Mixed ability worksheets

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

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

- Revision activities (RA)
- Extension activities (EA)
- Answers to all activities

Name and surname: .....

Class: ..... **Date:** .....

1 Match these characteristics of human beings with the advantages they give us.

Characteristics	Advantages
Walking upright	We can handle a lot of objects.
Large brain	We can see far when we're walking.
Very agile hands	We can talk, think, imagine and learn.

2 Tick the correct sentence.

a) The difference between boys' and girls' bodies lies in their hair. ☐

b) The main difference between boys' and girls' bodies lies in their genitals. ☐

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

Similarities:

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Differences:

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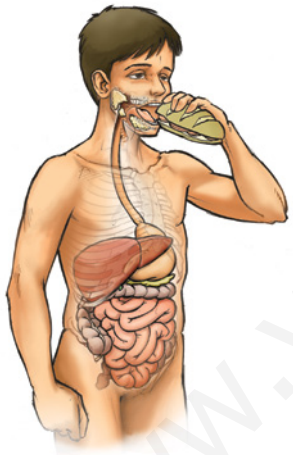
Name and surname: .....

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

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

5 Label these systems.



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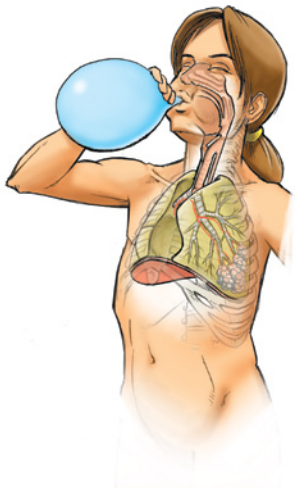

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6 What can you do to take care of your body?

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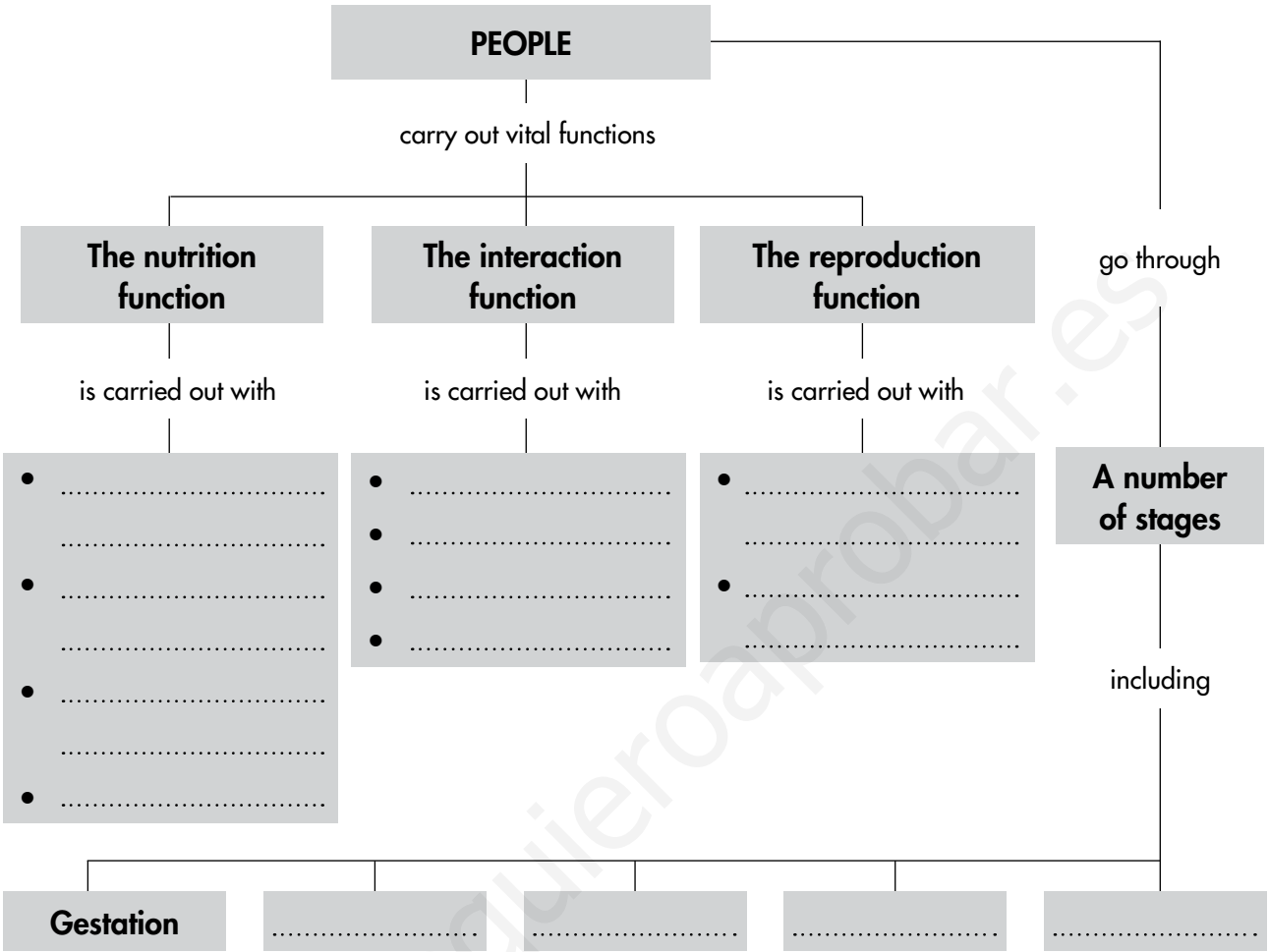
Name and surname: .....

7 a) Fill in the blanks.



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

1. People carry out vital functions. The nutrition function is carried out with .....,

the interaction function with .....

....., and the reproduction function with

.....

2. People go through many stages in their lives, including .....

.....

Name and surname: .....

Class: ..... **Date:** .....

1 Describe a situation in which you show respect for someone who is different from you.

.....

.....

.....

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

.....

.....

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

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

Age	Height
At birth (age 0)	45 cm
At age 4	100 cm
At age 8	130 cm

Name and surname: .....

Class: ..... **Date:** .....

1 Answer these questions on the interaction function in humans.

- Which organs perceive light?

.....

- Which organ receives and produces the signals that are transmitted through the auditory nerves?

.....

- What are the organs in charge of moving called?

.....

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

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

Senses	Sense organs	Sense nerves
Hearing		Auditory nerves
Sight	Eyes	
	Taste buds	
	Skin receptors	
Smell		

Name and surname: .....

4 Where do the signals formed in the retina go?

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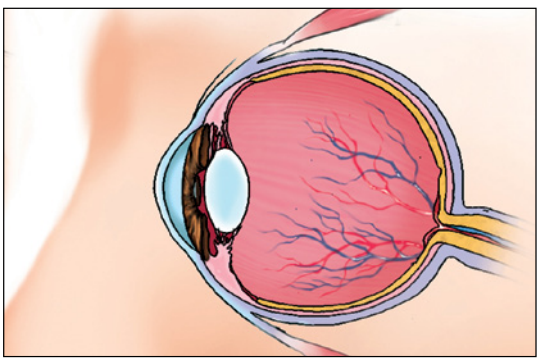
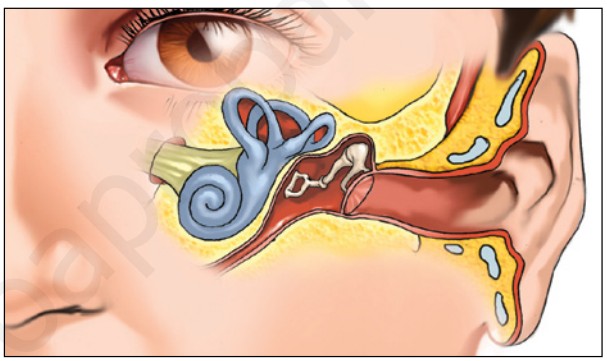
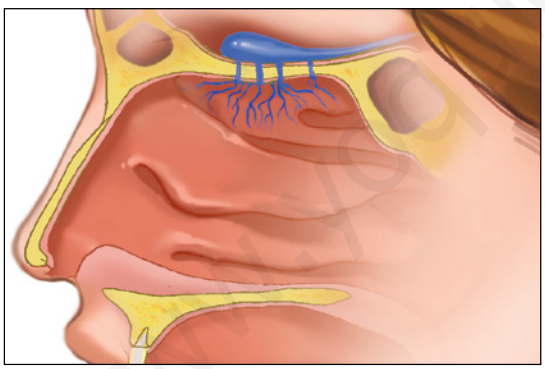
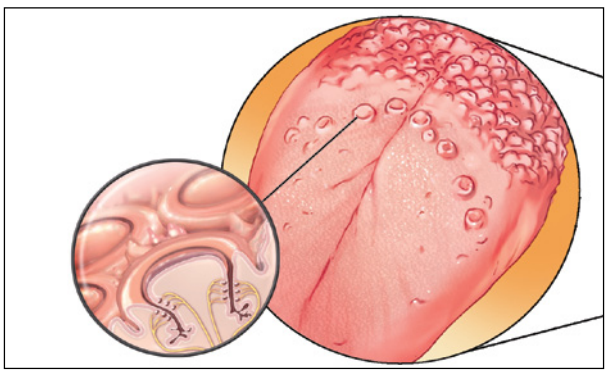
5 Show where the pupil, pituitary gland, eardrum, gustatory nerve, cochlea, taste buds, olfactory nerve, chain of ossicles, retina and iris are in the pictures.









6 Which of the sense organs is not shown in the pictures? Say what it is called, what sense it is involved in and the feeling it produces.

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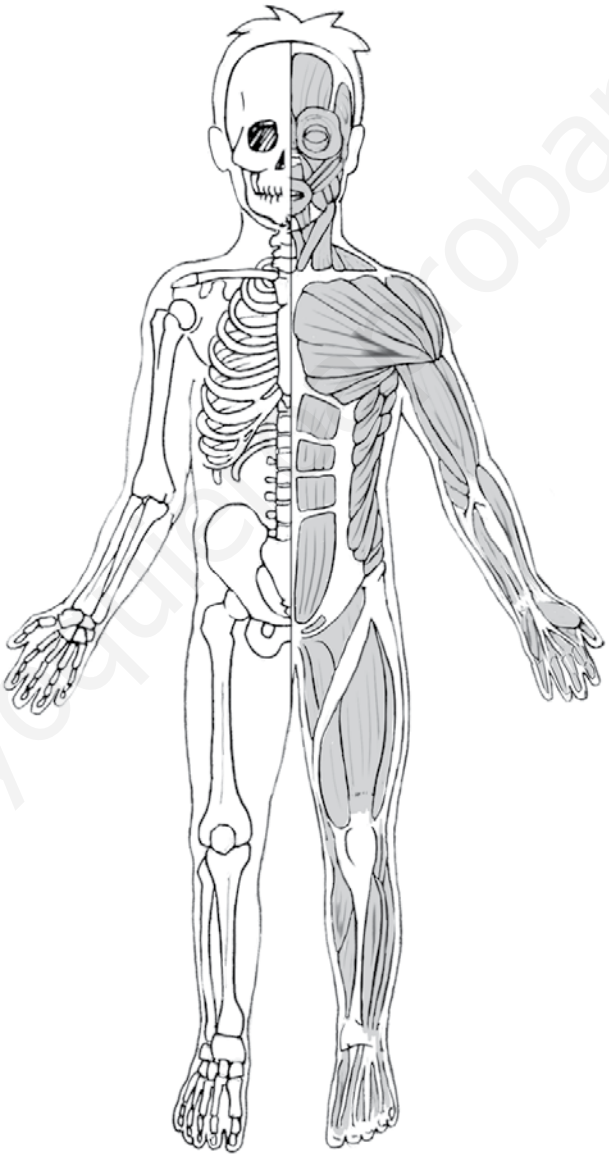
Name and surname: .....

7 Colour and label the pictures according to the directions.

a) Colour the femur blue, the tibia red, the humerus yellow, the sternum green and the vertebral column purple.

b) Circle the pectoral muscles in blue, the abdominal muscles in green, the quadriceps in red and the biceps in black.



