain a democracy. A **democracy** is where all the citizens have **equal rights and duties**.

**1** Explain what 'Spain is a democracy' means.

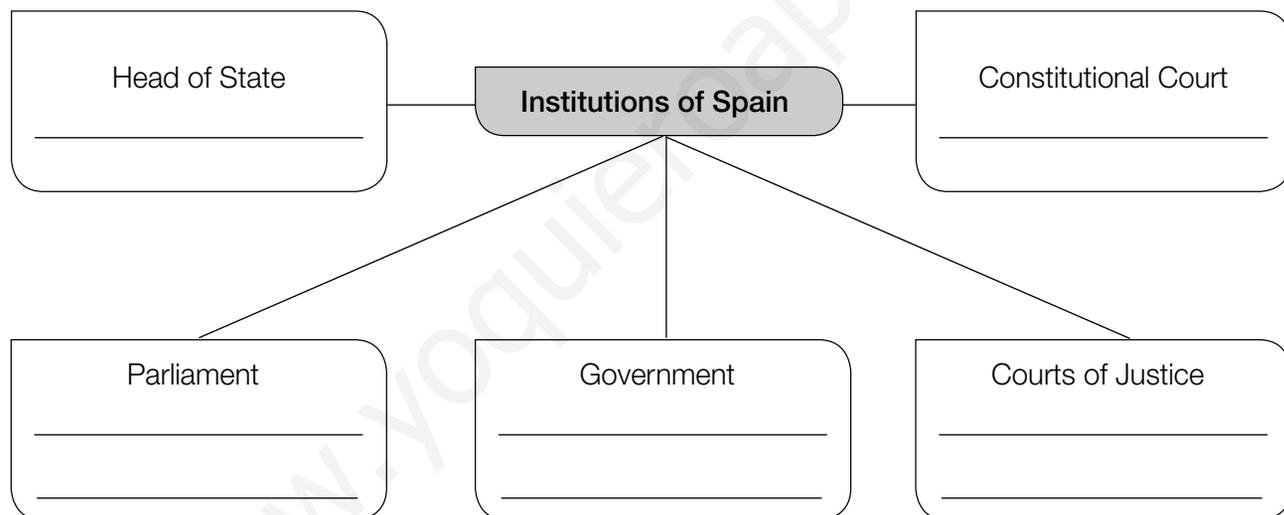
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**2** Complete the chart with the members of each institution.



**3** Compare the functions of the Parliament with the Government of Spain.

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Name \_\_\_\_\_ Date \_\_\_\_\_

## READ THIS TEXT.

There are now 28 democratic countries in the **European Union (EU)**. The main aims are to maintain economic, political and social **cooperation** between member countries.

## 1 Colour the member countries of the EU. Underline the names of the six founding countries.



## 2 Explain what a common market means.

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Where did democracy come from?

If you believe that democracy is a modern invention, you're sadly mistaken. Democracy was a system of government used by the Athenians more than 2,000 years ago. In fact, the word democracy is a Greek word which means «power of the people».

So when we talk about democracy, we always think of Athens, the Greek capital, and one of its most illustrious inhabitants: Pericles.

Pericles was an important politician and victorious general in the Peloponnesian War in the 5th century B.C. in which the Athenians fought against the Spartans.

At the time, politicians were great speakers who expressed their ideas and arguments in the Agora. Pericles was a great speaker who came to rule Athens thanks to the vote of his fellow citizens, with the slogan 'A government of the people, by the people and for the people'.

But Pericles was more than a military man and a politician. He was also a lover of arts. He was surrounded by great architects and sculptors such as Phidias. Together they undertook reforms to make Athens beautiful.

The Acropolis was built in the highest part of the city – the place intended for the temples of Greek gods. The Parthenon was also built there. It was a huge temple dedicated to Athena, patron goddess of the city. Other famous buildings included the Erechtheion, famous because some of its columns were caryatids, i.e. sculptures of female figures, an Odeon and a theatre.



