

5
PRIMARY



NATURAL SCIENCE BASICS

Teacher's Resource Pack
Teacher's Book
Worksheets

Natural Science Basics 5 is a collective work, conceived, designed and created by the Primary Education department at Santillana Educación, S. L., under the supervision of **Teresa Grence**.

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About us

The **e-vocación Santillana website** is specially created to help teachers. Here, you will find all the resources you need for your lessons.

One click to access:

- Teacher's Book
- Reinforcement and extension worksheets
- Assessment worksheets
- Answer keys
- PDA
- Audio
- Digital book
- Classroom posters
- More resources

How to register

- 1 Go to **e-vocacion.es** and click on your Autonomous Community.
- 2 Click on **Regístrate**.
- 3 Complete your **personal data** and **school information**.
- 4 You will receive a **welcome email** to confirm your registration.

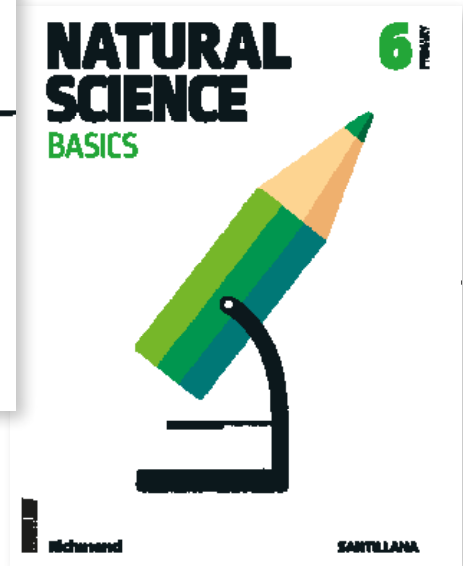
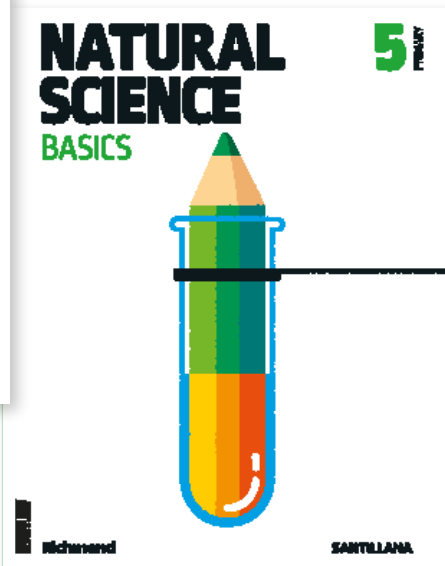
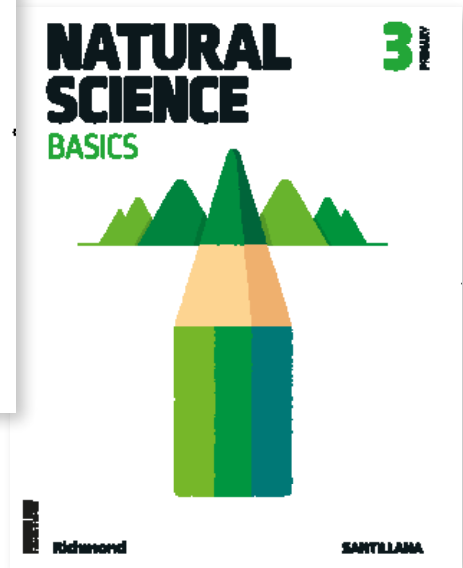
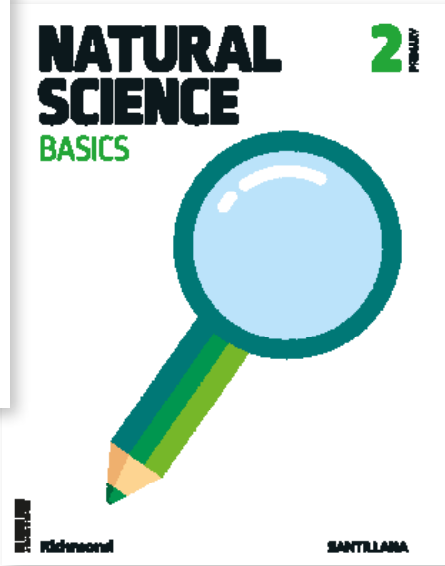
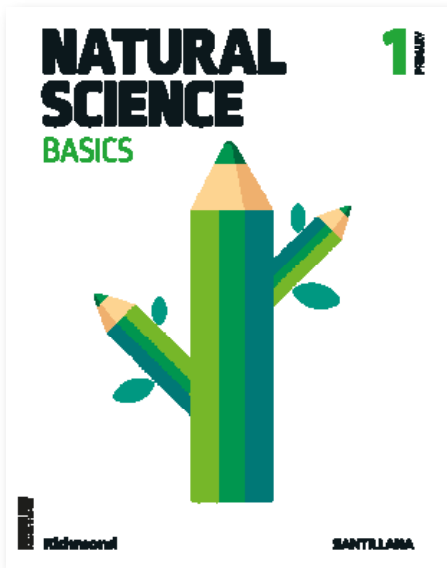


Already registered?

Don't forget to update your school information in **Mi Área Personal** at the start of the school year.


Contents

Introduction	4
Teacher's Book	13
Contents	14
Unit 1	16
Unit 2	28
Unit 3	40
Unit 4	52
Unit 5	64
Unit 6	76
Unit 7	86
Unit 8	98
Worksheets	113
Initial assessment	114
Unit 1	116
Unit 2	122
Unit 3	128
Unit 4	134
Unit 5	140
Unit 6	146
Unit 7	152
Unit 8	158
Final assessment.....	164
Answer key	166



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 Ecosystems

Key words

commensalism	community	competition
consumer	environment	food chain
mutualism	parasitism	photosynthesis
population	producer	species

seven 7



Audio files are provided for key words and for all text marked with an audio symbol.

Audio available at clil.santillana.es

Natural Science Basics 5 consists of eight units organised into three terms.

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 cli.santillana.es

Sense organs

Sense organs have receptors that capture information from the environment. Record every bit of information from the organs to the brain.

