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# NATURAL SCIENCE BASICS

**Teacher's Resource Pack**  
Teacher's Book  
Worksheets

*Natural Science Basics 3* is a collective work, conceived, designed and created by the Primary Education department at Santillana Educación, S. L., under the supervision of **Teresa Grence**.

TEXT

**Virginia R. Mitchell,**  
**Beatriz García Hipólito**

EDITORIAL TEAM

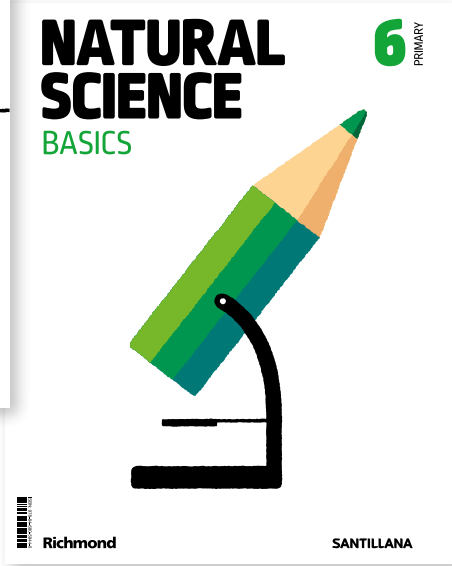
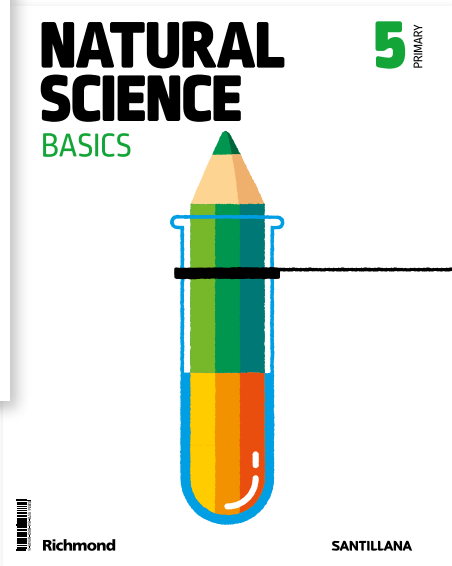
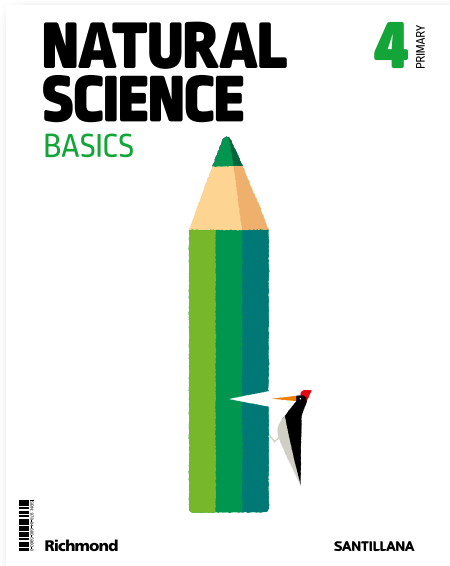
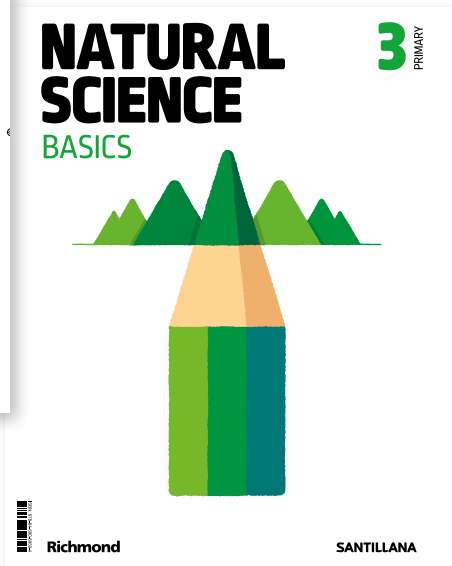
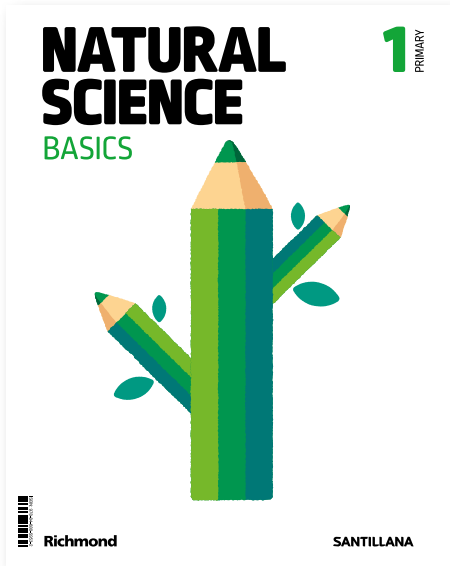
**Beatriz Bejarano, Marcos Blanco,**  
**Sara Checa, Nuria Corredera,**  
**Paolo Gallucci, Rocío Moreno,**  
**M.ª Antonia Oliva, David Ramírez,**  
**Heather Sutton, Ros Walford**

BILINGUAL PROJECT COORDINATION

**Margarita España**


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**Basics** is a six-level Primary course that introduces the core curricular objectives for Natural Science. It has been designed as an effective, user-friendly tool to use in the CLIL classroom. Language has been carefully graded to suit the students' level of competency in English and to facilitate scientific learning.

## Opening page



1 Human body and health

**Key words**

abdomen	adolescence	adulthood
characteristics	childhood	hygiene
limb	newborn	old age
posture	thorax	trunk

seven 7



**Natural Science Basics 3** consists of six units organised into three terms. It also includes an initial unit called **Let's begin!**

Each unit starts with a large photo, which can be used to encourage students to activate prior knowledge through observation and speaking.

The **Key words** section is a list of some of the most important vocabulary in the unit. Students can listen to the audio files to revise the pronunciation of each key word.

## Information and practice pages

audio available at [clil.santillana.es](http://clil.santillana.es)

### The human body

1

#### Our body

The human body has three parts.

##### The head:

- hair
- a face with eyes, ears, nose, mouth...

##### The trunk:

- thorax (chest area)
- abdomen (stomach area)

##### The limbs:

- upper limbs with arm, shoulder, hand...
- lower limbs with leg, hip, foot...



#### People are different

These are some of the things that make people different:

##### Sexual characteristics

Women and men have different bodies.

##### Personal traits

Each person has different characteristics, like eye colour, skin colour, the shape of their nose and the sound of their voice.