8 Which is the system made up of the skeleton and the musculature?

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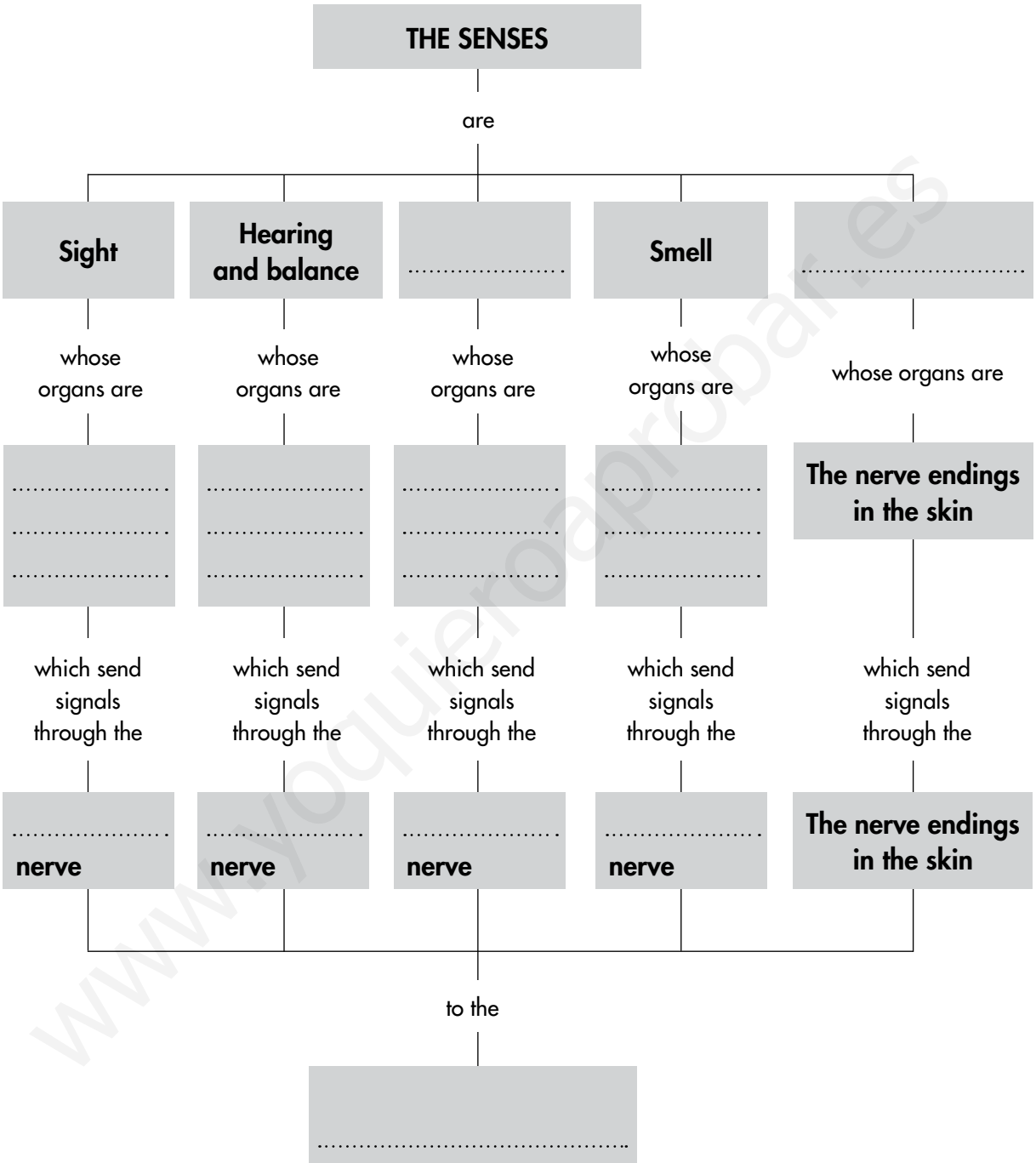
Name and surname: .....

9 Complete the activities related to the outline.

a) Fill in the blanks.



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

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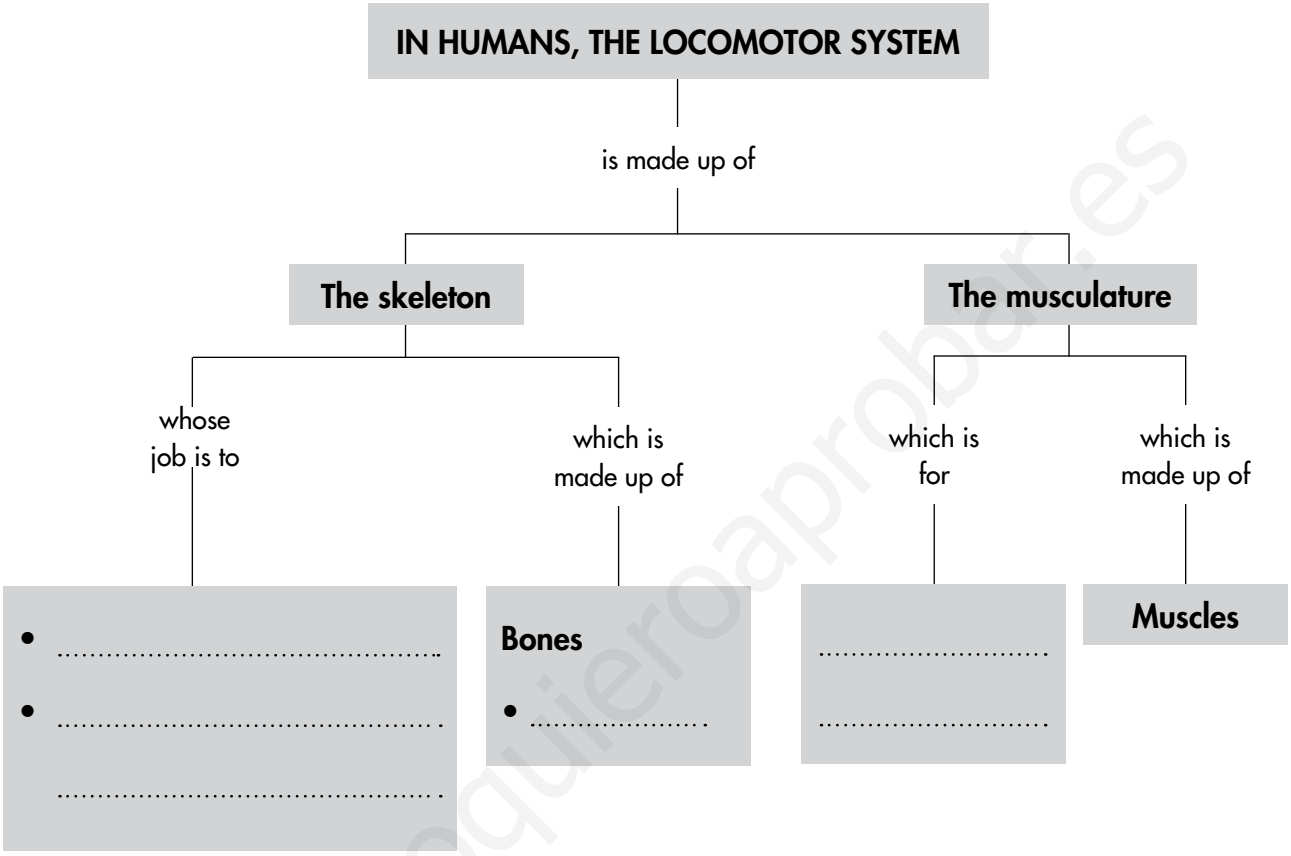
Name and surname: .....

10 Complete the activities related to the outline.

a) Fill in the blanks.



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

1. In humans, the locomotor system is made up of the .... and the .....
2. The skeleton, whose job is to .....
   .....
   .....
3. The musculature, which is for .....
   .....

Name and surname: .....

Class: ..... **Date:** .....

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

Voluntary	Involuntary

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

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

3 What are some inventions that help make life and communication easier for blind and deaf people?

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Name and surname: .....

Class: ..... **Date:** .....

1 Complete the sentence by writing these words in the blank spaces.

sense organs **living things** **feed on** **move from one place to another**

Animals ..... other ....., have .....

..... and can .....

2 Complete this table.

Aquatic environments	Three animals that live there
	Trout, salmon, carp
Seas and oceans	

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

a) All animals eat plants and animals.

.....

.....

b) Animals can be either carnivores or herbivores.

.....

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

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Name and surname: .....

5 Give two examples of invertebrate animals with each of the characteristics listed here.

a) A body protected by two shells.

.....

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

.....

c) A body with six jointed legs and wings.

.....

6 Classify these invertebrates in the table.

Echinoderms	Worms	Molluscs	Arthropods

Name and surname: .....

7 Guess which groups of animals have these characteristics.

a) They are covered in scales. They live on land. Give two examples.

.....

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

.....

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

.....

8 Complete the table.

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

9 Explain what the expression "endangered animals" means.

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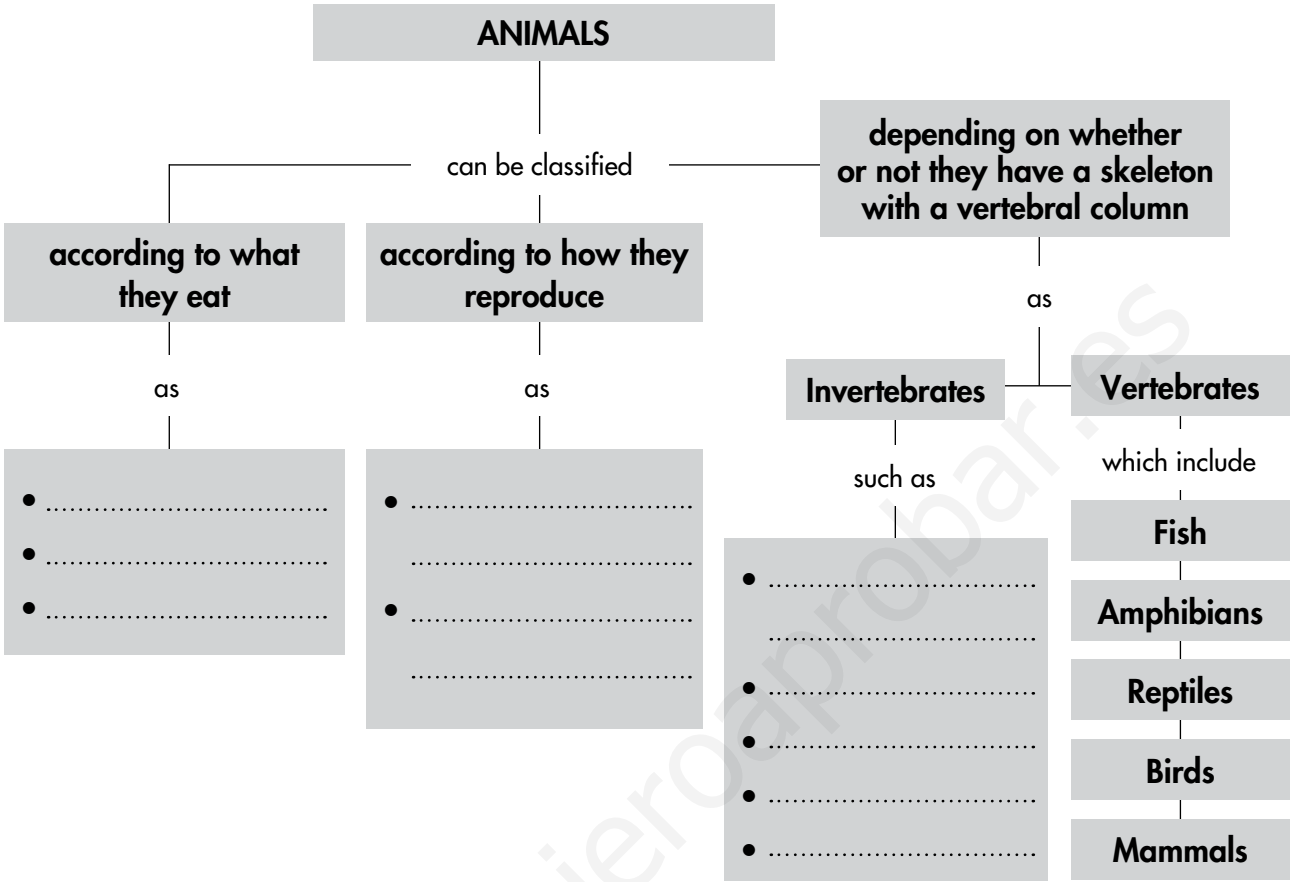
Name and surname: .....