Hearing

The eardrum vibrates when there is sound. The vibrations travel to the ossicles. The information captured by receptors in the cochlea travels to the brain through the auditory nerve.

Sight

The eyes detect light so we can see shapes and colours, and estimate distance. The information captured by receptors in the retina travels to the brain through the optic nerve.

Touch

Skin receptors detect different sensations. The shape and texture of objects, pressure and temperature. The information captured by receptors in the skin travels to the brain through the nerves.

Smell

The nose detects different smells in the air. The information captured by receptors in the olfactory epithelium travels to the brain through the olfactory nerve.

Taste

The tongue detects different flavours. The receptors are the bumps on the surface of the tongue, called taste buds. The information captured by the taste buds travels to the brain through several nerves.

ACTIVITIES

1 Copy and complete the table for all the senses.

	Hearing	Touch	Taste	Sight	Smell
Sense organ(s)	ears	...	...	...	...
Receptors	cochlea	...	...	...	...
If captures...	SOUNDS	...	...	...	...

2 **LET'S TALK!** Write all the senses that we can use to identify each object. Discuss with your partner.

We identify the ... using ... and ...

The properties of energy

Energy causes changes in matter. It is present in different forms and has different properties.

Forms of energy

- Light energy is energy that comes from light sources. Plants grow by absorbing light and we need it to see.
- Chemical energy is stored in food, fuel, explosives and batteries. Plants use the chemical energy in food.
- Electrical energy is in all objects. The greater the thermal energy stored in the object, the higher its temperature.
- Mechanical energy is the energy of an object in movement. For example, a car can also have an object start to move.
- Electrical energy can be lighting. It is transported in cables and makes machines work.
- Nuclear energy is stored in some substances, like uranium and plutonium. A small amount of these substances contains lots of energy.

Law of conservation of energy: In a closed system, the total amount of energy is constant. Energy can be transformed from one form to another. When we hit a ball with a bat, we transfer mechanical energy to the ball and then to the ball.

Energy can be transferred. Sound of energy, the wood, coal or gas, is transferred to the iron when they are produced. Electric cables transport electrical energy.

Examples of energy transformations

ACTIVITIES

1 What form or forms of energy does each of these involve? Use the words in the box.

- a sun (heat)
- a battery (electrical)
- an accelerator in the car
- a radiator (thermal)

2 **LET'S TALK!** Look at the photograph. What forms of energy can you identify? What energy transformations are taking place? Discuss with your partner.

In this photo, the ... has ... energy

... energy is transformed into ...

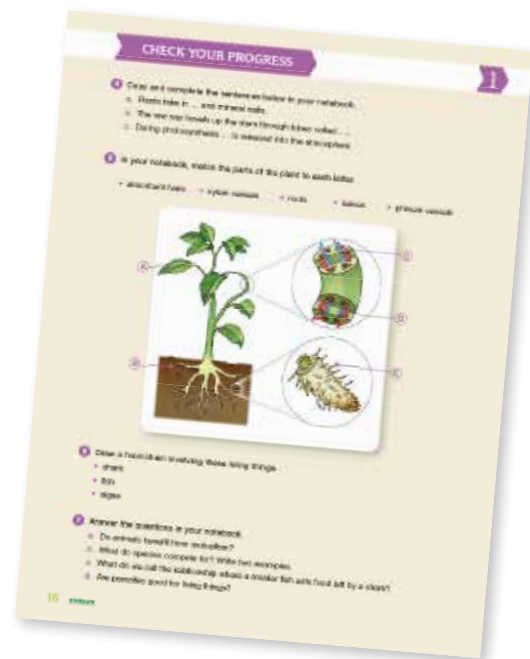
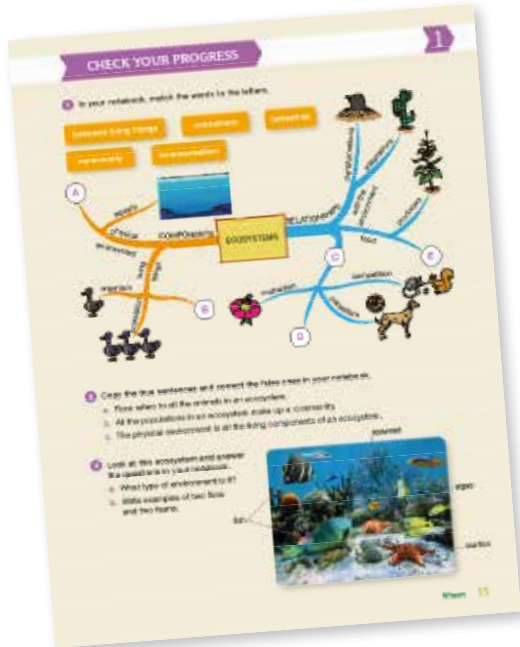
Each unit includes different topics. The **information** is written using simple language structures. Important words are highlighted. High-quality images help student comprehension.

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.