##### Height

People can be tall or short. Their height changes as they get older.

##### Body shape

People can be broad or slim.

#### ACTIVITIES

1 What are the main parts of the body? Write in your notebook.

abdomen  
hair  
thorax

face  
lower limbs  
upper limbs

Head	Trunk	Limbs
...	...	...
...	...	...

2 **LET'S TALK!** What characteristics do you have? Look at your partner's face and ask each other questions.

What colour are my eyes?

Your eyes are...

8 eight

nine 9

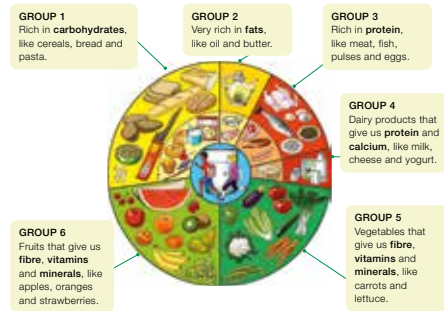
### A healthy diet

A diet is the type of food a person eats and drinks to help us to be healthy. It needs to be sufficient.

- A **sufficient diet** gives us the right amount of energy.
- A **balanced diet** gives us the right amount of nutrients.

#### The food wheel

The food wheel helps us to choose a balanced diet. The wheel is divided into six different food groups.



The **Mediterranean diet** is very healthy. People usually eat fruits, vegetables, cereals, bread, fish, pulses and olive oil.



18 eighteen

Have a healthy diet. It shows the amount of food in each group that we should eat every day.



#### ACTIVITY

1 Copy the table and write three examples of foods for each nutrient.

	Example 1	Example 2	Example 3
Carbohydrates	...	...	...
Fats	...	...	...
Proteins	...	...	...
Vitamins and minerals	...	...	...

nineteen 19

Each unit includes different topics. The **information** is written using simple language structures. Important words are highlighted. High-quality images help student comprehension.

Activities are provided with each topic so that students can apply what they have learnt.

**Let's talk!** activities encourage students to use their oral skills and to practise new sentence structures.

# Check your progress

The revision section at the end of each unit enables students to review and evaluate their own progress.

**CHECK YOUR PROGRESS**

1 In your notebook, match the words to the letters.

amphibians    arthropods    omnivore    sensitivity    viviparous

2 Copy and complete the table of vertebrates.

Characteristics	Animal	Group
It breathes through gills and has sharp teeth.	...	...
It has fingers and toes.	monkey	mammals
It is an oviparous animal that gives birth.	...	...
It is an oviparous animal that has feathers.	...	...
It can live in water or on land and has no tail.	...	...

3 Which group of invertebrates do these animals belong to? Write in your notebook.

butterfly - snail - starfish - spider    echinoderms    arthropods    molluscs

38 thirty-eight

**CHECK YOUR PROGRESS**

1 Copy and complete in your notebook.

gaseous    mass    man-made    physical

2 Complete the sentences in your notebook.

volume - chemical - substance - liquid - mass - matter - physical

a. Everything around us that takes up space is made of ....  
Each different type of matter is a ....

b. All objects have two properties in common: ... and .... There are three states of matter: solid, ... and gaseous.

c. Matter can change. After a ... change, the substance stays the same.

d. In a ... change, a substance changes into another substance.

3 What is the scarf made of? What change has taken place? Write in your notebook.

wool    sheep    scarf

56 fifty-six

# My picture dictionary

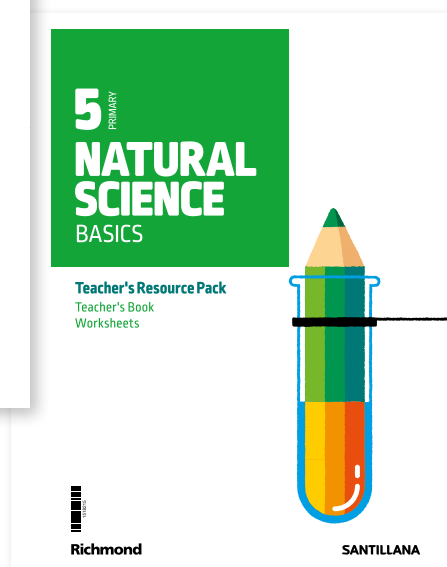
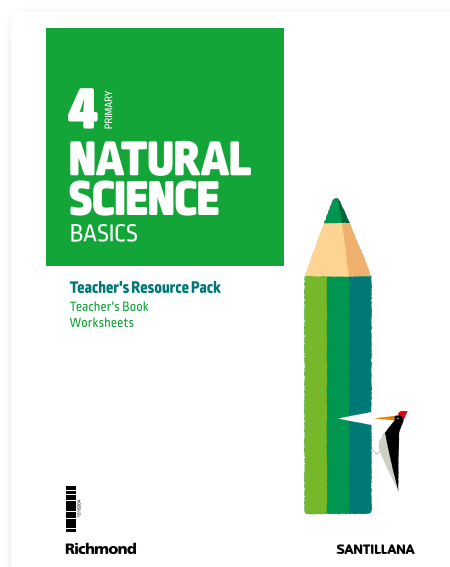
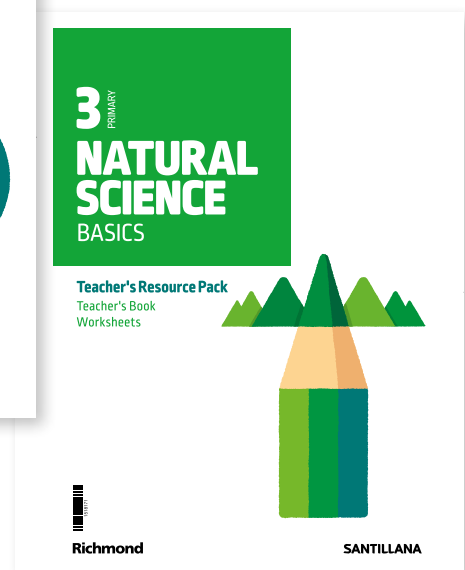
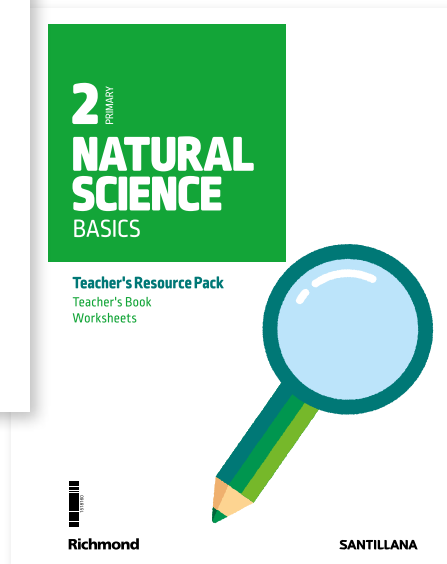
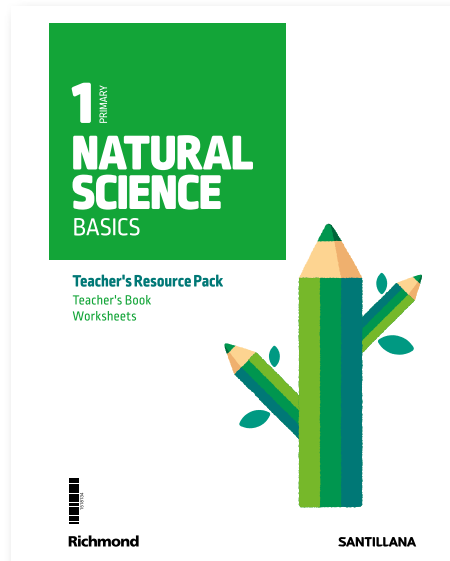
At the end of the Student's Book, there is a visual glossary for each unit with colourful images to reinforce key vocabulary.