10 a) Fill in the blanks.



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

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

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

3. Animals can be classified, depending on whether or not they have a skeleton with a vertebral column, as ....., such as .....
.....and
.....such as .....

Name and surname: .....

Class: ..... **Date:** .....

1 Describe two significant differences between these two animals.

.....

.....

.....

2 Look up these words.

Words	Definitions
Bivalves	
Cephalopods	
Gastropods	

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

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4 Match each of the sentences with one of the mammals.

a) This animal is a marsupial, which means that while the young develop, they stay in a pouch attached to their mother's belly. ☐

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

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

A

B

C

Name and surname: .....

5 Read the text and do the activities.

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

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

b) What is the main idea of the text?

.....

.....

.....

c) Are pets domestic animals? Explain your answer.

.....

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

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

Name and surname: .....

Class: ..... **Date:** .....

1 What is a region's vegetation?

.....

.....

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

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

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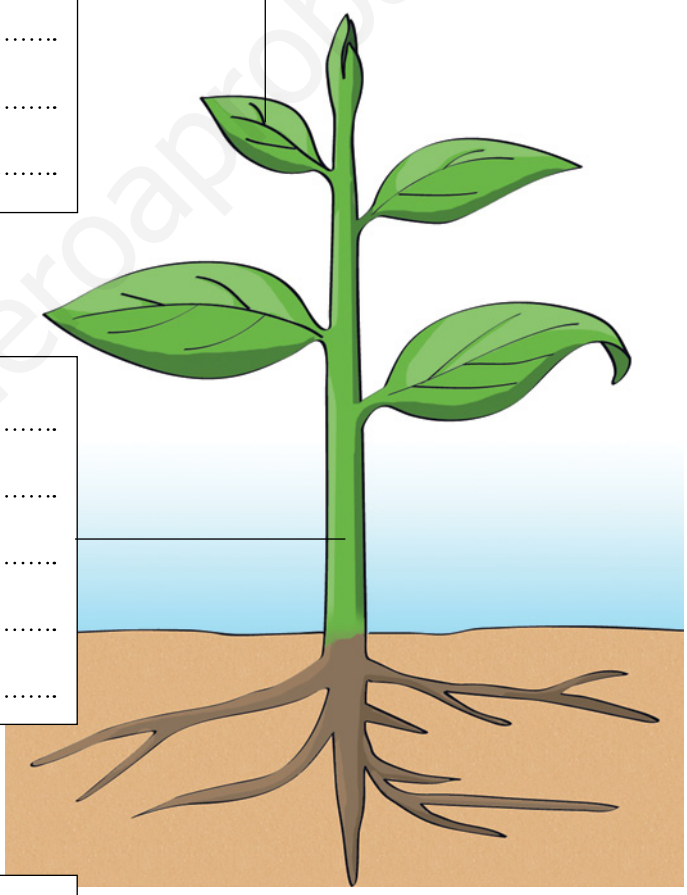


Name and surname: .....

3 Answer these questions about flowers.

a) Where is pollen made? .....

b) What is the name of the small leaves that make up the calyx? .....

c) What is the name of the small leaves that make up the corolla? .....

d) Where are the ovules made? .....

4 Write sentences about plants using these words.

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

.....

.....

.....

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

.....

.....

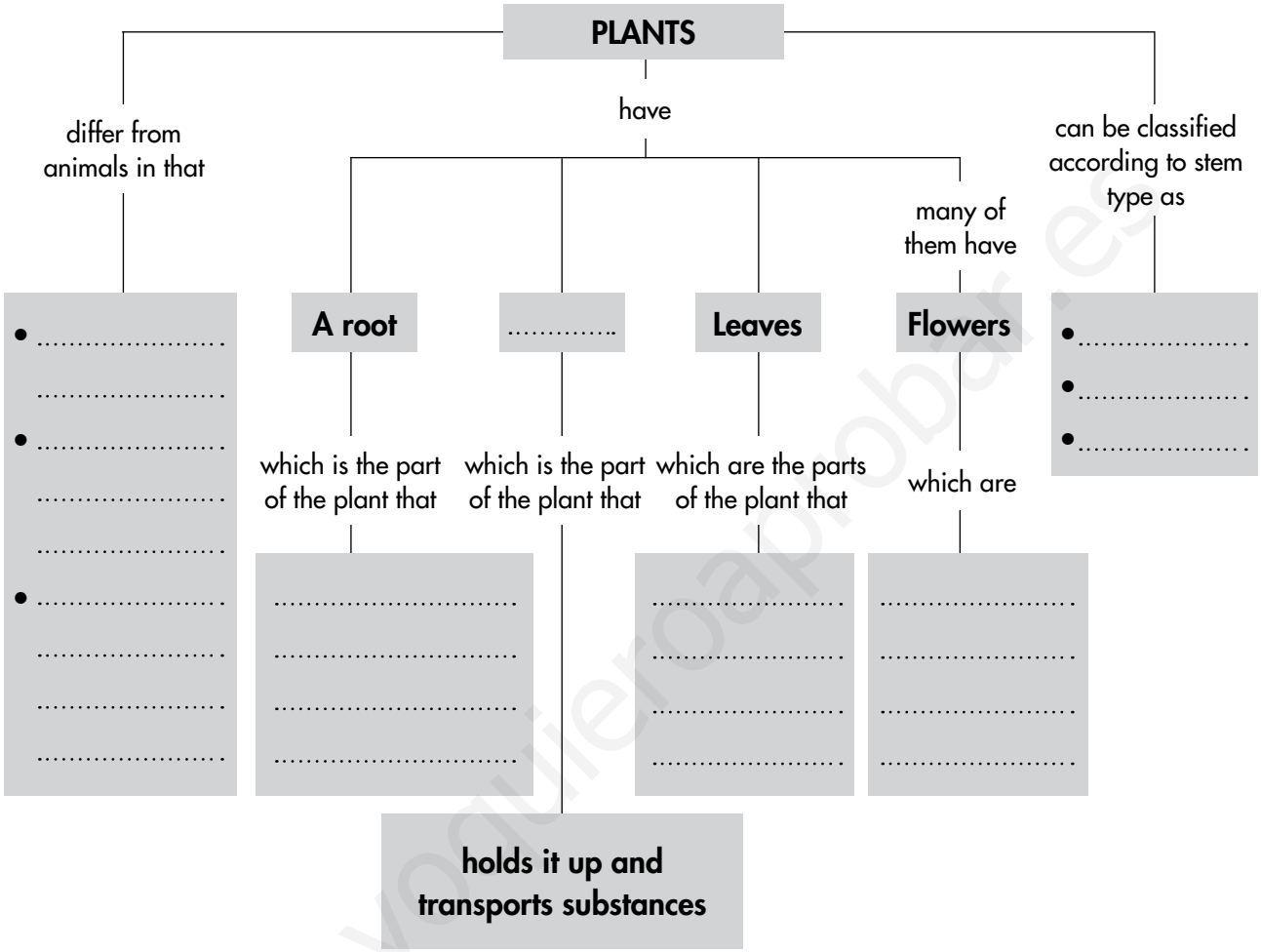
5 Classify these plants according to stem type and say what people use them for.

Plant	Stem type	We use them for
Pine trees		
Onions		
Geraniums		

Name and surname: .....

6 Complete the activities related to the outline.

a) Fill in the blanks.



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

1. .....

.....

2. Plants have a root, which is the part of the plant that .....

.....; they have .....

.....; they have leaves, ...

.....; many of them have flowers, which are .....

Name and surname: .....

Class: ..... **Date:** .....

1 Some plants lose their leaves in autumn and winter. They are called deciduous plants. Other plants keep most of their leaves throughout the seasons. They are called perennial plants.

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

.....

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

.....

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

.....

2 Do some research and answer these questions.

a) What parts of these plants do we eat?

Walnut tree: ..... Cauliflower: ..... Chard: .....

Bean plants: ..... Carrots: ..... Tomato plants: .....

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

.....

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Name and surname: .....

Class: ..... **Date:** .....

1 Complete these sentences about the universe.

a) The galaxies are formed by millions of ..... .

b) The Sun is found in the ..... known as the ..... Way.

c) The Sun is a ..... ; it gives off light and ..... .

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

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3 Name the planets which are closest to the Earth.

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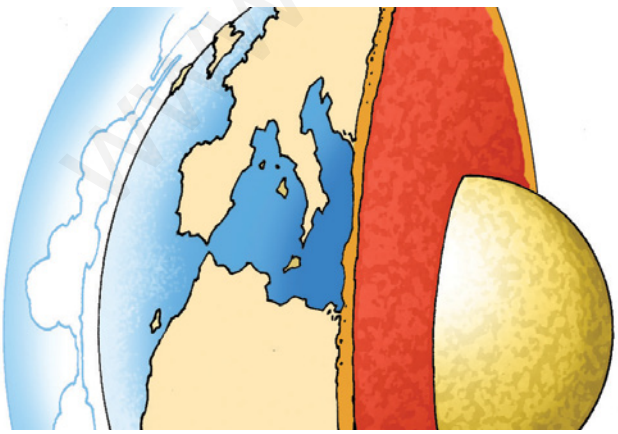
4 a) Study the illustration. Label the atmosphere and the hydrosphere and write what they are made up of.



The atmosphere is made up of

.....

.....

The hydrosphere is made up of

.....

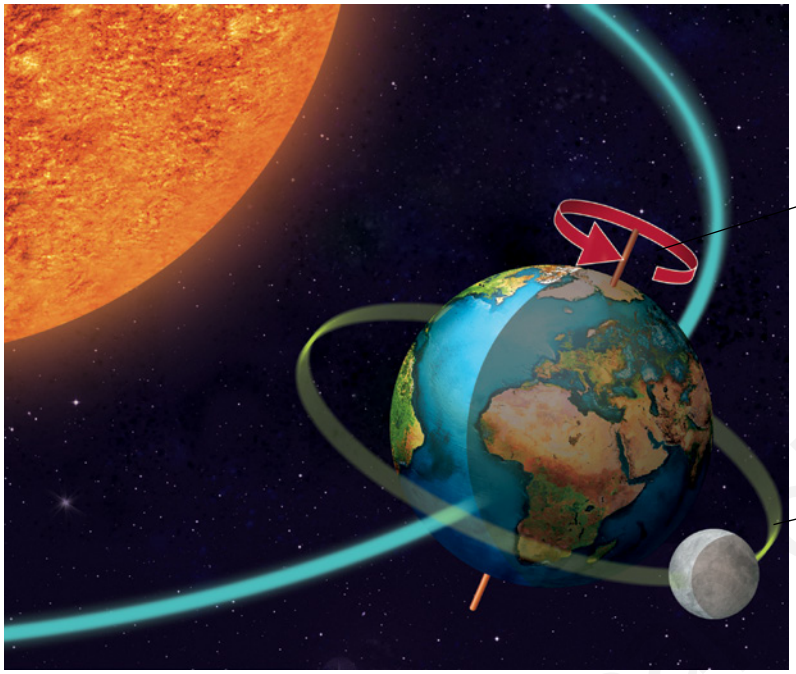
.....

b) What is the Earth's crust? .....

.....

Name and surname: .....

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



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The celestial bodies are .....

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

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6 Write and draw what is missing.

Waxing crescent

.....

.....

Waning crescent

.....

.....

Name and surname: .....

7 How long does it take for each of these movements to occur?

a) One complete revolution of the Moon around the Earth: .....

b) One complete revolution of the Earth on its axis: .....

c) One complete revolution of the Earth around the Sun: .....

8 Complete this table showing the seasons.

Season	Begins	Characteristics
Spring	21st March	
Summer		The days are longer than the nights and it is warm.
	22nd or 23rd September	The days begin to get shorter and the nights get longer. Each day gets colder and colder.
Winter		

9 a) Write the names of the cardinal points.

.....

b) Where does the Sun set?

.....

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

.....

10 Answer these questions about the calendar.

a) During which months is it summer? .....