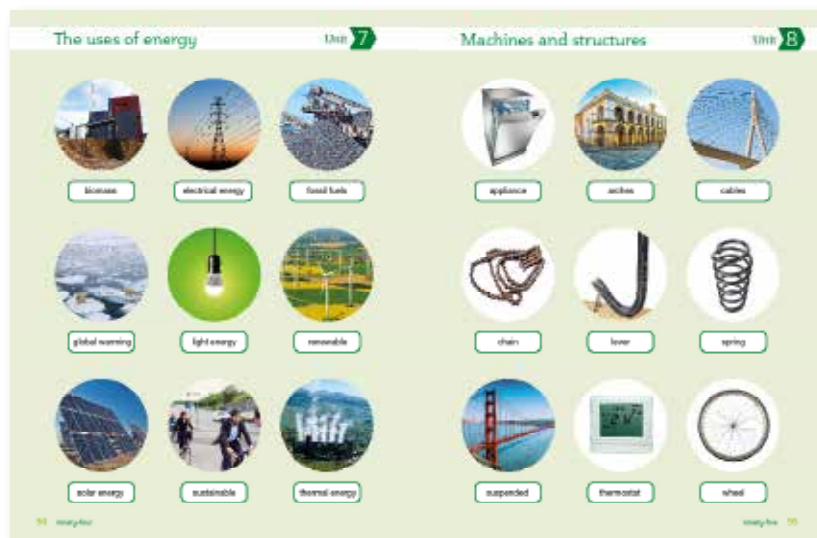
Check your progress

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



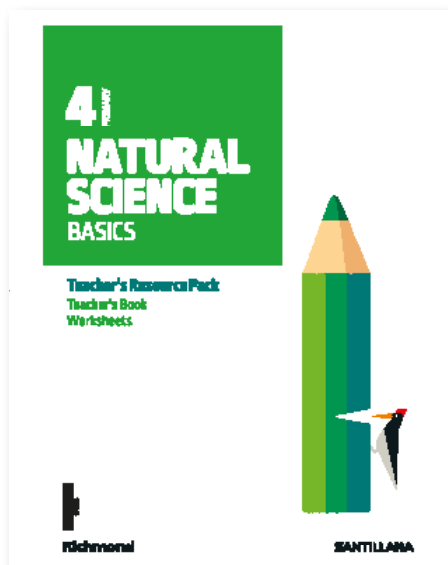
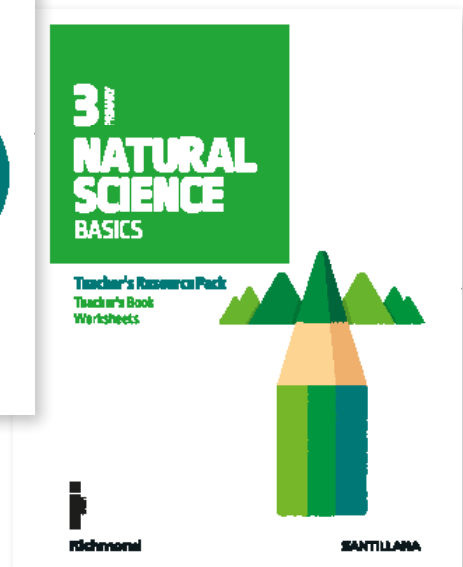
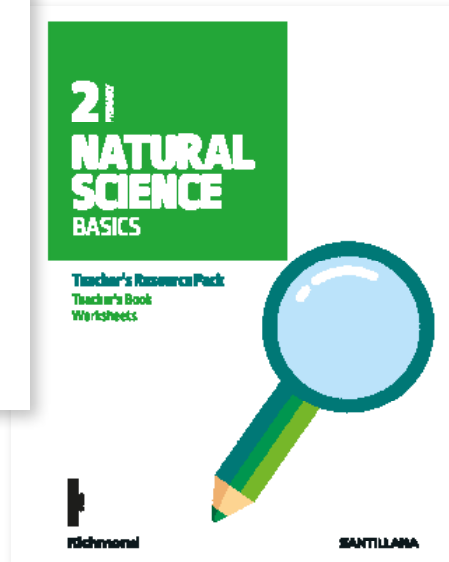
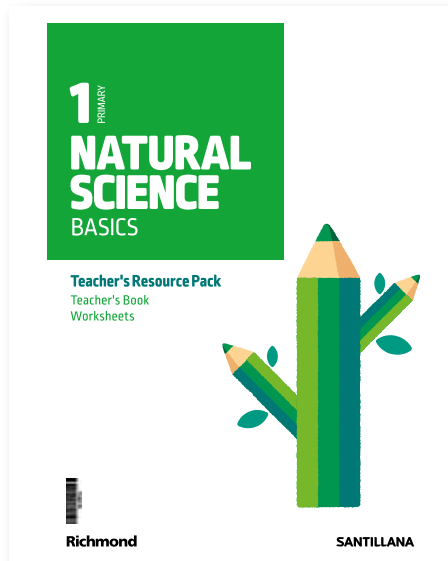
My picture dictionary

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



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:

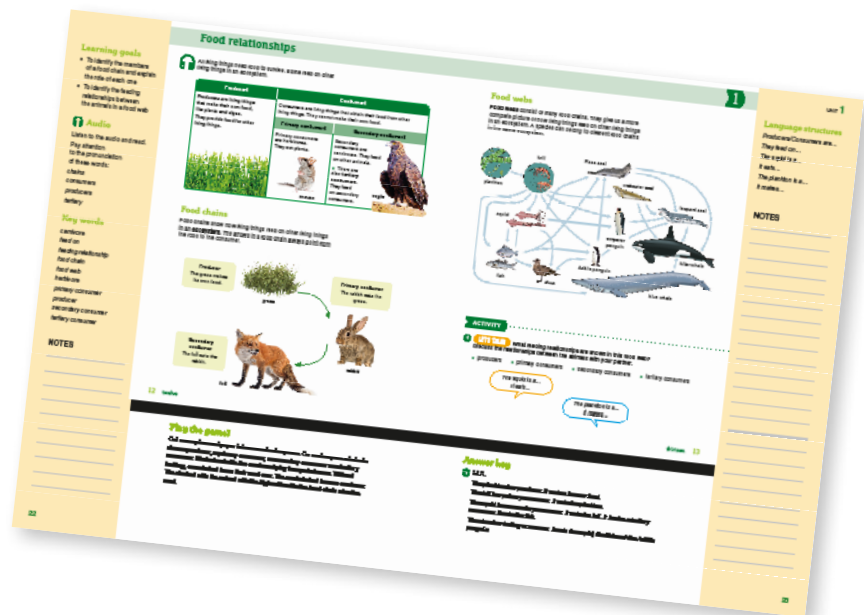
- Suggested timing
- Learning goals for each topic
- Key words for practising pronunciation and revising vocabulary
- Highlighted language structures
- Answer key for the Student's Book activities
- Free space for writing lesson notes

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.