**Healthy food** Unit 2

70 seventy seventy-one 71

# TEACHER'S RESOURCES

The **Teacher's Resource Pack** includes a Teacher's Book and a selection of photocopiable worksheets.

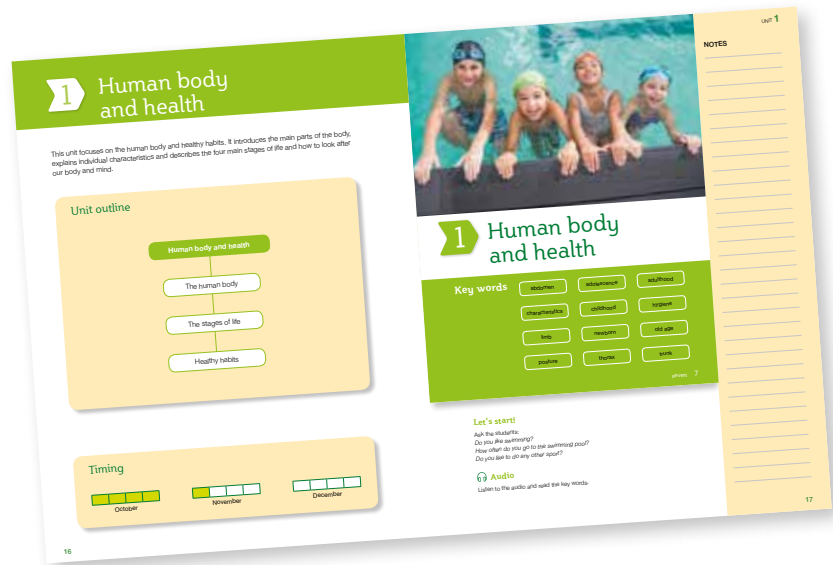


# Teacher's Book

The **Teacher's Book** offers a wide variety of teaching ideas and resources:

- Suggested timing
- Learning goals for each topic
- Key words for practising pronunciation and revising vocabulary
- Highlighted language structures
- Answer key for the Student's Book activities
- Free space for writing lesson notes

Games are suggested for students to play using the words in **My picture dictionary**.



**Let's start!** Each unit begins with questions that invite students to discuss the topic by drawing on their existing knowledge.

A variety of classroom activities is also provided: Reinforcement, Extension, More ideas, Play the game!, Writing task, Group task and Work in pairs.



## Worksheets

The **Teacher's Resource Pack** provides **Assessment** worksheets with separate answer keys. There are different types of worksheets, which are designed to help teachers evaluate students' progress throughout the course.

- Initial assessment
- Assessment for each unit
- Final assessment

**Initial assessment**

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

1 Label the body parts.

foot - nose - knee - mouth - forehead - arm - hand - eye - leg - elbow

2 Look at the foods. When should we eat them?

nut, banana, cheese, tomatoes, soft drink, eggs, fish, chips, cake

every day	several times a week	only on special occasions

3 Circle the invertebrates in red and the vertebrates in blue.

4 Read and complete the sentences.

\_\_\_\_\_ carnivores - herbivores - omnivores - vertebrates

a. \_\_\_\_\_ eat other animals.  
b. \_\_\_\_\_ animals lay eggs.  
c. \_\_\_\_\_ have an internal skeleton.  
d. \_\_\_\_\_ eat plants.

5 How do these boats move? Match the force.

A B C

\_\_\_\_\_ motor \_\_\_\_\_ wind \_\_\_\_\_ human force

6 Classify the machines.

\_\_\_\_\_ computer - vacuum cleaner - telephone - dishwasher

a. For housework \_\_\_\_\_  
b. For communication \_\_\_\_\_

7 Classify the materials.

paper, rock, wood, pottery, wool

Natural materials \_\_\_\_\_  
Man-made materials \_\_\_\_\_

8 Read and match.

a. Wood  
b. Cotton  
c. Graphene  
d. Carbon fibre

- is used to conduct electricity.
- is used to make paper.
- is used to make bicycles.
- is used to make fabrics.

110 (Natural Science 2)

**Reinforcement** and **Extension** worksheets are also included for each unit.

**Reinforcement UNIT 1**

We study animals

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

1 Complete the sentences.

a. We use \_\_\_\_\_ to observe animals in the distance.  
b. We use a \_\_\_\_\_ to observe small animals more closely.  
c. On a field trip, we can use a \_\_\_\_\_ to help us remember what we have seen.  
d. An animal \_\_\_\_\_ can help us to find out the type of animal.  
e. In a \_\_\_\_\_ you can classify animals according to their characteristics.

2 Look and match the animals to the places where they live.

A B C D E F

forest, underground, grassland, lagoon, sea, desert

3 Write the names of these areas.

A B C D

110 (Natural Science 2)

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**Extension UNIT 2**

Healthy food

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

**Pizza, glorious pizza!**

Pizza has existed for a long time! The Romans, for example, ate bread made of flour and water with olive oil and herbs. Later, people brought tomatoes to Europe from the New World. The people of Naples, in Italy, added them to their pizzas. In 1889, Queen Margherita of Italy went to Naples for a special lunch. The restaurant owner, They used tomatoes for red, mozzarella cheese for white and basil for green. The queen loved it, so they called the dish Pizza Margherita. Today, people all around the world eat pizza.