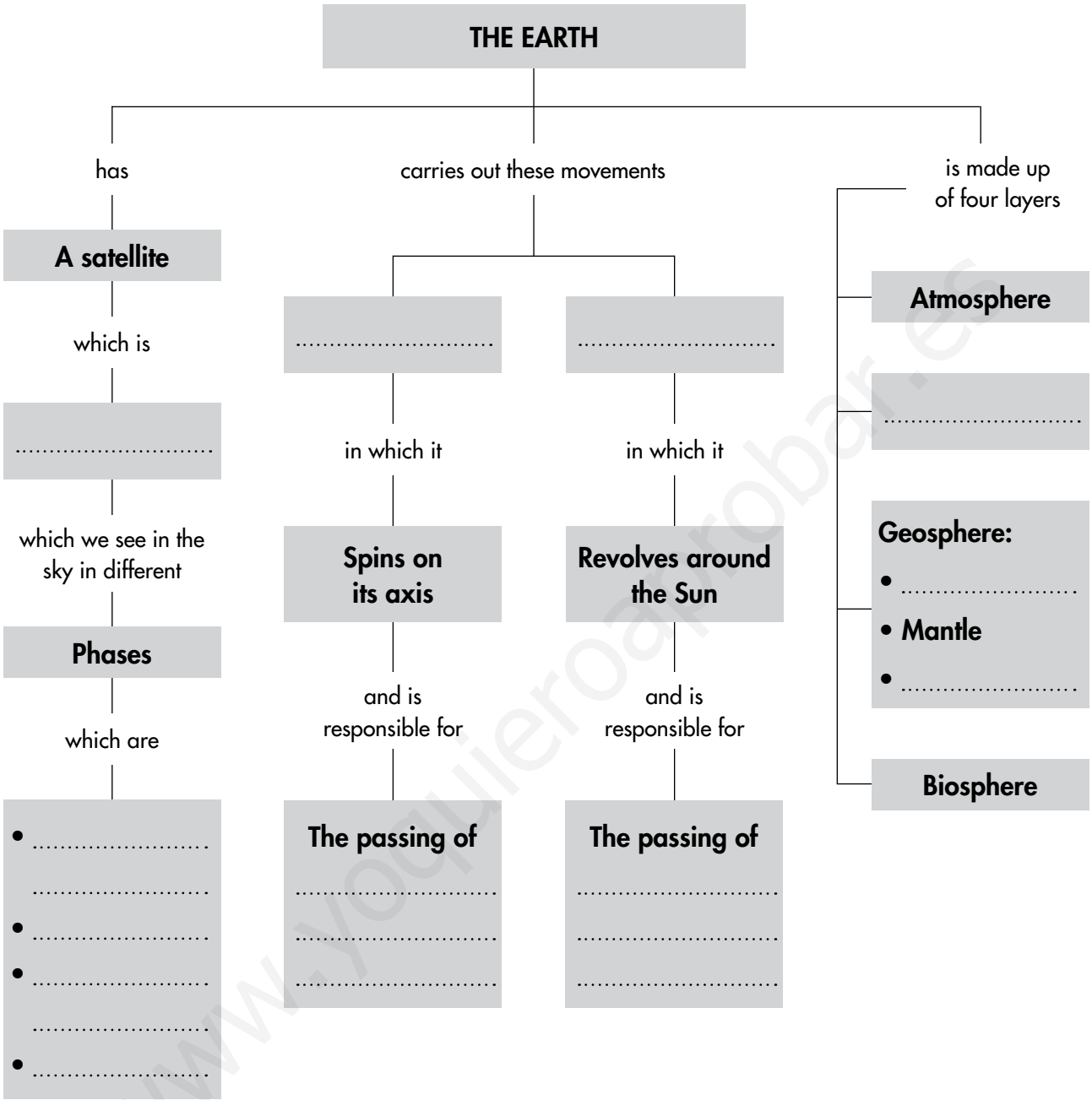
.....

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

c) How many days can there be in a month? .....

Name and surname: .....

11 Fill in the blanks.



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

Name and surname: .....

Class: ..... **Date:** .....

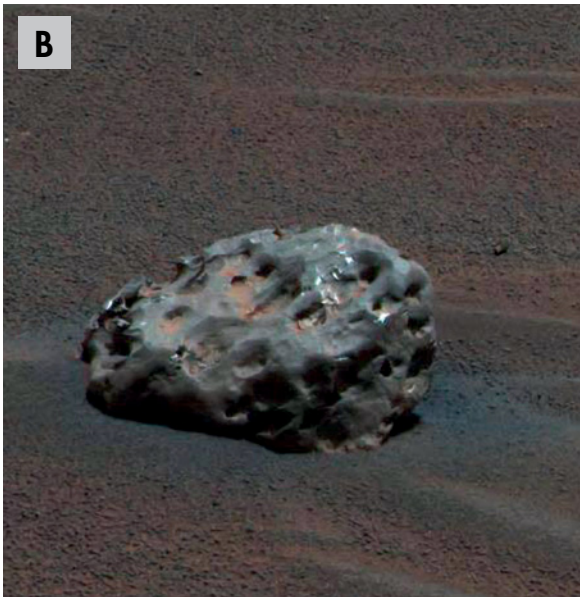
1 Read this text. Then complete the activities.

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

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

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

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



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Name and surname: .....

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

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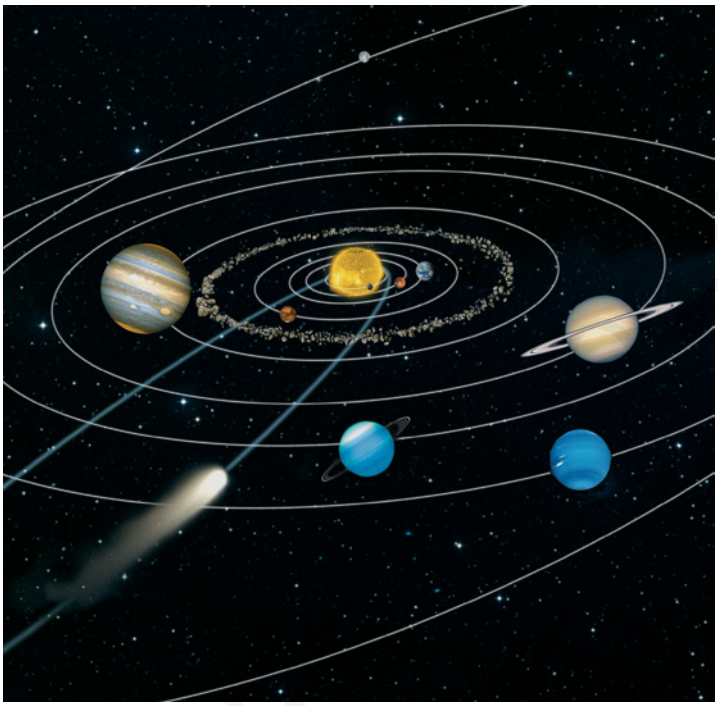

2 Work out how many Full Moons there are in the time it takes the Earth to orbit once around the Sun.

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

a) Bears hibernate .....

b) Some trees lose their leaves .....

c) Flowers and leaves bloom .....

d) The snow and ice on the mountains thaw .....

Name and surname: .....

Class: ..... **Date:** .....

1 Complete these sentences.

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

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

and small particles.

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

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

2 Complete these activities on the atmosphere.

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

b) What different kinds of precipitation can you name?

.....

.....

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

.....

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Name and surname: .....

3 Complete these activities on the hydrosphere.

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

.....

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

.....

.....

c) Write what kind of water the following bodies contain.

- Wells: .....
- Springs: .....
- Aquifers: .....

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

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

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

Processes	They consist of...
	The water in the seas and oceans, heated by the Sun, changes into vapour and passes into the atmosphere.
Formation of clouds	
	The droplets of water in the clouds come together and fall to the ground.
Water moves across the Earth's crust.	

Name and surname: .....

5 Study the photograph and answer these questions.

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

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

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.....

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

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

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6 Explain what water treatment works do and what would happen if they did not exist.

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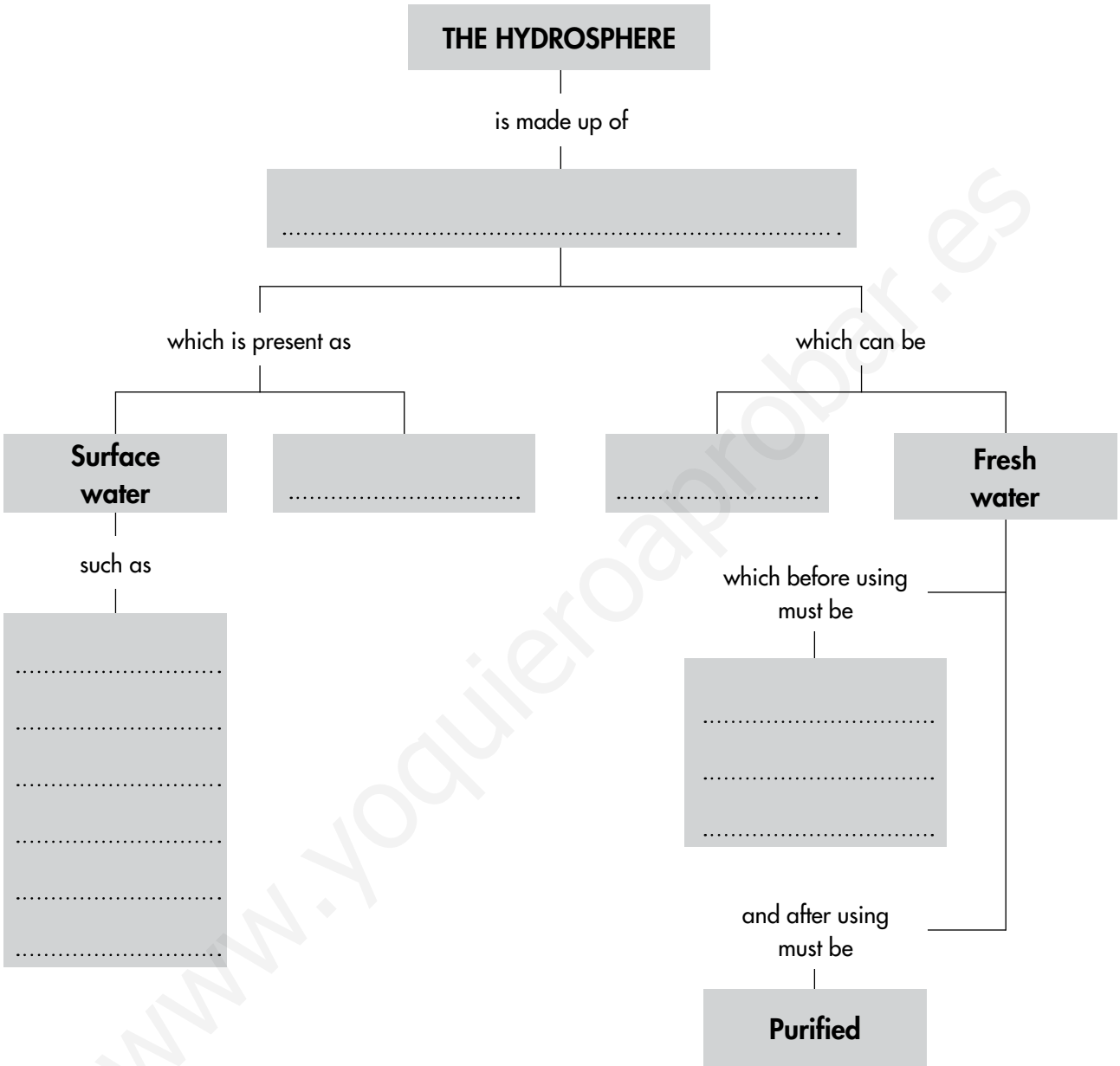
Name and surname: .....

7 Complete the activities related to the outline.

a) Fill in the blanks.



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

Name and surname: .....

Class: ..... **Date:** .....

1 Explain the differences between the parts of the atmosphere.

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

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

- Blizzard: .....

.....

- Fog: .....

.....

- Frost: .....

.....

- Dew: .....

.....

- Breeze: .....

.....

Name and surname: .....