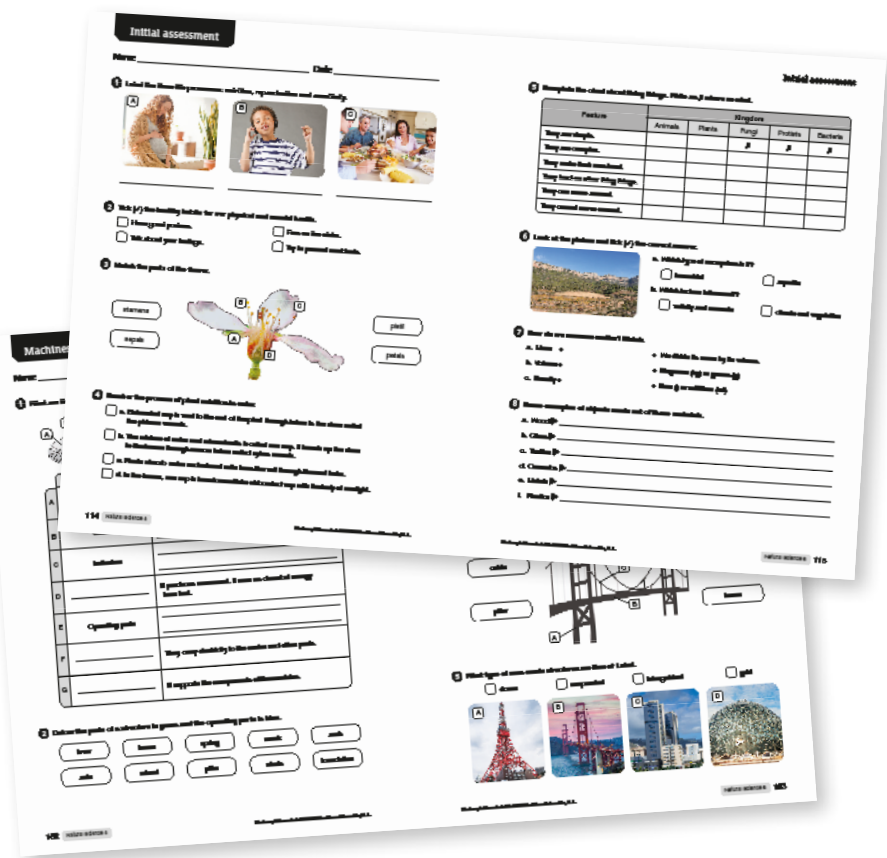
A variety of classroom activities is also provided: Reinforcement, Extension, More ideas, Play the game!, Writing task, Group task and Work in pairs.



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



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



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.



5
PRIMARY



NATURAL SCIENCE

BASICS

Teacher's Book

Contents

Units	Topics
1. Ecosystems	<ul style="list-style-type: none">• Ecosystems• Photosynthesis• Food relationships• Other relationships
2. Ecosystems and the environment	<ul style="list-style-type: none">• Terrestrial ecosystems• Aquatic ecosystems• The environment• People and the environment• Conservation
3. How the body works	<ul style="list-style-type: none">• Cells in the body• Levels of organisation in the human body• Nutrition• Reproduction
4. Sensitivity: the nervous system	<ul style="list-style-type: none">• Sensitivity• Sense organs• The nervous system• Health of the nervous system
5. Sensitivity: the locomotor system	<ul style="list-style-type: none">• The locomotor system: the skeleton• The locomotor system: muscles and movement• Types of movement• Health of the locomotor system
6. Forces and sound	<ul style="list-style-type: none">• Forces and effects• Sound• How sound travels
7. The uses of energy	<ul style="list-style-type: none">• The properties of energy• Sources of energy• How we use energy• Saving energy
8. Machines and structures	<ul style="list-style-type: none">• Parts of a machine• Types of operating parts• Machines and new technology• Structures• Great scientists
My picture dictionary	

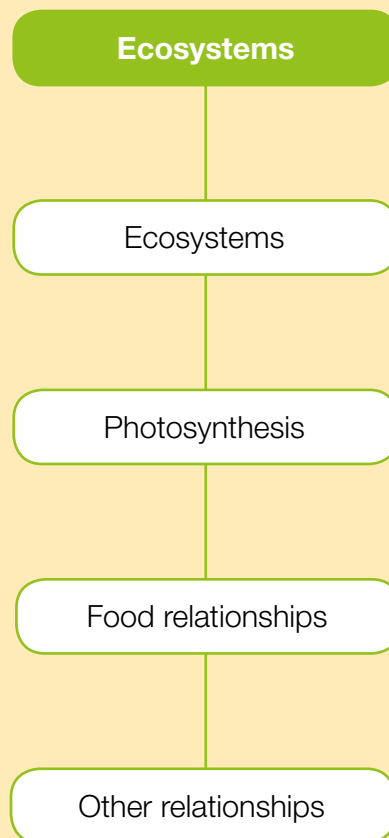
Key words			Let's talk!
<i>commensalism</i> <i>community</i> <i>competition</i> <i>consumer</i>	<i>environment</i> <i>food chain</i> <i>mutualism</i> <i>parasitism</i>	<i>photosynthesis</i> <i>population</i> <i>producer</i> <i>species</i>	<i>The giraffe has...</i> <i>First, plants absorb...</i> <i>This mixture is called... Then...</i> <i>The squid is a... It eats...</i> <i>The plankton is a... It makes...</i>
<i>aquatic</i> <i>conservation</i> <i>deforestation</i> <i>desertification</i>	<i>extinction</i> <i>fertile</i> <i>freshwater</i> <i>marine</i>	<i>pollution</i> <i>salinity</i> <i>shelter</i> <i>terrestrial</i>	<i>The climate is... There are... Is it a...?</i> <i>This photo shows...</i> <i>The pollution will cause...</i> <i>Travelling by car is...</i> <i>It is better to travel by...</i>
<i>cell</i> <i>circulation</i> <i>digestion</i> <i>excretion</i>	<i>microscope</i> <i>nutrition</i> <i>organ</i> <i>reproduction</i>	<i>respiration</i> <i>sensitivity</i> <i>system</i> <i>tissue</i>	<i>I think the cells in photo A are ... cells because...</i> <i>Where does respiration take place?</i> <i>Respiration takes place in the...</i> <i>A pregnant woman needs to...</i> <i>It's important because...</i>
<i>brainstem</i> <i>cerebellum</i> <i>cerebrum</i> <i>cochlea</i>	<i>injury</i> <i>muscle</i> <i>nerve</i> <i>neuron</i>	<i>receptor</i> <i>retina</i> <i>spinal cord</i> <i>taste bud</i>	<i>When it's cold, I...</i> <i>We identify the ... using our ... and...</i> <i>I sleep ... hours every night.</i> <i>Sleep is important because...</i>
<i>antagonist</i> <i>biceps</i> <i>cartilage</i> <i>contraction</i>	<i>fracture</i> <i>joint</i> <i>ligament</i> <i>reflex movement</i>	<i>sprain</i> <i>tendon</i> <i>triceps</i> <i>voluntary movement</i>	<i>Where is the...?</i> <i>The ... is in the...</i> <i>I eat...</i> <i>I make sure that I...</i>
<i>decibel</i> <i>echo</i> <i>elastic</i> <i>friction</i>	<i>intensity</i> <i>noise pollution</i> <i>pitch</i> <i>resistance</i>	<i>reverberation</i> <i>rigid</i> <i>timbre</i> <i>vibration</i>	<i>In the mountains, the sound...</i>
<i>acid rain</i> <i>biomass</i> <i>depletion</i> <i>fossil fuel</i>	<i>global warming</i> <i>greenhouse effect</i> <i>non-renewable</i> <i>nuclear</i>	<i>radioactive</i> <i>renewable</i> <i>solar</i> <i>sustainable</i>	<i>In this photo, the ... has ... energy.</i> <i>... energy is transformed into...</i> <i>Global warming is caused by...</i> <i>I already...</i> <i>We could...</i>
<i>arch</i> <i>axle</i> <i>chain</i> <i>column</i>	<i>crank</i> <i>engine</i> <i>gear</i> <i>lever</i>	<i>motor</i> <i>sensor</i> <i>suspended</i> <i>wheel</i>	<i>A ... has a ... and...</i> <i>At home, I use a ... to...</i> <i>In my free time, I use a ... to...</i> <i>I use a ... to communicate with my...</i> <i>My favourite scientist is ... because...</i>