1 Read the text and answer the questions.

a. What ingredient did the people of Naples add to pizzas?  
b. What are the ingredients of Pizza Margherita?  
c. Why is it called Pizza Margherita?  
d. Where is pizza eaten today?

2 Draw and write about your favourite pizza.

My favourite pizza

Name: \_\_\_\_\_  
Ingredients: \_\_\_\_\_  
Main nutrients: \_\_\_\_\_

100 (Natural Science 2)

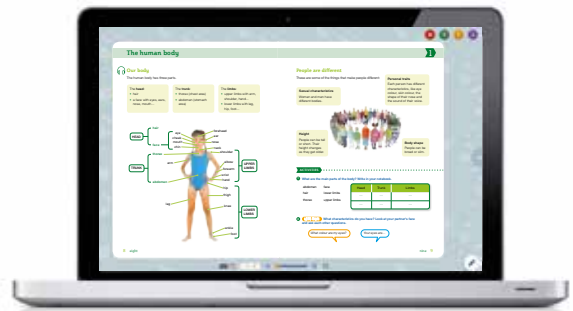
## Classroom materials

**Visual Thinking posters** are provided to display in the classroom and help students to reinforce the key concepts.



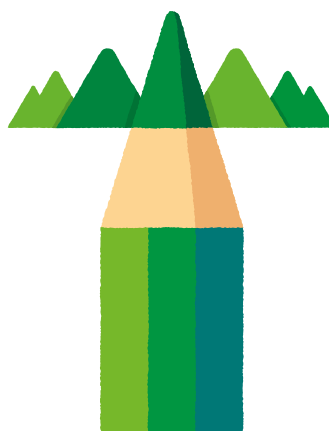
## Digital resources

**LibroMedia** contains audio recordings, videos, flashcards, and interactive resources and activities to help students engage with the content.



Students can listen and read along with **audio** recordings to help improve their pronunciation.

3  
PRIMARY



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# NATURAL SCIENCE

## BASICS

Teacher's Book

# Contents

Units	Topics
<b>1. Human body and health</b>	<ul style="list-style-type: none"><li>• The human body</li><li>• The stages of life</li><li>• Healthy habits</li></ul>
<b>2. Healthy food</b>	<ul style="list-style-type: none"><li>• Nutrients</li><li>• A healthy diet</li><li>• Healthy eating habits</li><li>• Health problems</li></ul>
<b>3. Animals</b>	<ul style="list-style-type: none"><li>• Life processes of animals</li><li>• Vertebrates and invertebrates</li><li>• Mammals</li><li>• Birds and reptiles</li><li>• Amphibians and fish</li><li>• Invertebrates</li></ul>
<b>4. We study animals</b>	<ul style="list-style-type: none"><li>• Animal observation</li><li>• Terrestrial animals</li><li>• Aquatic animals</li></ul>
<b>5. Matter and materials</b>	<ul style="list-style-type: none"><li>• Matter</li><li>• States of matter</li><li>• Changes in matter</li><li>• Materials</li></ul>
<b>6. Energy and machines</b>	<ul style="list-style-type: none"><li>• Forms and sources of energy</li><li>• Responsible use of energy</li><li>• Energy and machines</li><li>• Parts of a machine</li><li>• Inventions and scientific discoveries</li></ul>
<b>My picture dictionary</b>	

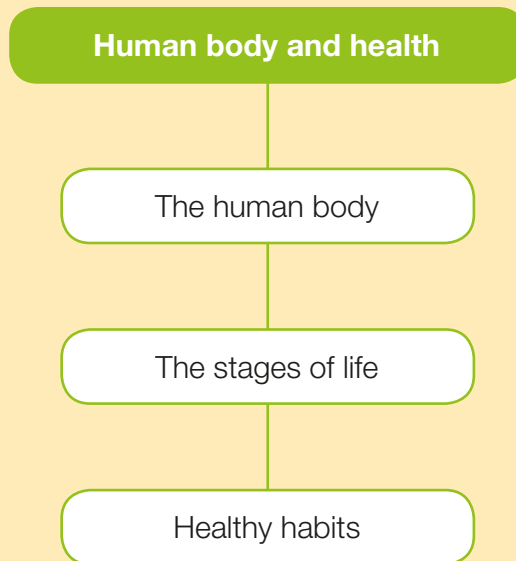
Key words			Let's talk!
<p><i>abdomen</i> <i>adolescence</i> <i>adulthood</i> <i>characteristics</i></p>	<p><i>childhood</i> <i>hygiene</i> <i>limb</i> <i>newborn</i></p>	<p><i>old age</i> <i>posture</i> <i>thorax</i> <i>trunk</i></p>	<p><i>What colour are my eyes?</i> <i>Your eyes are...</i> <i>My sister is ... years old.</i> <i>She is...</i> <i>Do you exercise every day?</i> <i>Yes, I do. / No, I don't.</i> <i>I usually...</i> <i>It is healthy because...</i></p>
<p><i>allergy</i> <i>carbohydrate</i> <i>fat</i> <i>gluten</i></p>	<p><i>intolerance</i> <i>mineral</i> <i>nutrient</i> <i>obesity</i></p>	<p><i>preserve</i> <i>protein</i> <i>undernutrition</i> <i>vitamin</i></p>	<p><i>What do you eat?</i> <i>I eat...</i> <i>A lactose intolerant person can't eat...</i> <i>They can't drink...</i></p>
<p><i>amphibian</i> <i>bird</i> <i>carnivore</i> <i>fish</i></p>	<p><i>herbivore</i> <i>mammal</i> <i>omnivore</i> <i>oviparous</i></p>	<p><i>reproduction</i> <i>reptile</i> <i>sensitivity</i> <i>viviparous</i></p>	<p><i>What type of food do ... eat?</i> <i>They eat...</i> <i>How do ... breathe?</i> <i>They breathe...</i> <i>Which type of mammal has...?</i> <i>What do ... drink?</i> <i>They both have ... / They are both...</i> <i>Amphibians have ..., but fish have...</i> <i>I think it's a ... because it has...</i></p>
<p><i>aquatic</i> <i>binoculars</i> <i>field guide</i> <i>field notebook</i></p>	<p><i>fly</i> <i>identification key</i> <i>jump</i> <i>magnifying glass</i></p>	<p><i>slither</i> <i>swim</i> <i>terrestrial</i> <i>walk</i></p>	<p><i>Does it have ...?</i> <i>Yes, it does. / No, it doesn't.</i> <i>Is it a mammal?</i> <i>Can it swim?</i> <i>Does it breathe through gills?</i></p>
<p><i>chemical</i> <i>condensation</i> <i>evaporation</i> <i>kilogram</i></p>	<p><i>litre</i> <i>mass</i> <i>matter</i> <i>melting</i></p>	<p><i>physical</i> <i>solidification</i> <i>substance</i> <i>volume</i></p>	<p><i>I think the glass has...</i> <i>The problem with plastic is...</i> <i>We need to...</i> <i>Everyone needs to...</i></p>
<p><i>energy</i> <i>environment</i> <i>invention</i> <i>lever</i></p>	<p><i>machine</i> <i>motor</i> <i>plane</i> <i>pollution</i></p>	<p><i>pulley</i> <i>ramp</i> <i>renewable</i> <i>waste</i></p>	<p><i>Do you recycle paper?</i> <i>Yes, I do. / No, I don't.</i> <i>Is it better to use renewable energy?</i> <i>Yes, because...</i> <i>What form of energy does a ... use?</i> <i>It uses...</i> <i>A bicycle is a ... machine because it...</i></p>