4 Near certain coastal cities, some special buildings called desalination plants have been built. Consult the presentation of the same name and explain what these installations are and why they were built.

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

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

.....

.....

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

.....

Name and surname: .....

Class: ..... **Date:** .....

1 Complete these sentences about landscapes.

a) A landscape is any ..... of the .....

surface which we can see from a particular ..... .

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

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

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

Forms	They are...
	Stretch of flat land.
Rivers	
	Low pieces of land between mountains with rivers flowing through the lowest part.
Plateau	
	Groups of mountains in a line.
Gully	

Name and surname: .....

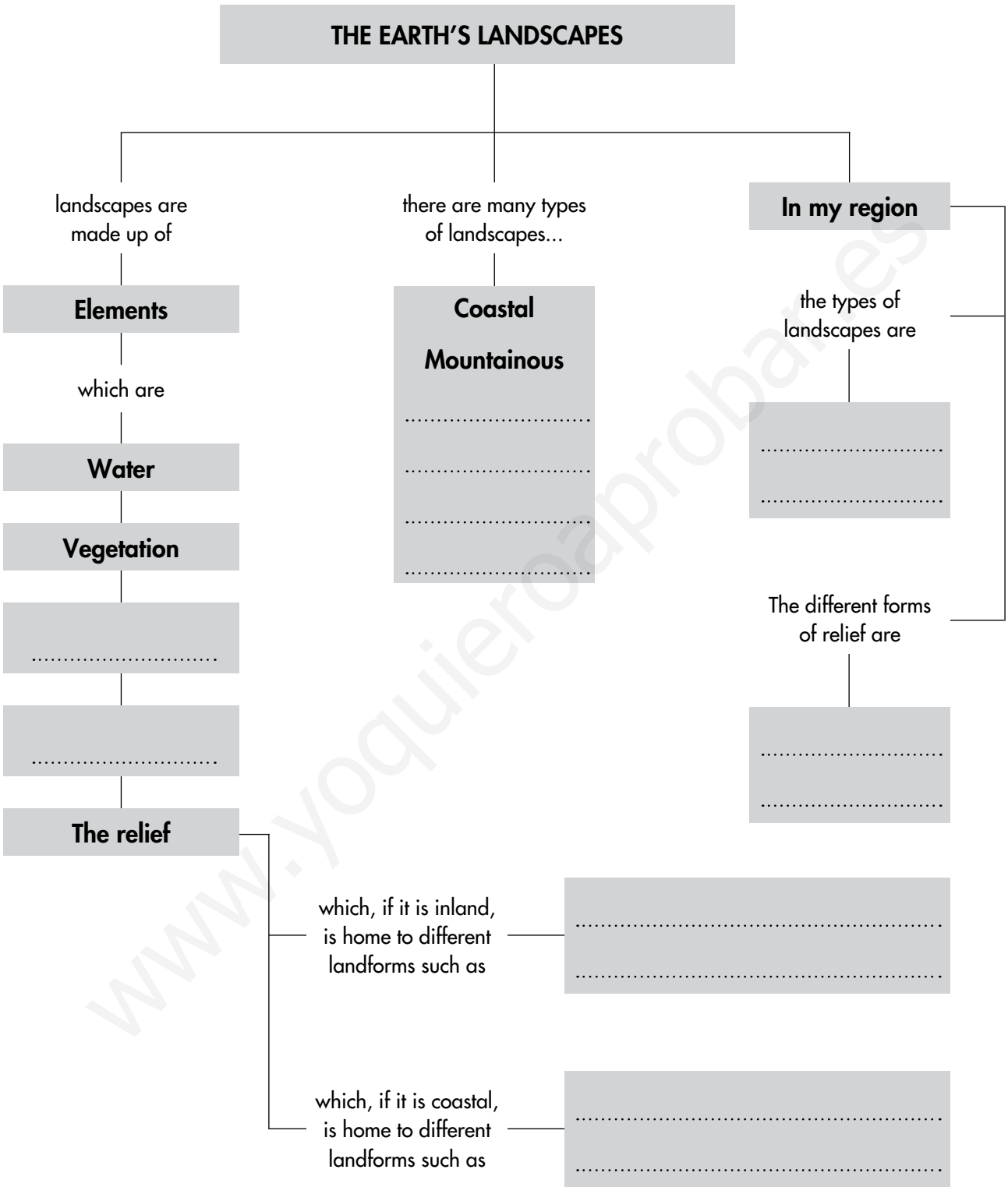
4 Fill in the blanks with the missing information about the forms of relief found in coastal landscapes.

Forms	They are...
Cliffs	
	Pieces of land that extend into the sea.
Island	
	Where the sea flows into a large cut-out in the land.
Isthmus	
	Piece of land surrounded almost completely by water.

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

Name and surname: .....

6 Fill in the blanks.



Name and surname: .....

Class: ..... **Date:** .....

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

a) How would these elements change?

- The relief: .....

.....

- The water: .....

.....

- The living things: .....

.....

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

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

.....

.....

.....

3 Look at the photograph.

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

.....

.....

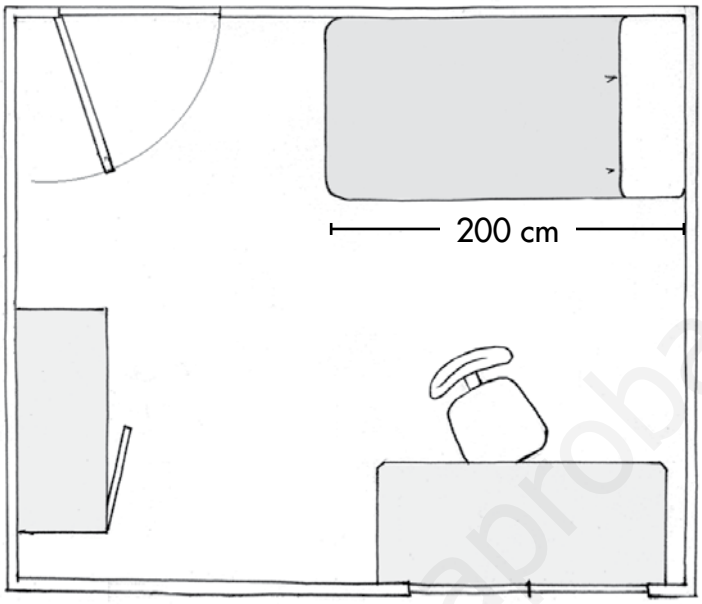
b) Write a G where you see a gulf and a C where you see a cape.

c) Label the islands with an I.

Name and surname: .....

Class: ..... **Date:** .....

1 Study the illustration and answer the questions.



a) What does it show?

.....

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

.....

.....

.....

2 Fill in the blanks.

Types of maps	Information they contain
	Relief and bodies of water.
Political	
Thematic	

Name and surname: .....

3 Study the map and complete the activities.

a) What type of map is this?

.....

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

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

d) Which continents are entirely in the northern hemisphere?

.....

.....

.....

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

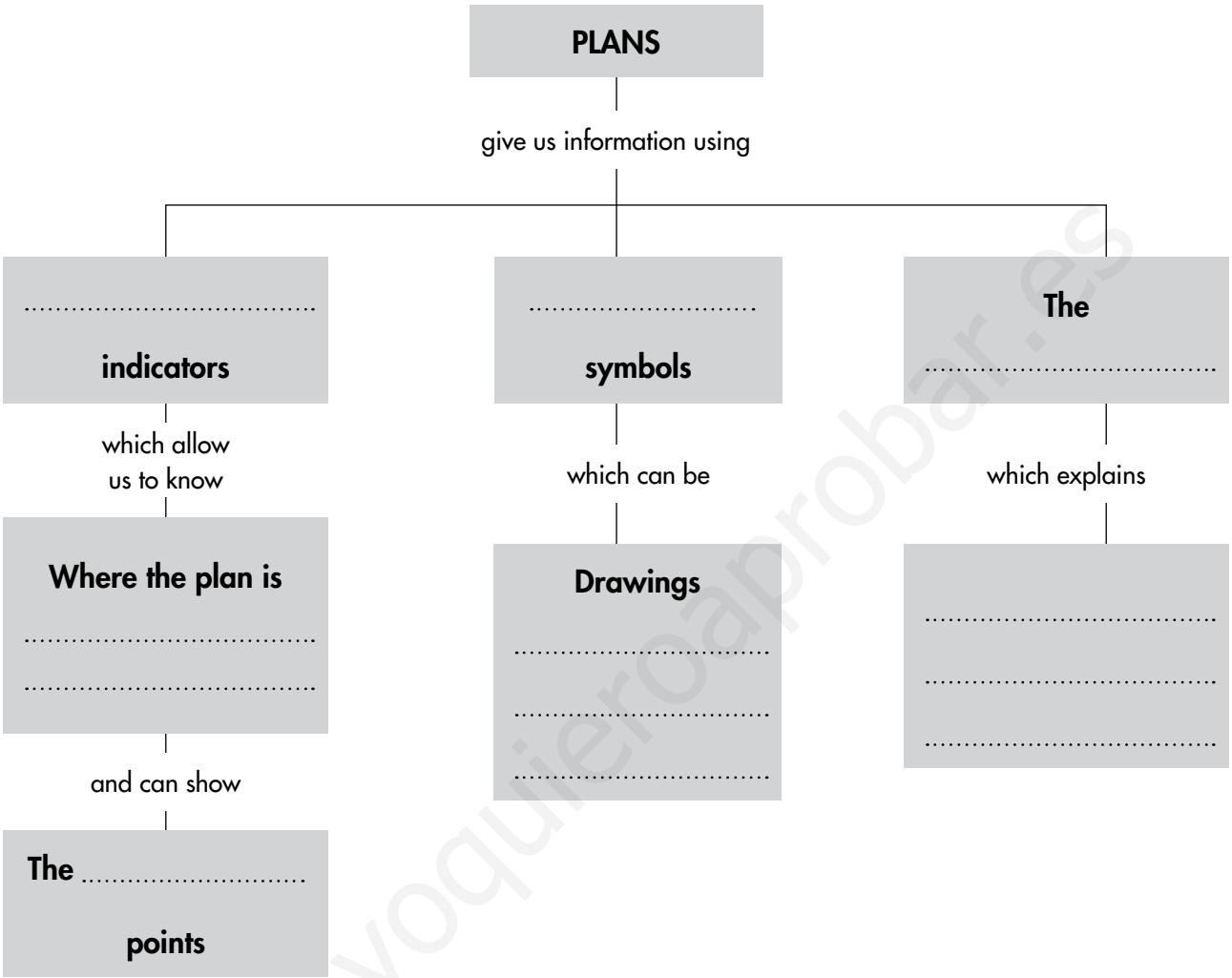
.....

.....

Name and surname: .....

4 Complete the activities related to the outline.

a) Fill in the blanks.

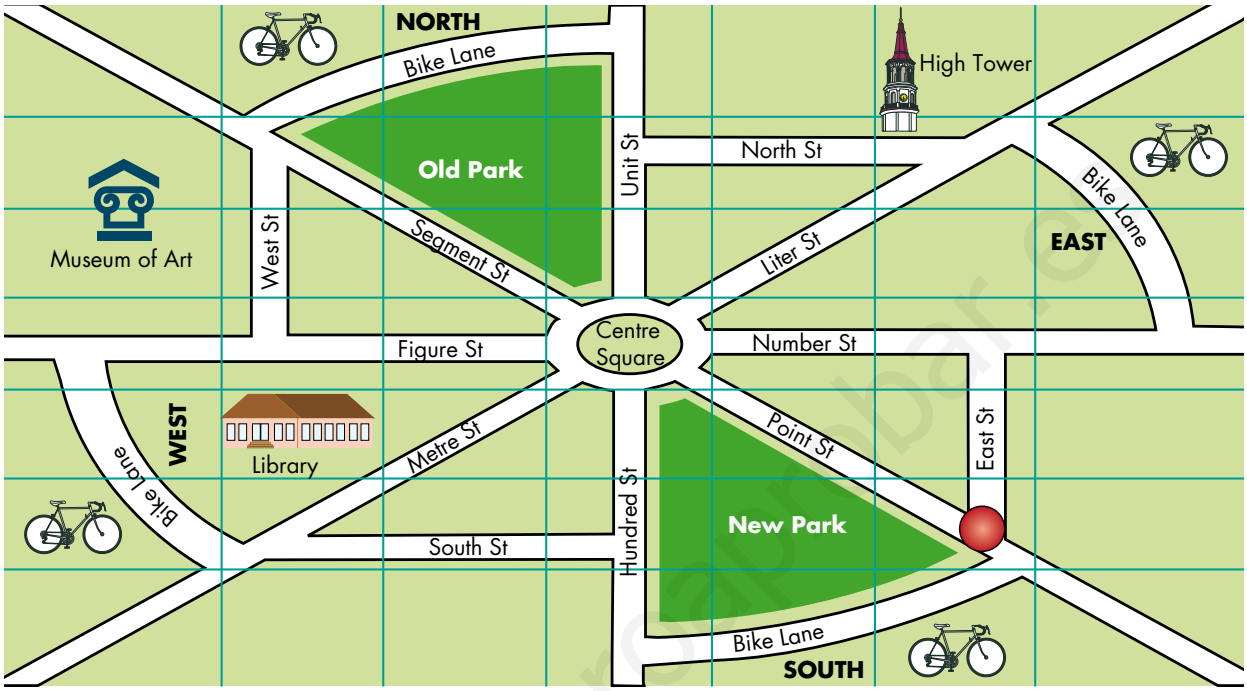


b) Make an outline similar to the one above to explain what a map is and what types there are.