1

Ecosystems

This unit examines the components of an ecosystem. It explains the process of photosynthesis and highlights the parts of the plant involved. It examines food relationships between the living things in an ecosystem represented in food chains and food webs. It also focuses on beneficial and harmful relationships between different species in an ecosystem.

Unit outline



Timing



October



November



December

NOTES



1 Ecosystems

Key words

commensalism

community

competition

consumer

environment

food chain

mutualism

parasitism

photosynthesis

population

producer

species

seven 7

Let's start!

Ask the students:

Where do these birds live?

What do you think they eat?

What other living things do you think can be found here?

Audio

Listen to the audio and read the key words.

Learning goals

- To understand that ecosystems are made up of living things and the physical environment
- To describe how living things are grouped in an ecosystem
- To describe how living things adapt to and change their environment in order to survive

Audio

Listen to the audio and read.

Pay attention to the pronunciation of these words:

algae

environment

fauna

fungi

relief

species

Key words

adapt

air

algae

animal

aquatic environment

bacteria

biosphere

community

current

ecosystem

factor

fauna

flora

fungi

humidity

light

living thing

non-living component

organism

physical environment

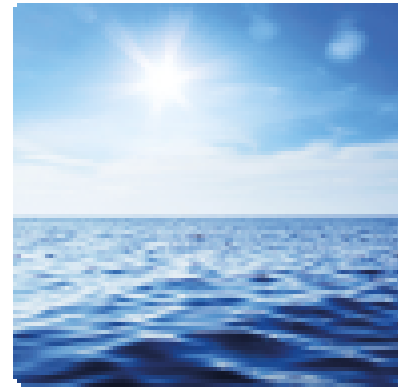
population



An ecosystem is all the living things that live in the same place, as well as the physical environment they live in and the relationships between them.

An ecosystem has two components:

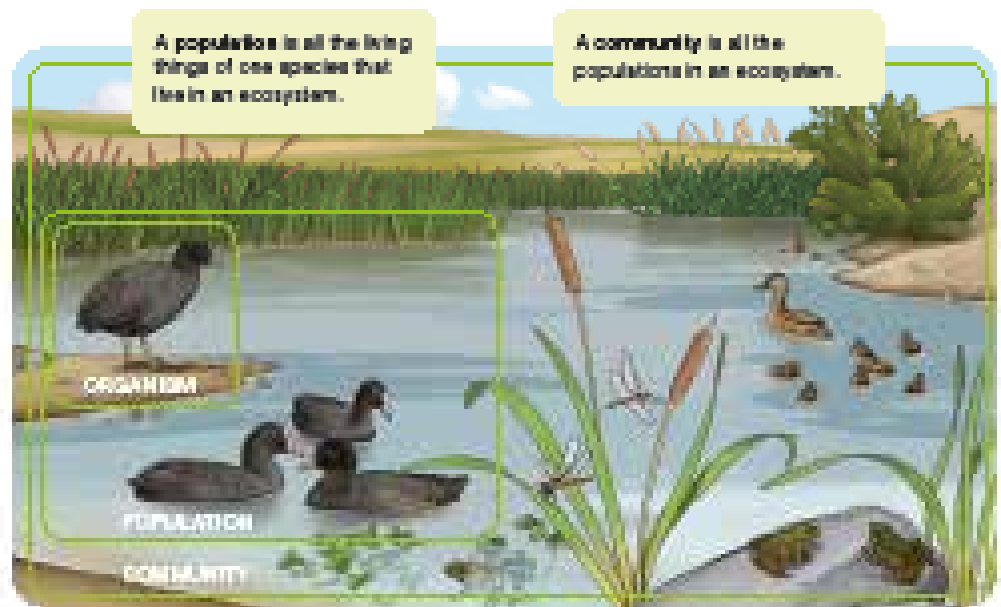
- + **Living things.** These are all the animals, plants, algae, fungi and bacteria that live in the same place. Together, they form the **biota**.
 - The **fauna** is all the animals in an ecosystem.
 - The **flora** is all the plants.
- + **The physical environment.** This is all the non-living components of an ecosystem. It includes the factors that affect living things.
 - In **terrestrial environments**, living things are surrounded by all the factors that affect living things: temperature, humidity, soil and relief.
 - In **aquatic environments**, living things are surrounded by water. The factors that affect living things are soil water, light, oxygen, temperature, and the seabed.