# 1

# Human body and health

This unit focuses on the human body and healthy habits. It introduces the main parts of the body, explains individual characteristics, and describes the four main stages of life and how to look after our body and mind.

## Unit outline



## Timing



October



November



December

## NOTES



# 1 Human body and health

## Key words

abdomen

adolescence

adulthood

characteristics

childhood

hygiene

limb

newborn

old age

posture

thorax

trunk

seven 7

### Let's start!

Ask the students:

*Do you like swimming?*

*How often do you go to the swimming pool?*

*Do you like to do any other sport?*

### Audio

Listen to the audio and read the key words.

# The human body

## Learning goals

- To identify the parts of the human body
- To describe physical characteristics of humans

## Audio

Listen to the audio and read.

Pay attention to the pronunciation of these words:

abdomen  
characteristics  
forearm  
forehead  
hair  
height  
knee  
thorax

## Key words

abdomen  
ankle  
arm  
body shape  
broad  
cheek  
chin  
ear  
elbow  
eye  
face  
foot  
forearm  
forehead  
hair  
hand  
head  
height  
hip  
knee  
leg  
limb  
mouth  
neck  
nose

## Our body

The human body has three parts.

### The head:

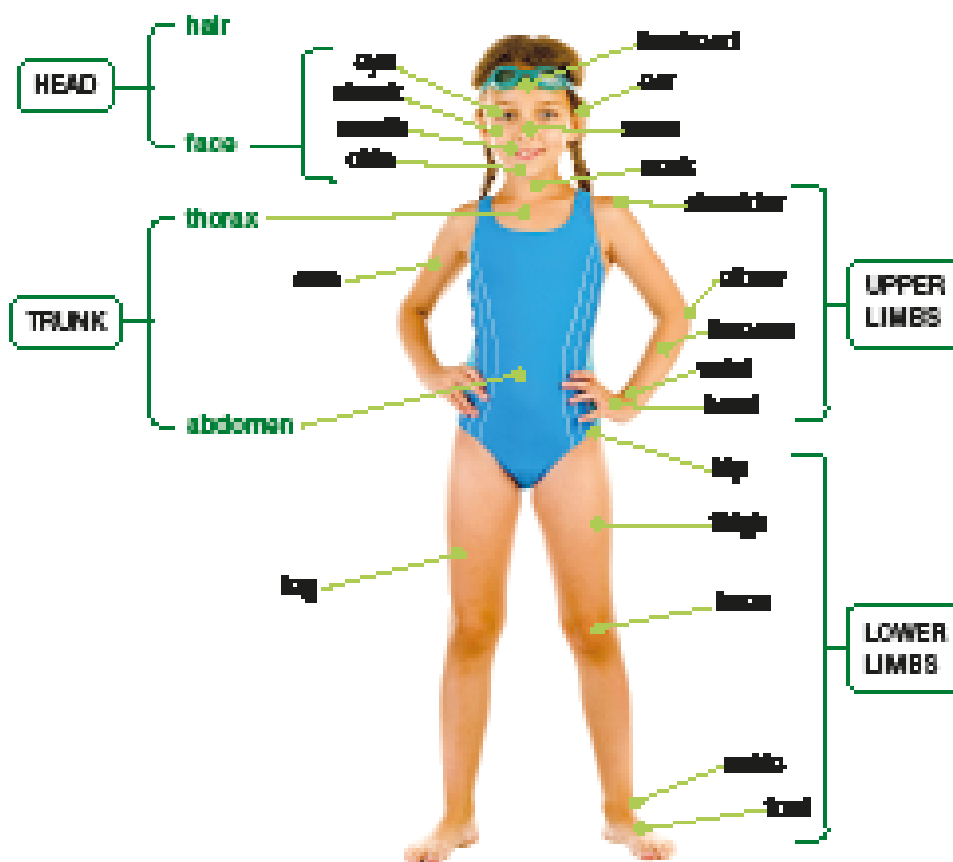
- hair
- a face with eyes, ears, nose, mouth...

### The trunk:

- thorax (chest area)
- abdomen (stomach area)

### The limbs:

- upper limbs with arm, shoulder, hand...
- lower limbs with leg, hip, foot...



## 81 eight

## Play the game!

In small groups, students make pairs of cards. On one card, students write the name of a body part. On the other card, they draw the picture of the body part. Students play a memory game and find the matching pairs.



# The stages of life

## Learning goals

- To identify the main stages of life
- To learn what physical changes occur at different stages of life
- To appreciate the qualities of each stage of life

## Audio

Listen to the audio and read.

Pay attention to the pronunciation of these words:

adolescence  
breasts  
elderly  
frail  
independent  
puberty

## Key words

adolescence  
adult  
adulthood  
breasts  
child  
childhood  
elderly person  
experience  
frail  
independent  
knowledge  
look after  
memory  
mind  
newborn baby  
old age  
puberty  
responsibility  
stage  
teenager  
teeth  
weak



Your body grows and changes throughout your life. There are four main stages: childhood, adolescence, adulthood and old-age.



### Childhood

Childhood is the first stage of life. Babies and children grow and change.

Newborn babies need to be looked after. They cannot walk or talk. They drink milk and grow teeth.

↑ 12 18



### Adolescence

Between 12 and 18 years old, the body and mind change. This stage is called puberty.

Boys grow hair on their faces and their voices change.

Girls grow breasts and their body changes shape.

Teenagers become more independent.