Name and surname: .....

Class: ..... **Date:** .....

1 Study the illustration and answer the questions.



a) Between which streets is Old Park found?

.....

.....

b) Towards which compass point is the library found?

.....

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

a) It is rectangular.

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

c) There are two windows facing east.

d) It has two doors leading to the outside.

Name and surname: .....

Class: ..... **Date:** .....

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

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

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

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

- Visible elements: .....

.....

- Hidden elements: .....

3 Complete these sentences.

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

A ..... is one of the parts of a big ..... or ..... .

Name and surname: .....

4 Complete this text.

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

5 Match the items in the two columns.

a) Health services.	1) Police.
b) Safety services.	2) Fire brigade.
c) Emergency services.	3) Doctors.
d) Education services.	4) Teachers.

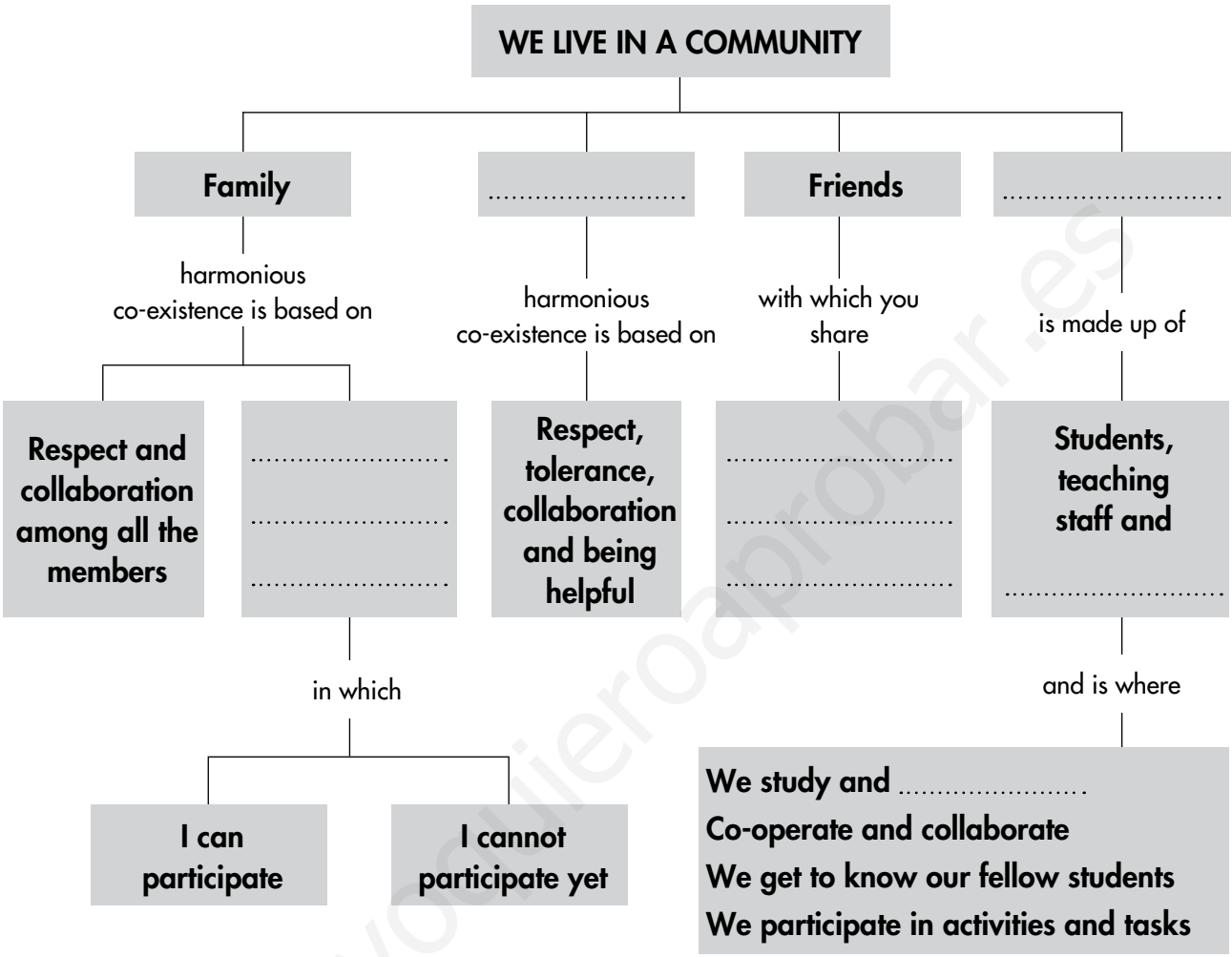
6 Explain why it is very important to respect these rules for citizens.

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

Name and surname: .....

7 Complete the activities related to the outline.

a) Fill in the blanks.



b) Write two sentences related to family.

- Sentence 1

.....

.....

.....

- Sentence 2

.....

.....

.....

Name and surname: .....

Class: ..... **Date:** .....

1 Read this text. Then, think back and describe.

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

a) A time when you behaved responsibly.

.....

.....

b) A time when you did not behave responsibly.

.....

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

.....

.....

.....

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

a) What is a car park?

.....

.....

b) Do some research on the meaning of the sign which appears on the ground of the car park in the photograph.

Name and surname: .....

Class: ..... **Date:** .....

1 Complete the table showing the different types of livestock farming, the animals that are reared and the products that are obtained.

Type of livestock farming	Animals reared	Products obtained
	Pigs	Meat and leather
	Cows	
Poultry farming		
Sheep farming		Meat, milk and leather

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

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

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

Craft worker	Natural products they use	Processed products they obtain	Where they work
Baker			Bakery
Carpenter	Wood		
Potter			
Jeweller		Jewellery	

Name and surname: .....

4 Make a sentence using the following words: *craft work, hands, simple tools* and *workshops*.

.....

.....

.....

5 a) Which municipal services use these vehicles?

.....

b) In which situation is each vehicle used?

.....

.....

.....

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

.....

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

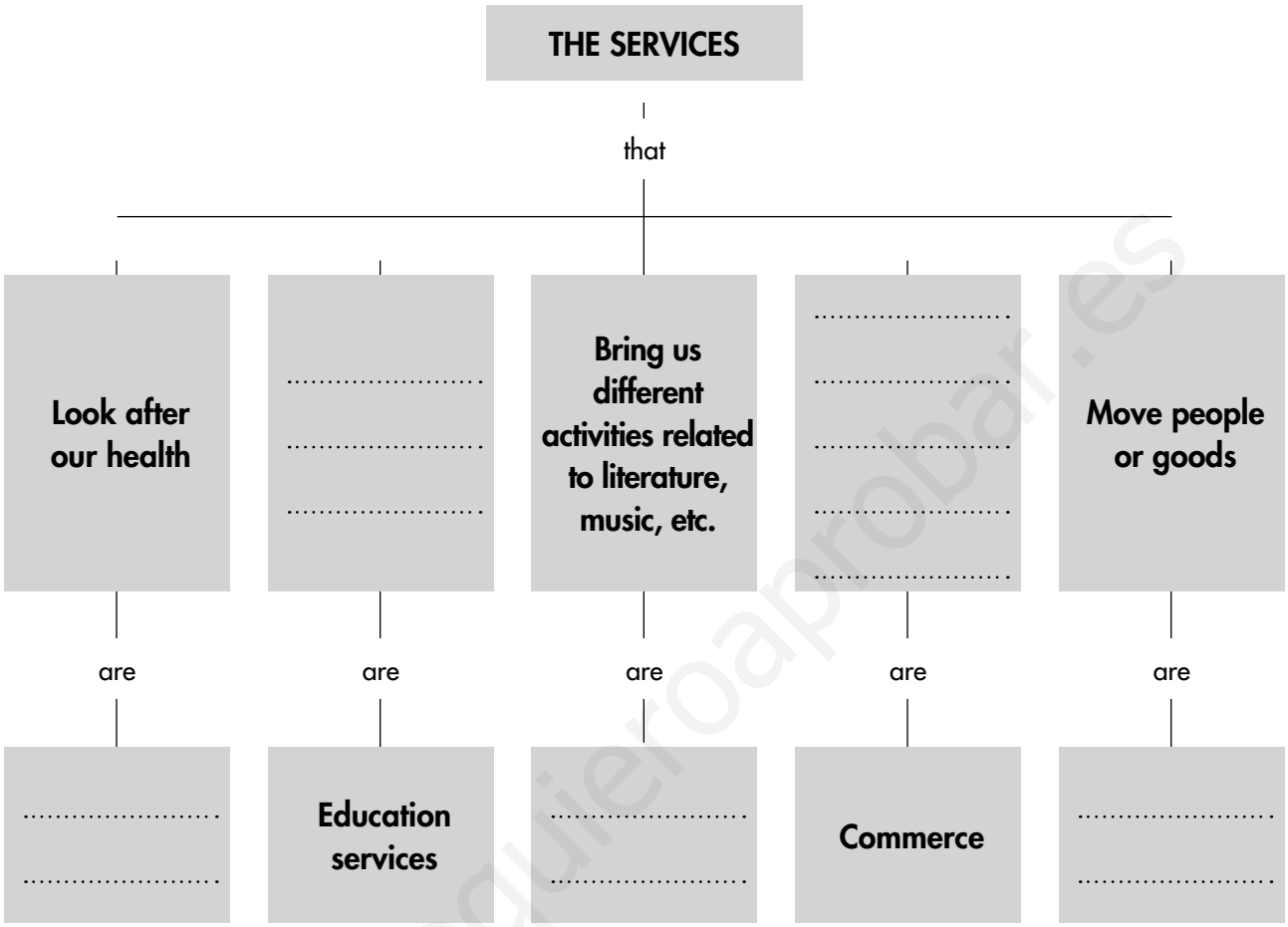
.....

.....

Name and surname: .....

7 Complete the activities related to the outline.

a) Fill in the blanks.



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

.....

.....

.....

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.....

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.....

Name and surname: .....

Class: ..... **Date:** .....

1 Cheese is produced in every region of Spain. Do some research on the production process of this food and how it is sold. Read through these different stages and find out about them. Then write what you find in your notebook.

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

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

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

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

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

Tourist guide: .....

.....

Simultaneous interpreter: .....

.....

Geologist:.....

.....

Beekeeper: .....

.....

Cabinet maker: .....

.....

Name and surname: .....

Class: ..... **Date:** .....

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

Job	Machine	Is used in...
	Tractor with plough	
Milking		Livestock farming
	Shears	
Harvesting wheat		
Pulling nets out of the sea		
Extracting minerals		
	Chainsaw	

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

Tool, utensil or machine	Is used for...
Spatula	
Drill	
Hammer	
Pincers	
Pliers	
Screwdriver	

Name and surname: .....

3 Name:

a) Three machines used in long-distance communication.

.....

.....

b) Three machines used in medicine.

.....