The ocean is a very large ecosystem.

Living things

All living things are grouped into species. Members of the same species look similar. They can reproduce together, but not with other species.



Reinforcement

Draw a table with two columns, *terrestrial ecosystem* and *aquatic ecosystem*, on the board. As a class, brainstorm examples (for example, forest). Then students choose one of the ecosystems and draw and label it. Tell them to include the physical environment, as well as the flora and fauna. Also tell them to draw and circle several populations.

Photosynthesis

Learning goals

- To understand the process of photosynthesis
- To describe the role of different parts of the plant in photosynthesis

Audio

Listen to the audio and read.

Pay attention to the pronunciation of these words:

chlorophyll
dioxide
phloem
raw
through
xylem

Key words

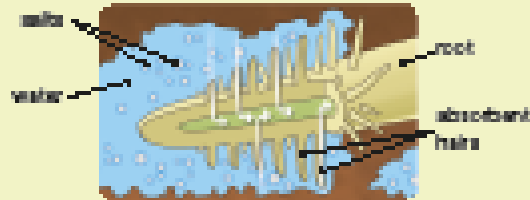
absorbent hair
carbon dioxide
chlorophyll
elaborated sap
food
leaf
mineral salt
nutrient
oxygen
phloem vessel
photosynthesis
plant
raw sap
root
solar energy
stem
sunlight
xylem vessel
water



Plants make their own food. To do this, they need sunlight, carbon dioxide, water and mineral salts. This process is called photosynthesis. During photosynthesis plants release oxygen.

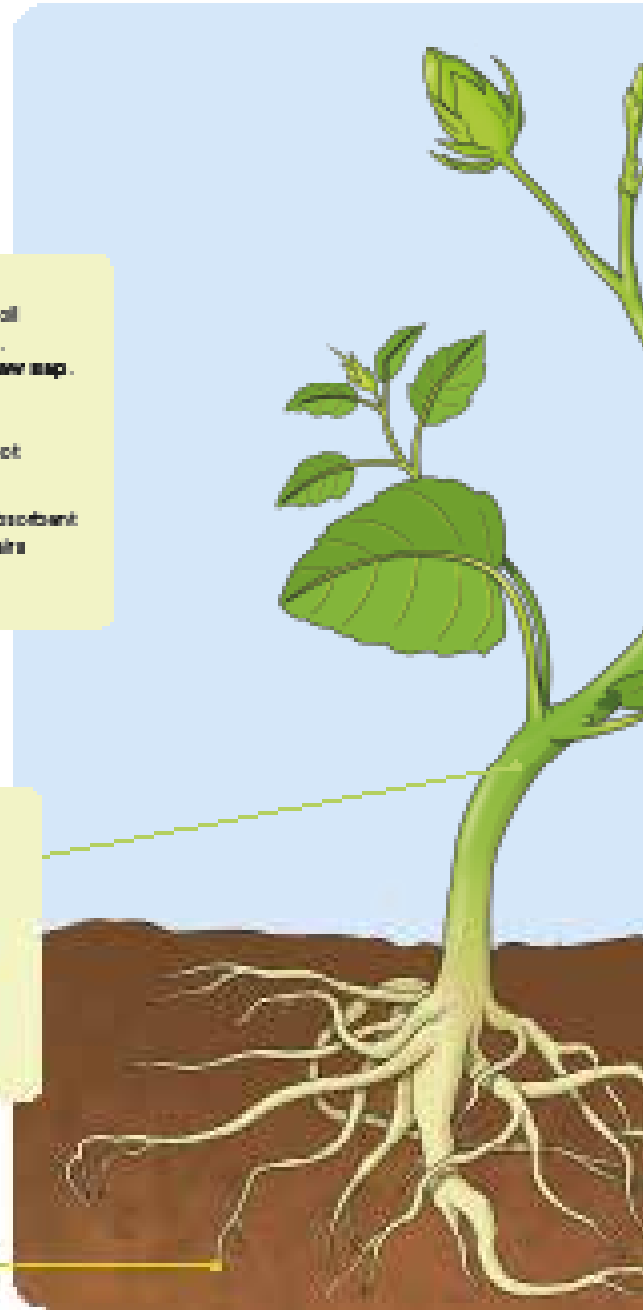
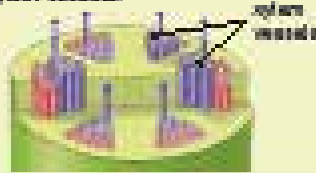
1. Water and mineral salts

Plants absorb water and mineral salts from the soil through their roots. Roots have absorbent hairs. The mixture of water and mineral salts is called raw sap.



2. Raw sap

The raw sap travels up the stem to the leaves through tubes called xylem vessels.



Extension

Bring in two sticks of celery with the leaves still on. Slice off the bottom of each stick. Add two different colours of dark food dye to some water in two glass jars. Place one stick of celery in each jar with the leaves pointing upwards. Elicit from the class what they think will happen. Remove the celery from the water a couple of days later and look at it (you will be able to see how the coloured water has travelled up the xylem vessels in the celery stalks and into the leaves).

Food relationships

Learning goals

- To identify the members of a food chain and explain the role of each one
- To identify the feeding relationships between the animals in a food web

Audio

Listen to the audio and read.