### 1 Read the text and answer the questions.

a. What does the word *democracy* mean? \_\_\_\_\_

\_\_\_\_\_

b. Where was it invented? How long ago? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. Who was Pericles? In which war did he take part? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

d. Who was Phidias? \_\_\_\_\_

\_\_\_\_\_

**2** Write definitions for these terms.

a. Agora: \_\_\_\_\_  
\_\_\_\_\_

b. Speaker: \_\_\_\_\_  
\_\_\_\_\_

c. Odeon: \_\_\_\_\_  
\_\_\_\_\_

d. Acropolis: \_\_\_\_\_  
\_\_\_\_\_

**3** What do you think 'A government of the people, by the people and for the people' means? Explain your answer.

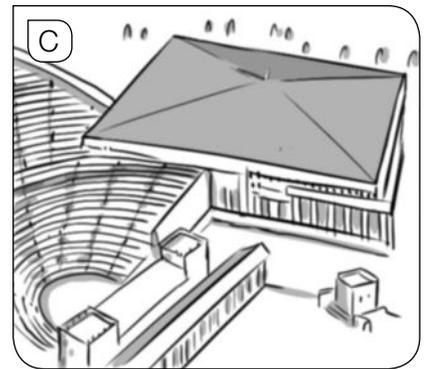
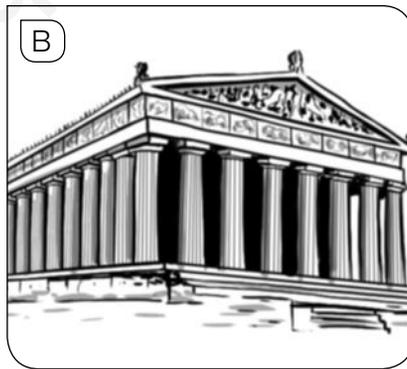
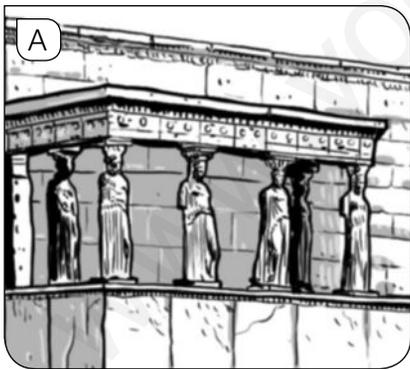
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4** Look at the pictures. Write *Parthenon*, *Erechtheion* or *Odeon*.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5** The main characteristic of democracy is that people decide through their vote. Explain the difference between an election and a referendum.