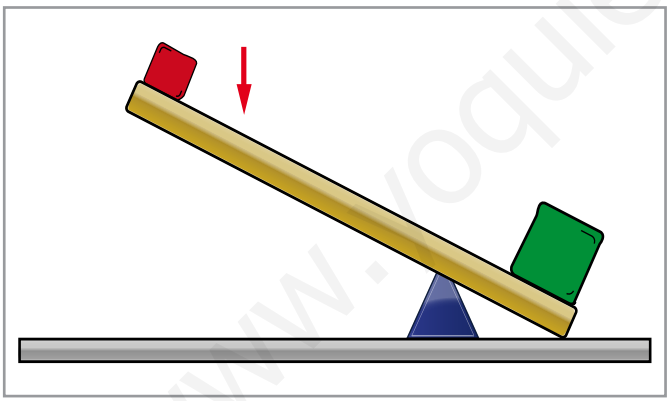
.....

c) Two machines used for studying the universe.

.....

.....

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



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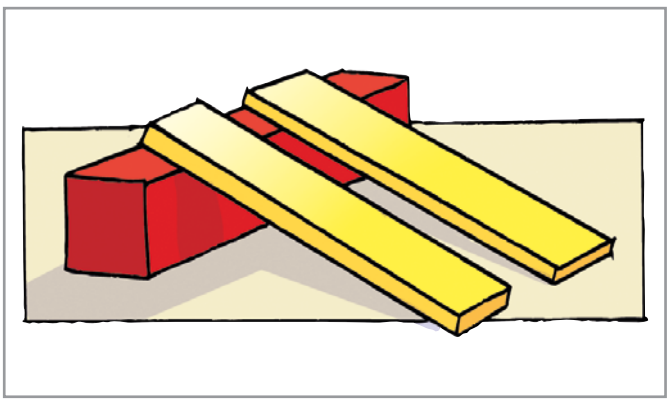

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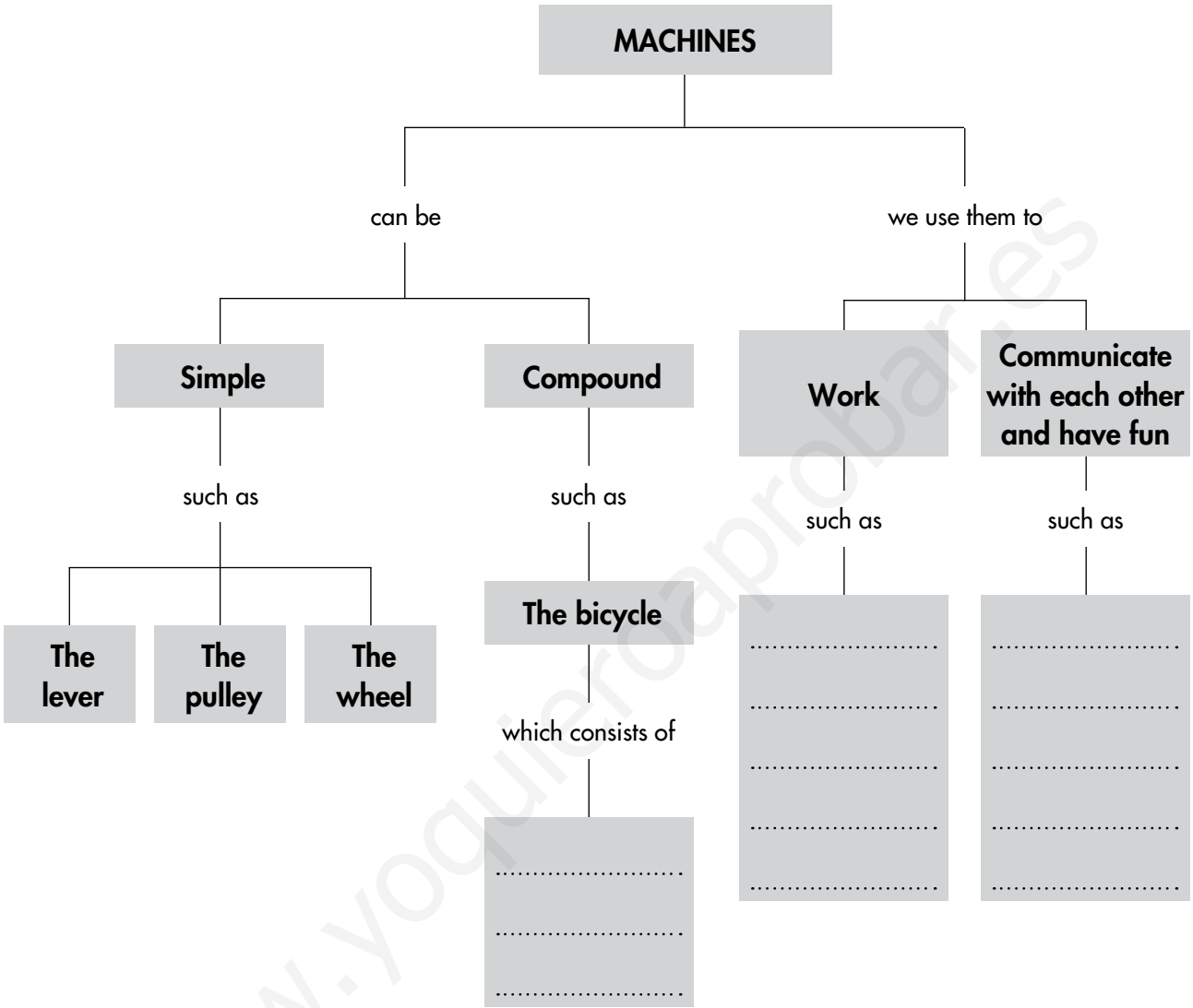
Name and surname: .....

5 Complete the activities related to the outline.

a) Fill in the blanks.



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

Name and surname: .....

Class: ..... **Date:** .....

1 Circle one of the words in the box to complete the sentence correctly.

a) An engine is a | simple | compound | machine made up of a lot of parts.

b) In order to function an engine needs | energy | food | to produce movement.

c) The movement of an engine is transferred using | gears | screws | .

2 Read this text. Then complete the activities.

THE LEVER

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

a) Label the fulcrum point in the illustration.

b) Draw arrows pointing to the parts of the tool where force is applied.

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

.....

.....

Name and surname: .....

Class: ..... **Date:** .....

1 Try to calculate:

a) How old you'll be in two decades: .....

b) How old your teacher was one decade ago: .....

c) How old you will be in the year 2050: .....

d) The year in which people will be living two centuries from now: .....

2 Complete this sentence.

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

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

Oral and audio	Written	Graphic	Material sources and archaeological remains

Name and surname: .....

4 What is family history? What sources would you use to learn about your family history?

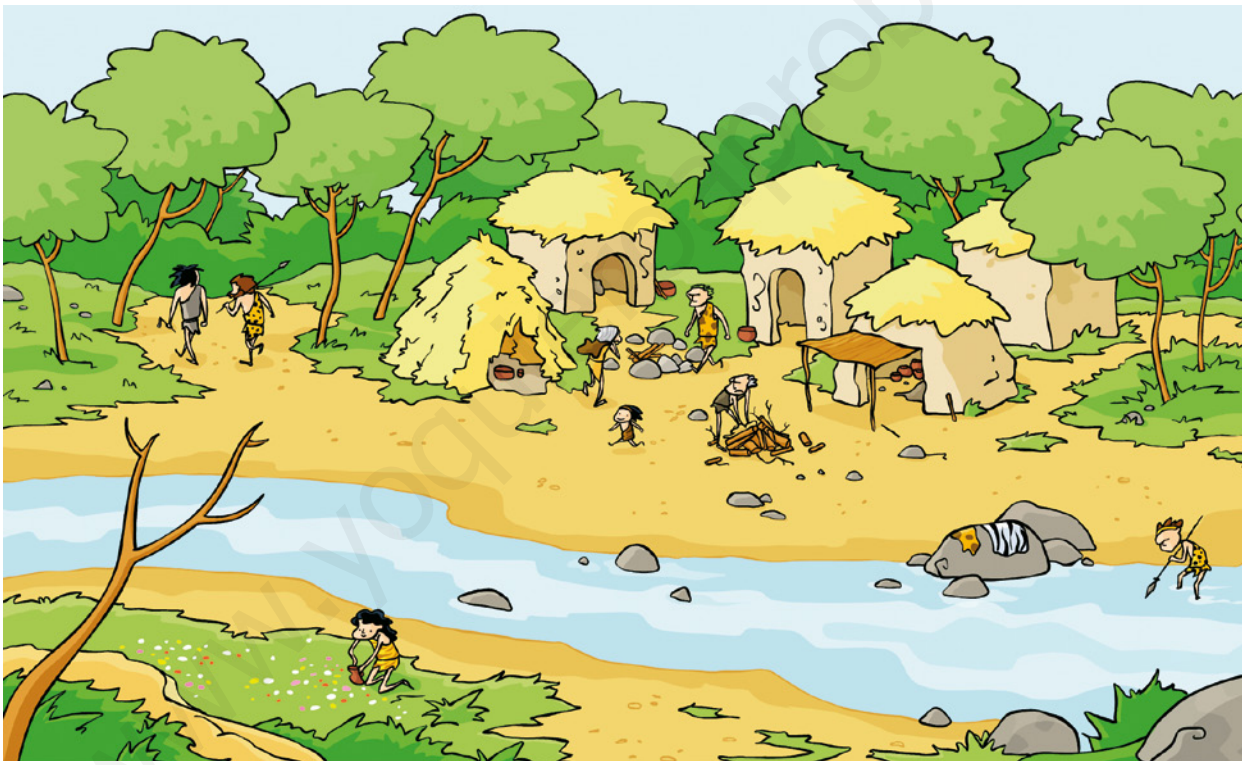
.....

.....

.....

.....

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



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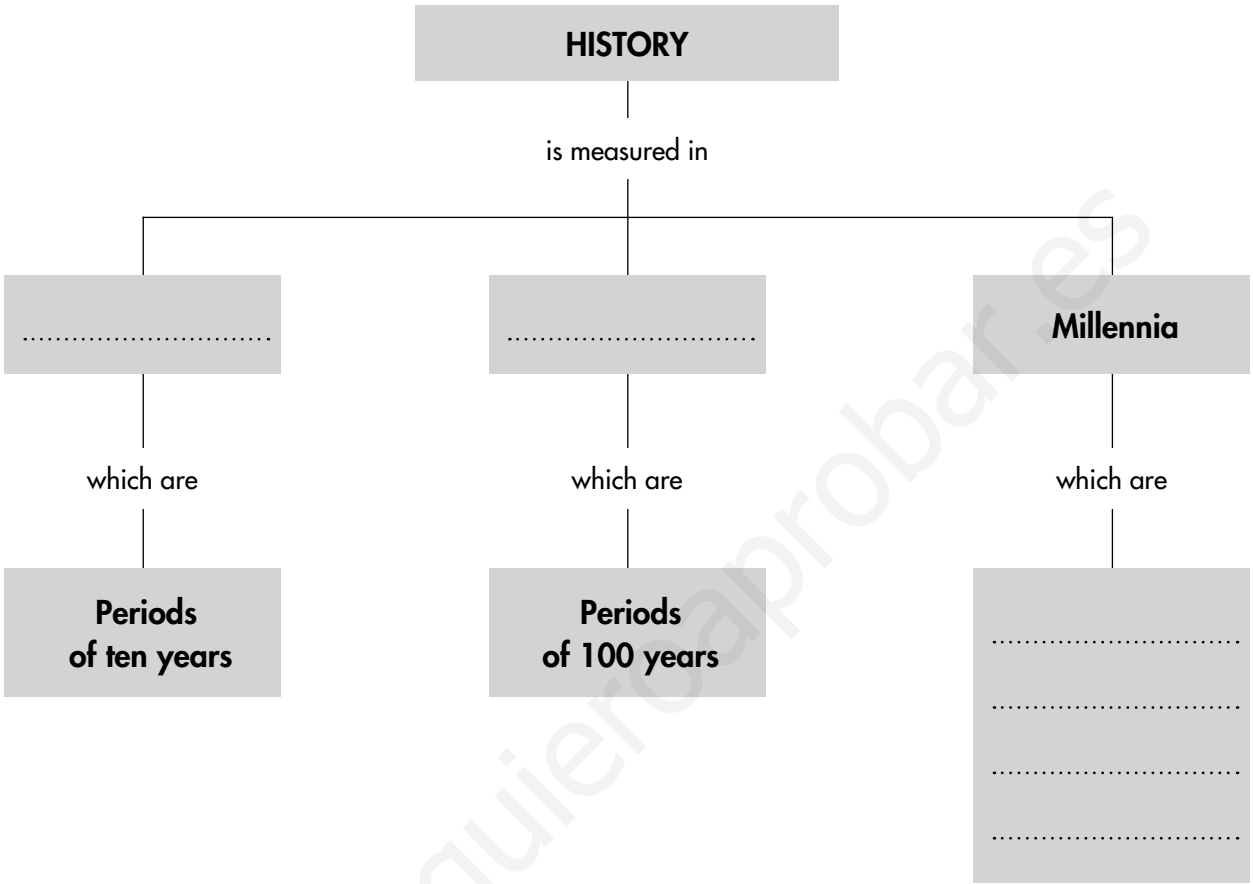
Name and surname: .....