Pay attention to the pronunciation of these words:

- chains
- consumers
- producers
- tertiary




Key words

- carnivore
- feed on
- feeding relationship
- food chain
- food web
- herbivore
- primary consumer
- producer
- secondary consumer
- tertiary consumer

NOTES

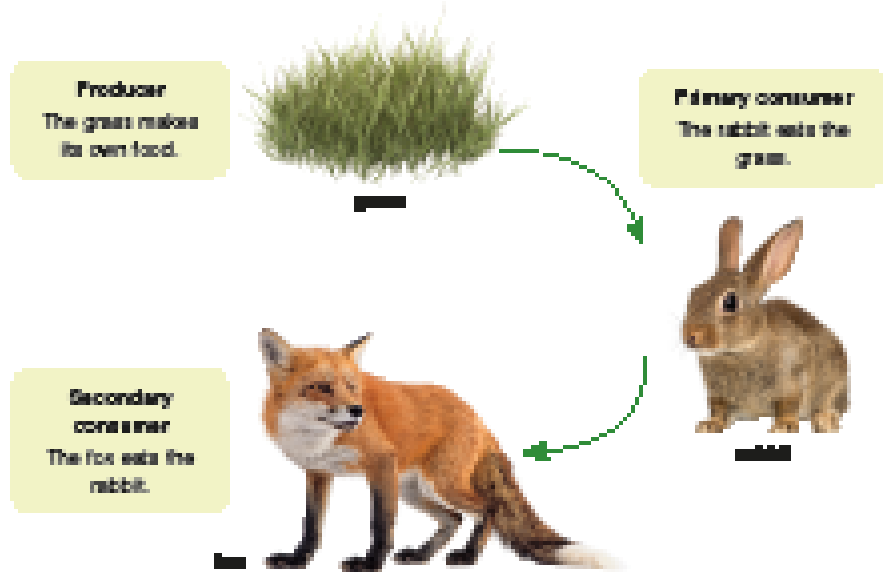


All living things need food to survive. Some feed on other living things in an ecosystem.

Producers	Consumers	
Producers are living things that make their own food, through photosynthesis. They provide food for other living things.	Consumers are living things that obtain their food from other living things. They cannot make their own food.	
	Primary consumers	Secondary consumers
	Primary consumers are herbivores. They eat plants.  mouse	Secondary consumers are carnivores. They feed on other animals. <ul style="list-style-type: none"> There are also tertiary consumers. They feed on secondary consumers.  eagle

Food chains

Food chains show how living things feed on other living things in an ecosystem. The energy in a food chain always starts from the food in the ecosystem.



Play the game!

Cut some pieces of paper into even-sized squares. On each square students draw a producer, a primary consumer, a secondary consumer or a tertiary consumer. Students shuffle the cards and play trumps in teams. Without looking, one student turns their card over. The next student turns a card over. The student with the animal with the highest level in the food chain wins the card.

Other relationships

Learning goals

- To learn about other types of relationships between species in an ecosystem
- To differentiate between beneficial and harmful relationships

Audio

Listen to the audio and read.

Pay attention to the pronunciation of these words:

beneficial

commensalism

competition

mutualism

parasite

parasitism

Key words

beneficial, benefit,

commensalism, competing

species, competition, harm,

harmful, mutualism, nectar

parasite, parasitism

pollinate, prey, relationship,

suffer

Language structures

... is the relationship between two species when...

... benefit from the...

... benefits while the ...

suffers.

NOTES



There are other types of relationships that occur regularly. They can be beneficial or harmful.

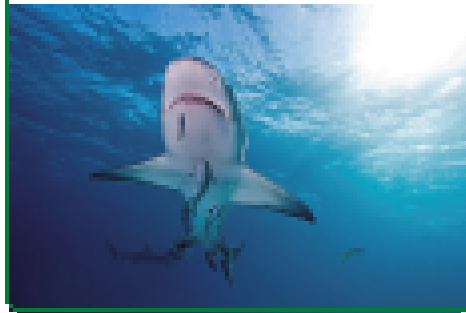
Mutualism is the relationship between two species when both benefit. For example, bees pollinate flowers.



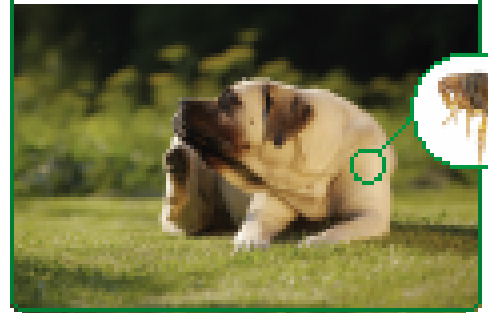
Competition is the relationship between different species that have the same needs. Competing species may not have the same food or use the same type of shelter. For example, plants and animals compete for shelter in the same holes in trees.



Commensalism is the relationship between two species when one side benefits by the other. For example, remora benefit from sharks.



Parasitism is the relationship between two species when one benefits while the other suffers. For example, a flea is a parasite of dogs.



ACTIVITY

1 Match one of these types of relationships with the sentence in your notebook.

- A lion attacks the prey that it catches and kills to eat.
- A house has a cat because it keeps the house's floor clean.
- A butterfly visits a flower for nectar and pollinates the flower.
- A remora lives on the body of a shark. It eats parasites and the shark is not harmed.



Answer

Answer key

- 1 a. competition b. parasitism
c. mutualism d. commensalism

Reinforcement

Tell the class more examples. Students identify the type of relationship, for example: *Bears eat blackberries from a bush. The seeds are dispersed in their excrement. (mutualism)*

Worksheets

Initial assessment

Name _____ Date _____

1 Label the three life processes: *nutrition*, *reproduction* and *sensitivity*.



2 Tick (✓) the healthy habits for our physical and mental health.

Have good posture.

Run on the stairs.

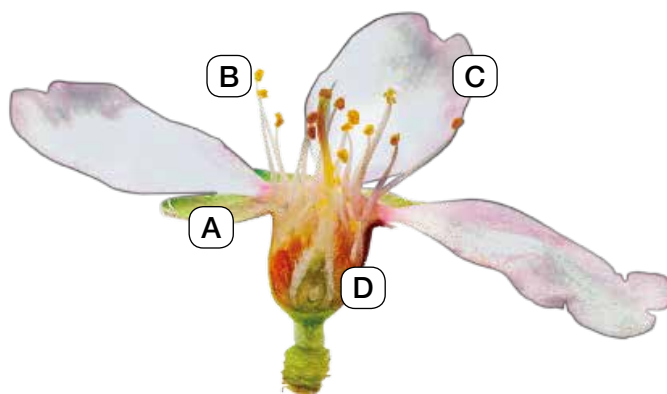
Talk about your feelings.