10 14

## More ideas

The students ask at home how old they were when they could walk and talk. They tell the class in the next lesson.

Talk about the importance of appreciating and respecting elderly people. Ask the students to give an example of what they can learn from their grandparents or other elderly people they know.



# Healthy habits

## Learning goals

- To learn about the benefits of physical exercise and good posture
- To identify good hygiene practices, healthy leisure activities and sleep patterns
- To identify ways of preventing health problems

## Audio

Listen to the audio and read.

Pay attention to the pronunciation of these words:

exercise  
hygiene  
illnesses  
injuries  
leisure  
muscle  
posture  
straight

## Key words

bone  
cause  
flexible  
free time  
habit  
healthy  
hygiene  
illness  
injury  
leisure  
maintain  
muscle  
physical exercise  
posture  
prevent  
recover  
relax  
straight  
strong  
weight



It is important to look after your body and mind. You should exercise regularly, have good posture and good hygiene. It is also important to have fun and sleep well.

### Physical exercise

Exercise is essential for good health:

- It makes your bones and muscles stronger.
- It helps you to maintain your correct weight.
- It makes your muscles more flexible.
- It helps you to relax and sleep well.



### Good posture

Some habits or postures are bad for your back and can cause injuries.

- Always keep your back straight.



### Good hygiene

Hygiene means keeping your body clean. It helps to prevent illnesses.

Remember:

- Have a shower every day.
- Wash your hands before every meal and after you go to the toilet.
- Brush your teeth after every meal.
- Wash fresh fruit and vegetables.



## Answer key

1 **LET'S TALK!** Do you have healthy habits? Test your partner.

M.A.

Do you exercise every day?

Yes, I do. I usually play football. It is healthy to do exercise every day because it makes your bones and muscles stronger.

Do you have a good posture?

Yes, I do. I usually sit up straight at my desk. It is healthy to have a good posture because it helps you to avoid injuries.



Answer key

- 1 M.A.  
**Head:** hair face  
**Trunk:** thorax abdomen  
**Limbs:** upper limbs arm shoulder elbow  
 lower limbs leg hip knee

- 2 A. adulthood  
 B. childhood  
 C. old age  
 D. adolescence

- 3 To be healthy you need to have healthy **habits**. These include doing **physical** exercise, having good **posture** and good **hygiene**, doing **leisure** activities in your free time and sleeping well.  
 Good posture means keeping your back **straight**. Good hygiene means having a **clean** body.  
 To be healthy, children need to **sleep** about ten hours every night.

NOTES

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1 Copy and complete the diagram.



2 Match the letter and the stage of life in your notebook.

3 Copy and complete using these words.

posture - clean - physical - sleep - leisure  
 straight - habits - hygiene

To be healthy you need to have healthy ... These include doing ... exercise, having good ... and good ..., doing ... activities in your free time and sleeping well.  
 Good posture means keeping your back ... . Good hygiene means having a ... body.  
 To be healthy, children need to ... about ten hours every night.

14 fourteen

Writing task

Ask the students to write a short description about their family. They can compare the similarities and differences between them. For example:  
*I have straight dark hair like my mother and green eyes like my father.*

# My picture dictionary

## Human body and health

## Unit 1



abdomen



adult



baby



feet



hygiene



limbs



child



chin



ear



mouth



nose



posture



elbow



elderly person



eye



shoulder



teenager



thorax

## Play the game!

**Materials:** Prepare two sets of cards using the words from *My picture dictionary* Unit 1.

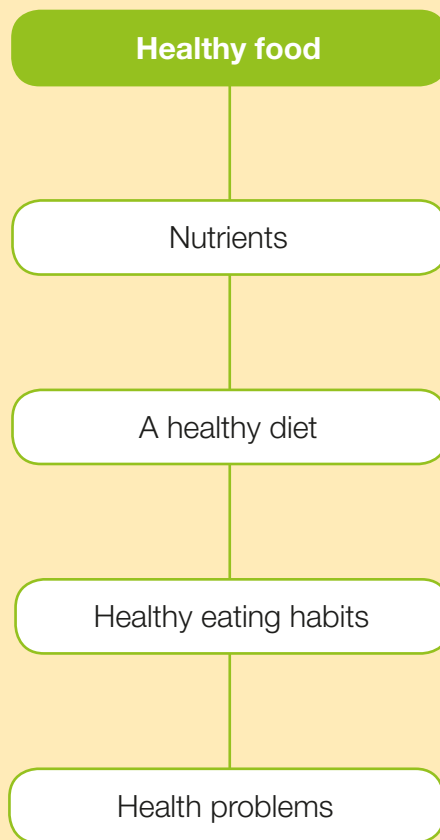
**How to play:** Play *Draw it!* Divide the class into teams A and B. One student from team A picks up a word and has one minute to draw it. Team A tries to guess the word and receives two points for a correct answer. If no one guesses, team B can guess for one point. One student from team B then continues with the next word. The team with the most points at the end is the winner.

# 2

# Healthy food

This unit focuses on nutrients and healthy eating habits. It introduces the main food groups and explains the importance of a balanced diet and food hygiene. It also explores the problems of allergies and eating disorders.