6 Complete the activities related to the outline.

a) Fill in the blanks.



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

Name and surname: .....

Class: ..... **Date:** .....

1 Do some research about rock art. Name some famous examples.

.....

.....

.....

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

.....

.....

.....

.....

.....

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

....

....

Answer key

UNIT 1
Science

RA

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

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

	Characteristics	Advantages	
1	Walking upright	We can handle a lot of objects.	1
2	Large brain	We can see far when we're walking.	2
3	Very agile hands	We can talk, think, imagine and learn.	3

2 Tick the correct sentence.

a) The difference between boys' and girls' bodies lies in their hair. ☐

b) The main difference between boys' and girls' bodies lies in their genitals. ☑

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

Similarities:

We are both animals, vertebrates and mammals.

Differences:

We walk differently, we are different sizes and our brains and limbs are different (the human brain is more complex and humans have hands).

RA

Name and surname: .....

4 Match the organs and systems with what they do and the function in which they participate. *1-1-2; 2-7-1; 3-6-2; 4-2-1; 5-5-2; 6-3-1; 7-4-3.*

	Organs and systems		What do they do?		Which function do they participate in?	
1	Sense organs	1	Notice surroundings.		Taking in and expelling substances. THE NUTRITION FUNCTION.	1
2	Digestive system	2	Bring oxygen inside the body and expel carbon dioxide.			
3	Locomotor system	3	Distribute and pick up substances throughout the body.		Perceiving surroundings and reacting to them. THE INTERACTION FUNCTION.	2
4	Respiratory system	4	Produce offspring.			
5	Brain	5	Make decisions, think, send orders, etc.			
6	Circulatory system	6	Move.		Reproducing. THE REPRODUCTION FUNCTION.	3
7	Reproductive system	7	Extract nutrients from food.			

5 Label these systems.

Digestive system

Circulatory system

Respiratory system

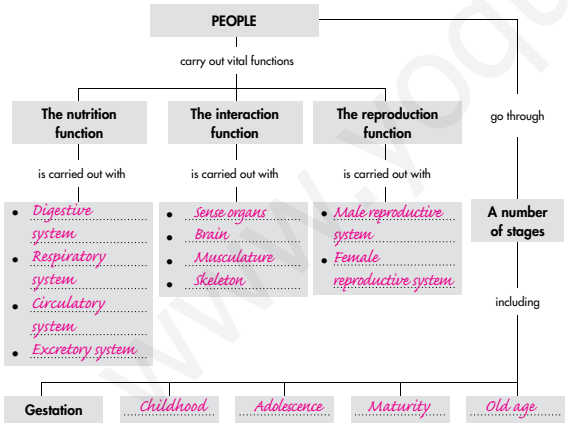
6 What can you do to take care of your body?

You have to eat well, do exercise, get enough sleep, practise good hygiene, watch your posture and try to prevent accidents.

RA

Name and surname: .....

7 a) Fill in the blanks.



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

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

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

UNIT 1
Science

EA

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

1 Describe a situation in which you show respect for someone who is different from you.

Free response. Assess whether students recognise that everyone is different and that they are able to express a respectful attitude towards these differences.

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

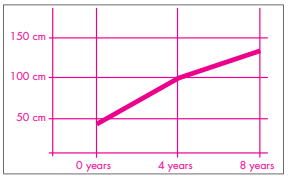
It is a network made up of the brain, the spinal cord and the nerves. It gathers information perceived by the senses, processes it and creates and organises responses.

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

When you are sitting, you should try to keep your back straight and flat up against the back of the chair. If you are sitting at a desk to write, you shouldn't lean over. Rather, look down by bending your head forward only slightly.

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

Age	Height
At birth (age 0)	45 cm
At age 4	100 cm
At age 8	130 cm



UNIT 2
Science

RA

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

1 Answer these questions on the interaction function in humans.

- Which organs perceive light?

The eyes.

- Which organ receives and produces the signals that are transmitted through the auditory nerves?

The brain.

- What are the organs in charge of moving called?

The muscles.

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

Orders are formed in the brain and are transmitted as nerve signals through the nerves until they reach the muscles. When the muscles receive the signals, they move.

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

Senses	Sense organs	Sense nerves
Hearing	*Ears*	Auditory nerves
Sight	Eyes	*Optic nerves*
Taste	Taste buds	*Gustative nerve*
Touch	Skin receptors	*Different nerves*
Smell	*Pituitary gland*	*Olfactory nerve*

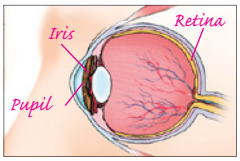
RA

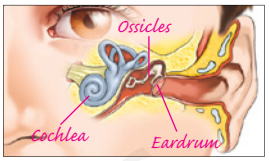
Name and surname: .....

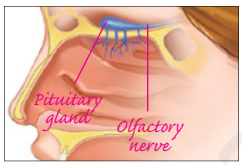
4 Where do the signals formed in the retina go?

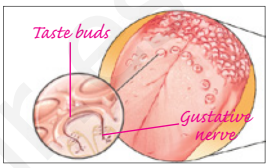
They go to the brain; they are transmitted through the optic nerve.

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









6 Which of the sense organs is not shown in the pictures? Say what it is called, what sense it is involved in and the feeling it produces.

The picture that is missing is one showing the nerve endings in the skin. Nerve endings are involved in the sense of touch. They allow us to feel cold and heat, pressure and pain.

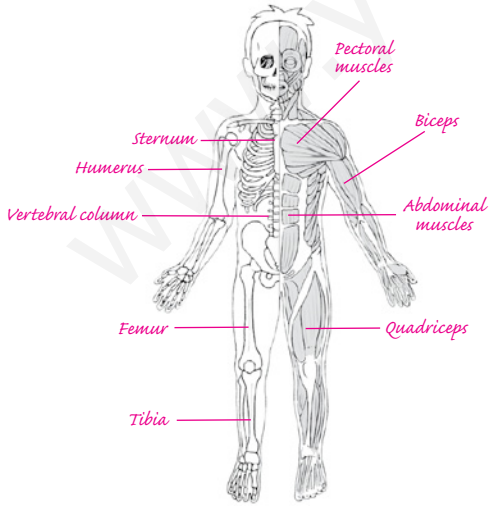
RA

Name and surname: .....

7 Colour and label the pictures according to the directions.

a) Colour the femur blue, the tibia red, the humerus yellow, the sternum green and the vertebral column purple.

b) Circle the pectoral muscles in blue, the abdominal muscles in green, the quadriceps in red and the biceps in black.



8 Which is the system made up of the skeleton and the musculature?

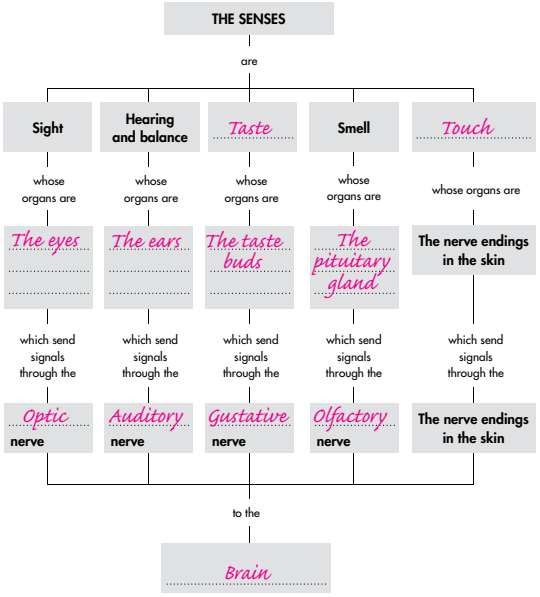
It is called the locomotor system.

RA

Name and surname: .....

9 Complete the activities related to the outline.

a) Fill in the blanks.



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

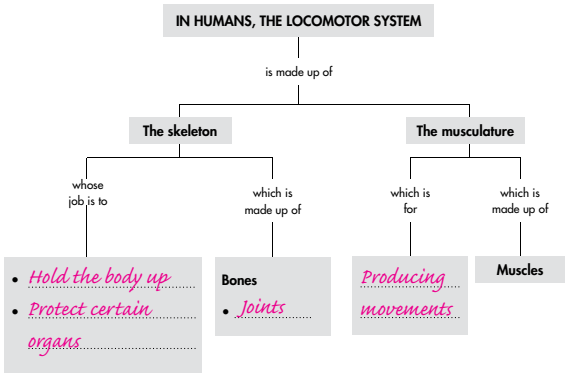
The sense of sight, whose organs are the eyes, which send signals through the optic nerve to the brain.

RA

Name and surname: .....

10 Complete the activities related to the outline.

a) Fill in the blanks.



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

1. In humans, the locomotor system is made up of the *skeleton* and the *musculature.*
2. The skeleton, whose job is to *hold up the body and protect certain organs,* is made up of bones and joints.
3. The musculature, which is for *producing movements,* is made up of muscles.

UNIT 2
Science

EA

Name and surname: .....

Class: ..... Date: .....

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

Voluntary	Involuntary
Chewing (sometimes), swimming and running.	*Chewing (sometimes), movements of the heart, intestinal movements and yawning.*

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

Actions	Consequences
Looking directly at the Sun.	*It could harm your retinas.*
Being in very noisy places.	*It could harm your ears.*
Using things to clean your ears.	*It could harm your eardrums.*
Working on something with very little light.	*It could decrease vision.*
Sitting too close to the television set.	*It could decrease vision.*
Not going for periodic ear and eye check-ups.	*You may have vision or hearing problems and not be aware of them.*

3 What are some inventions that help make life and communication easier for blind and deaf people?

Inventions for blind people include the Braille system of touch reading and writing, guide dogs and traffic signals with sound devices. Inventions for deaf people include, among other things, sign language and visual signals that replace a traditional public address system.

UNIT 3
Science

RA

Name and surname: .....

Class: ..... Date: .....

1 Complete the sentence by writing these words in the blank spaces.

sense organs **living things** **feed on** **move from one place to another**

Animals *feed on* other *living organisms*, have *sense organs* and can *move from one place to another*

2 Complete this table.

Aquatic environments	Three animals that live there
Rivers, lakes, lagoons, etc.	Trout, salmon, carp
Seas and oceans	*Sharks, tuna, whales, octopuses, etc.*

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

a) All animals eat plants and animals.

Some animals eat plants, some eat animals and others eat both plants and animals.

b) Animals can be either carnivores or herbivores.

Animals can be carnivores, herbivores or omnivores.

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

Oviparous animals develop inside an egg laid by their mother. They hatch from the egg. All invertebrates, birds, almost all reptiles and amphibians, almost all fish and two mammals (the duck-billed platypus and the echidna) are examples of oviparous animals.

RA

Name and surname: .....

5 Give two examples of invertebrate animals with each of the characteristics listed here.

a) A body protected by two shells.

Snails, mussels, etc.

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

Crabs, centipedes, etc.

c) A body with six jointed legs and wings.

Butterflies, bees, etc.

6 Classify these invertebrates in the table.

Echinoderms	Worms	Molluscs	Arthropods
Starfish	*Tapeworm*	*Octopus*	*Wasp*
	Earthworm	*Snail*	*Lobster*