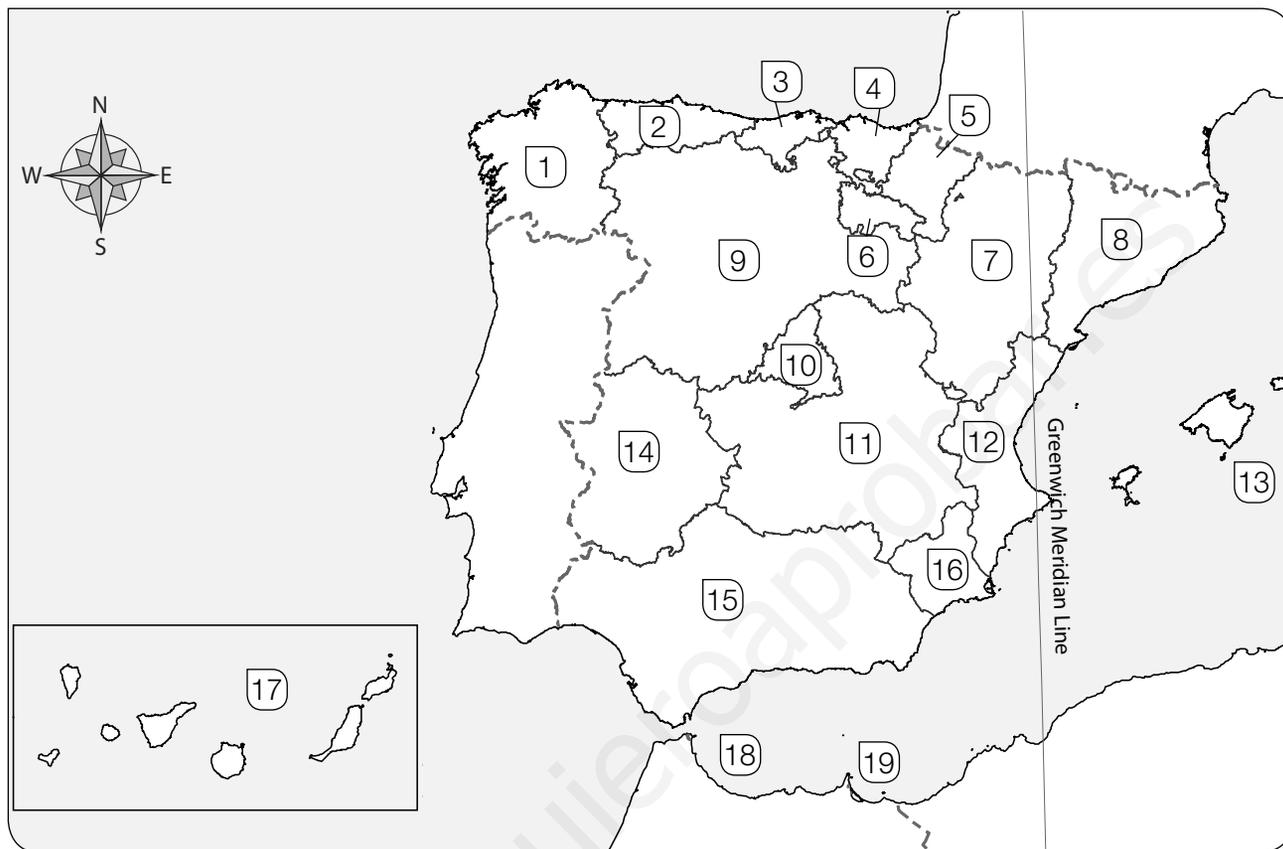
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\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**1** Colour the territories of Spain.



**2** Look at the map above and indicate the number corresponding to each autonomous community or autonomous city.

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Andalusia         | <input type="checkbox"/> Catalonia                      | <input type="checkbox"/> Balearic Islands         |
| <input type="checkbox"/> Aragón            | <input type="checkbox"/> Ceuta                          | <input type="checkbox"/> Rioja                    |
| <input type="checkbox"/> Canary Islands    | <input type="checkbox"/> Community of Madrid            | <input type="checkbox"/> Melilla                  |
| <input type="checkbox"/> Cantabria         | <input type="checkbox"/> Chartered Community of Navarre | <input type="checkbox"/> Basque Country           |
| <input type="checkbox"/> Castile-La Mancha | <input type="checkbox"/> Extremadura                    | <input type="checkbox"/> Principality of Asturias |
| <input type="checkbox"/> Castile and León  | <input type="checkbox"/> Galicia                        | <input type="checkbox"/> Region of Murcia         |

**3** Complete the chart of the organization of Spanish territory.



**4** Write the institutions in charge of the following functions.

a. Studies the law and makes sure it is in agreement with the Spanish Constitution: \_\_\_\_\_