## Unit outline



## Timing



October



November



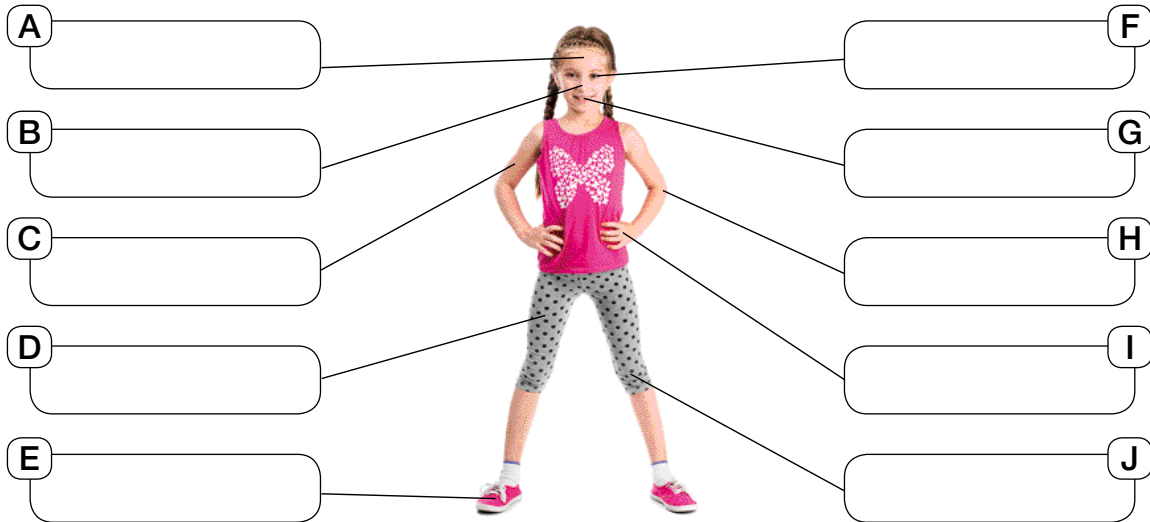
December

# **Worksheets**

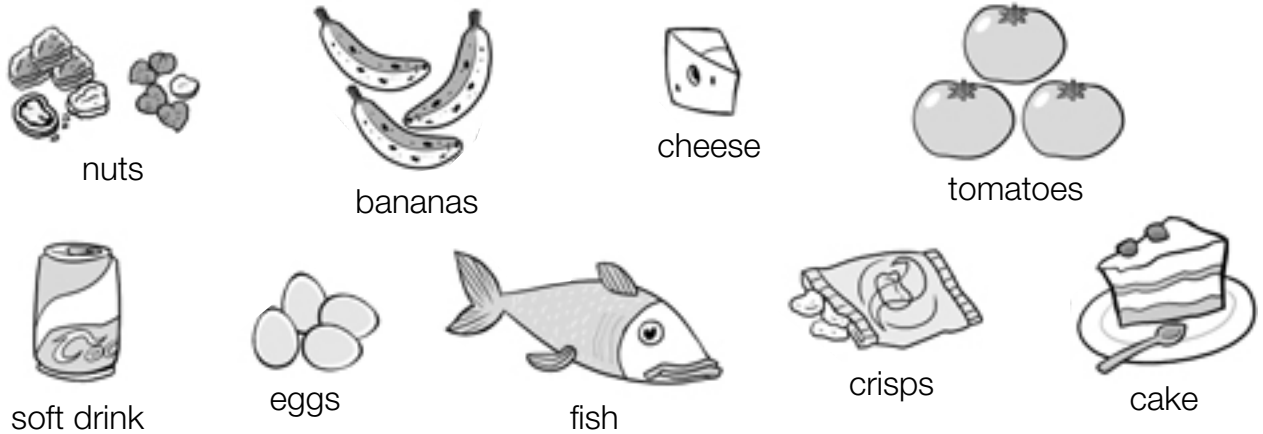
Name \_\_\_\_\_ Date \_\_\_\_\_

## 1 Label the body parts.

foot – nose – knee – mouth – forehead – arm – hand – eye – leg – elbow



## 2 Look at the foods. When do we eat them?



every day	several times a week	only on special occasions
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 Circle the invertebrates in red and the vertebrates in blue.



4 Read and complete the sentences.

carnivores – herbivores – oviparous – viviparous

- a. \_\_\_\_\_ eat other animals.
- b. \_\_\_\_\_ animals lay eggs.
- c. \_\_\_\_\_ animals are born from their mother's womb.
- d. \_\_\_\_\_ eat plants.

5 How do these boats move? Match the force.

A



motor

B



wind

C



human force

6 Classify the machines.

computer – vacuum cleaner – telephone – dishwasher

- a. For housework ► \_\_\_\_\_
- b. For communication ► \_\_\_\_\_

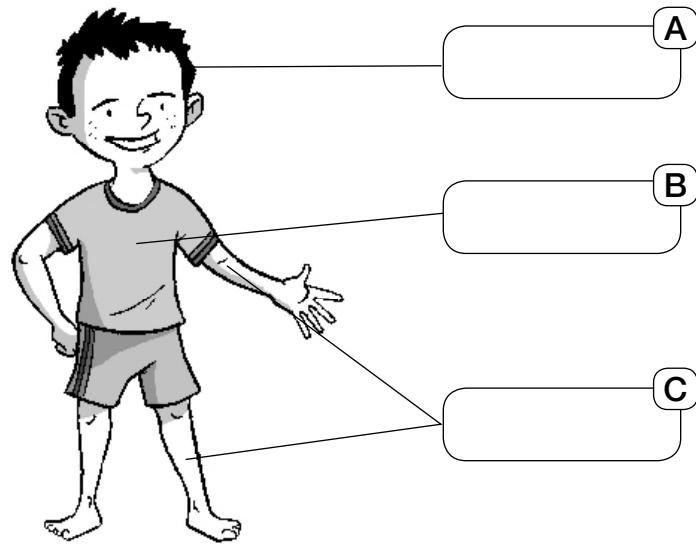
Name \_\_\_\_\_ Date \_\_\_\_\_

**1** Label the body parts.

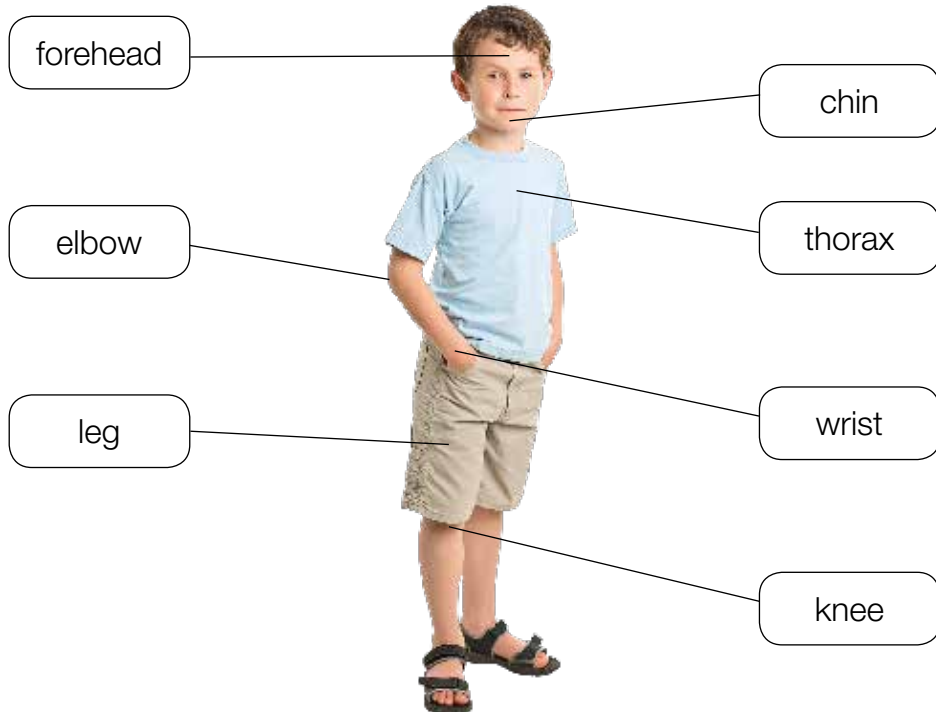
head

limbs

trunk







**2** Look at the diagram and write examples.



- a. parts of the face ► \_\_\_\_\_
- b. parts of the trunk ► \_\_\_\_\_
- c. parts of an upper limb ► \_\_\_\_\_
- d. parts of a lower limb ► \_\_\_\_\_

**3** Match the stages of life to the pictures.

adolescence	old age	childhood	adulthood
•	•	•	•
•	•	•	•
			
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

• Now, write the stages of life in order.