\_\_\_\_\_

b. Runs the country: \_\_\_\_\_

c. Establishes the laws: \_\_\_\_\_

**5** Answer the questions about the EU.

a. Why was the EU founded? \_\_\_\_\_

\_\_\_\_\_

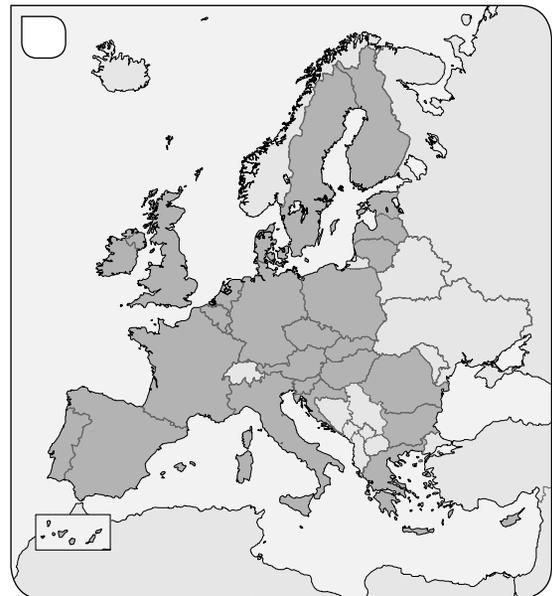
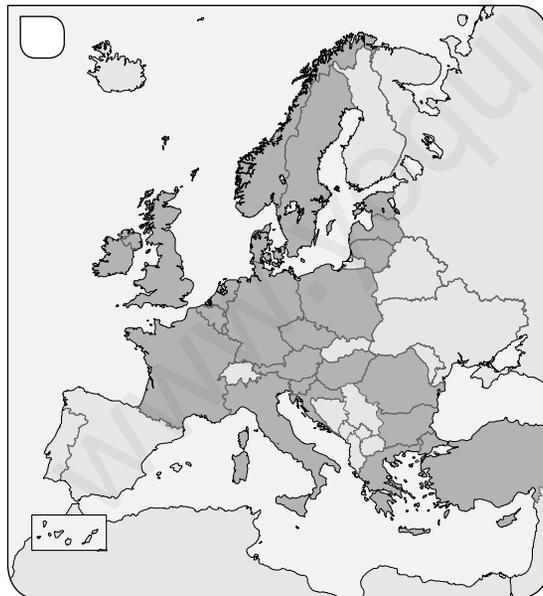
b. Which were the founding countries? \_\_\_\_\_

\_\_\_\_\_

**6** How many countries are in the EU nowadays? Write three of them.

\_\_\_\_\_

**7** Tick (✓) the correct map of the EU.



**8** Write the names of the five main institutions of the EU. \_\_\_\_\_

\_\_\_\_\_

**9** What is the Eurozone? \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

- 1** The oceans and seas around the Spanish territory are the...
  - a. Atlantic Ocean, Mediterranean Sea and Cantabrian Sea.
  - b. Atlantic Ocean and Mediterranean Sea.
  - c. Pacific Ocean, Cantabrian Sea and Mediterranean Sea.
- 2** Every autonomous community and autonomous city has...
  - a. a Mayor and local councillors.
  - b. a parliament, a president and an autonomous government.
  - c. a provincial government, ruled by the Island Council.
- 3** The Spanish Constitution was approved in...
  - a. 1978.
  - b. 1987.
  - c. 1975.
- 4** Spain is a parliamentary monarchy. This means...
  - a. the Head of State is the king, but he doesn't govern the country.
  - b. the Head of State is the king, who governs the country.
  - c. the Head of State is the king, who is elected by the Parliament.
- 5** The Spanish Parliament is made up of the Congress of Deputies and...
  - a. the Parliament.
  - b. the Government.
  - c. the Senate.
- 6** Spain joined the EU in...
  - a. 1957.
  - b. 1968.
  - c. 1986.
- 7** Nowadays, the European Union is formed by...
  - a. 28 countries.
  - b. 18 countries.
  - c. 12 countries.
- 8** The function of the European Parliament is to...
  - a. rule the governments of the EU.
  - b. study and approve the laws and budgets proposed by the European Commission.
  - c. make sure that the EU laws are respected.
- 9** The Eurozone is formed by...
  - a. all the countries in EU.
  - b. the founding countries of the EU.
  - c. the countries of the EU that adopted the Euro as the single currency.
- 10** European citizenship allows EU citizens...
  - a. to live, study and work in any EU country.
  - b. to travel to anywhere in the world without a passport.
  - c. to vote in referendums in any EU country.

Name \_\_\_\_\_ Date \_\_\_\_\_

## A member country of the EU

**1** Find out about one of the member countries of the EU and answer the questions.



The country I have chosen is \_\_\_\_\_

\_\_\_\_\_

a. When did it join the EU? \_\_\_\_\_

b. What is its official language? \_\_\_\_\_

c. What is the population of the country? And the capital city? \_\_\_\_\_

\_\_\_\_\_

d. What is the official currency? Is it part of the Eurozone? \_\_\_\_\_

\_\_\_\_\_

e. Write about four famous people from the country, two male and two female. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

f. Write about some of its famous monuments. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

g. Write about a typical dish. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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