1st \_\_\_\_\_

2nd \_\_\_\_\_

3rd \_\_\_\_\_

4th \_\_\_\_\_

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

- a. Good posture prevents back injuries.
- b. Physical exercise makes our bones weaker.
- c. Washing our hands after we go to the toilet prevents illnesses.
- d. Have a shower every week.
- e. Painting or reading on our own is a healthy leisure activity.
- f. Children need to sleep six hours every night.

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## INITIAL ASSESSMENT

### PAGE 90

- A. forehead  
B. nose  
C. arm  
D. leg  
E. foot  
F. eye  
G. mouth  
H. elbow  
I. hand  
J. knee
- Every day: tomatoes, bananas, cheese, fish  
Several times a week: eggs, nuts  
Only on special occasions: crisps, soft drink, cake

### PAGE 91

- red: snail, jellyfish  
blue: fish, frog, snake
- a. Carnivores eat other animals.  
b. Oviparous animals lay eggs.  
c. Viviparous animals are born from their mother's womb.  
d. Herbivores eat plants.
- A → human force  
B → motor  
C → wind
- a. vacuum cleaner, dishwasher  
b. computer, telephone

## UNIT 1: HUMAN BODY AND HEALTH

### Reinforcement

#### PAGE 92

- A. head  
B. trunk  
C. limbs
- a. forehead, chin  
b. thorax  
c. elbow, wrist  
d. leg, knee

#### PAGE 93

- adolescence → A

old age → C  
childhood → B  
adulthood → D  
1st: childhood  
2nd: adolescence  
3rd: adulthood  
4th: old age

- a. T  
b. F – Physical exercise makes our bones stronger.  
c. T  
d. F – Have a shower every day.  
e. T  
f. F - Children need to sleep ten hours every night.

### Extension

#### PAGE 94

- a. Skin colour depends on how much melanin we have in our skin.  
b. Melanin protects our skin from the harmful rays of sunlight.  
c. In Prehistory, people who moved to areas with less sunlight developed lighter skin.  
e. People with darker skin have more melanin.  
f. Lots of melanin gives brown eyes.  
g. Little or no melanin gives blue eyes.

- a, c, d

#### PAGE 95

- a. It gives the brain time to process information.  
b. Children need more sleep.  
c. Teenagers need to sleep about nine hours.
- a. Sleeping well is very important for our health.  
b. During the day, our brains receive lots of information.  
c. Adults need to sleep about eight hours a night.

### Assessment

#### PAGE 96

- a. forehead, face  
b. abdomen, thorax  
c. hand, leg, foot, arm
- A → cheek  
B → neck  
C → leg  
D → chin  
E → shoulder  
F → hip
- childhood → We learn to walk and talk.  
adolescence → Puberty occurs.  
adulthood → We can have children.

old age → We become more frail and weak.

#### PAGE 97

4. a. F  
b. T  
c. F  
d. T  
e. T  
f. F  
g. F
5. a → helps us to maintain the correct weight.  
b → prevents back injuries.  
c → helps to prevent illnesses.  
d → are things we do to have fun.  
e → helps us to recover after a long day.
6. a. Children need to sleep ten hours a night.  
b. Going to the cinema with our family is a healthy leisure activity.  
c. Physical exercise helps us to relax.  
d. Hygiene means keeping our body clean.  
e. Good posture means keeping our back straight.  
f. Bad hygiene can cause illnesses.

### UNIT 2: HEALTHY FOOD

#### Reinforcement

##### PAGE 98

1. red: olive oil, pasta, bacon, bread, butter, potatoes  
blue: sardines, pulses, eggs, milk  
green: grapes, carrots, strawberries, lettuce
2. a. We need fats and carbohydrates for energy.  
b. We need proteins to grow.  
c. We need vitamins and minerals to be healthy.  
d. We need calcium for healthy bones.
3. A → carbohydrates  
B → water and exercise  
C → vitamins and minerals  
D → fats  
E → proteins  
F → calcium

##### PAGE 99

4. a, c, d
5. a. F – We should eat fruit 3-4 times a day.  
b. T  
c. T  
d. F – Eat dairy products 2-3 times a day.  
d. T
6. We should eat five meals every day to stay healthy. When

we are preparing and eating food, it is important to have good hygiene. Before eating, wash your hands and the ingredients. It is important to keep fresh food in good condition. We can add preservatives, like vinegar, or keep food cool in the fridge. Always read the label on processed foods. Do not eat the food after the best before date. Always follow the instructions for storing food.

7. a. Add preservatives, keep it cool in the fridge or freezer.  
b. Wash your hands and the ingredients.

#### Extension

##### PAGE 100

1. a. They added tomatoes.  
b. They are tomatoes, mozzarella cheese and basil.  
c. It is called Pizza Margherita because Queen Margherita of Italy loved it.  
d. Pizza is eaten all around the world.
2. O.A.

##### PAGE 101

1. a. Around the world, some foods are the same.  
b. Reindeer meat is an unusual food from Sweden.  
c. An unusual food from Thailand is insects.  
d. Mongolians drink fermented horse milk.  
e. If not prepared correctly, pufferfish can be fatal.  
f. In Scotland, haggis is made of the heart, liver and lungs of a sheep.
2. O.A.

#### Assessment

##### PAGE 102

1. a → calcium  
b → proteins  
c → vitamins and minerals  
d → carbohydrates and fats
2. a → gives us the right amount of energy.  
b → gives us the right amount of nutrients.
3. a. proteins  
b. fats  
c. carbohydrates  
d. carbohydrates  
e. proteins  
f. vitamins and minerals
4. water, fruit, cheese, bread, vegetables

##### PAGE 103

5. a. cake. M.A. eggs  
b. chips. M.A. bread  
c. a hamburger. M.A. tomatoes