Try to prevent accidents.

3 Match the parts of the flower.

stamens

sepals



pistil

petals

4 Number the process of plant nutrition in order.

a. Elaborated sap is sent to the rest of the plant through tubes in the stem called the phloem vessels.

b. The mixture of water and mineral salts is called raw sap. It travels up the stem to the leaves through narrow tubes called xylem vessels.

c. Plants absorb water and mineral salts from the soil through the root hairs.

d. In the leaves, raw sap is transformed into elaborated sap with the help of sunlight.

5 Complete the chart about living things. Write an *X* where needed.

Feature	Kingdom				
	Animals	Plants	Fungi	Protists	Bacteria
They are simple.			X	X	X
They are complex.					
They make their own food.					
They feed on other living things.					
They can move around.					
They cannot move around.					

6 Look at the picture and tick (✓) the correct answer.



a. Which type of ecosystem is it?

terrestrial

aquatic

b. Which factors influence it?

salinity and currents

climate and vegetation

7 How do we measure matter? Match.

a. Mass •

• We divide its mass by its volume.

b. Volume •

• kilograms (kg) or grams (g)

c. Density •

• litres (l) or millilitres (ml)

8 Name examples of objects made out of these materials.

a. Wood ► _____

b. Glass ► _____

c. Textiles ► _____

d. Ceramics ► _____

e. Metals ► _____

f. Plastics ► _____

Name _____ Date _____

1 Look at the picture and answer the questions about this ecosystem.

a. Is this physical environment terrestrial or aquatic?

b. What factors affect the physical environment?

c. What living things are present in this ecosystem?

d. How do living things transform this environment?



2 Match each word to its definition.

- | | |
|-----------------|---|
| a. Community • | • All the living things of one species that live in an ecosystem. |
| b. Species • | • All the populations in an ecosystem. |
| c. Population • | • A group of living things that can successfully reproduce. |

3 What do plants need to make their own food? Tick.

water

mineral salts

sunlight

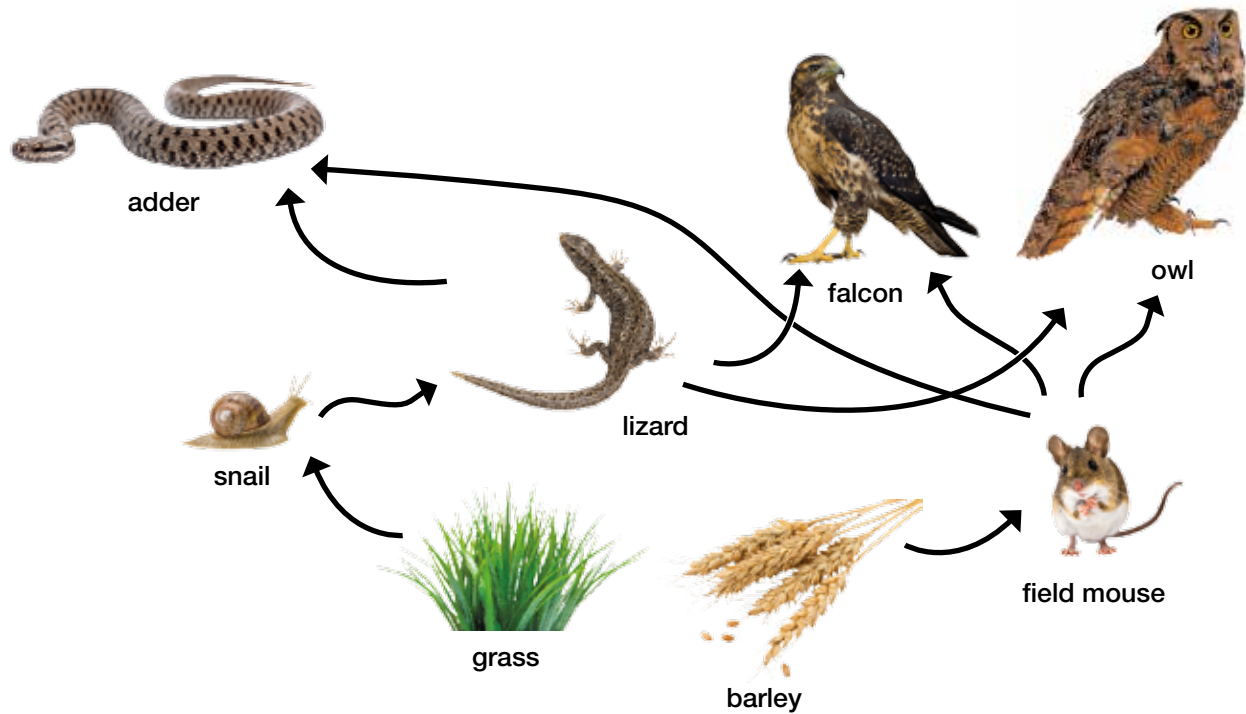
fauna

carbon dioxide

4 Match to make sentences about plant nutrition.

- | | |
|--|--|
| a. Plants absorb water and mineral salts • | • through their roots. |
| b. Raw sap travels up from the roots • | • elaborated sap through photosynthesis. |
| c. Raw sap transforms into • | • through xylem vessels. |
| d. Photosynthesis needs carbon dioxide • | • and sunlight. |
| e. Plants trap solar energy with • | • through phloem vessels. |
| f. Elaborated sap is distributed • | • a green substance called chlorophyll. |

5 Look at the food web and circle the *producers* in green, the *primary consumers* in yellow and the *secondary consumers* in red.



6 Match the columns using four different colours.

- a. Competition •
- b. Parasitism •
- c. Mutualism •
- d. Commensalism •

is the relationship
between

- two species when one benefits and the other remains unaffected.
- two species when both benefit.
- two species when one benefits while the other suffers.
- different species that have the same needs.

7 Look at the pictures. Name each type of relationship.

parasitism – mutualism – competition



INITIAL ASSESSMENT

PAGE 114

- reproduction
 - sensitivity
 - nutrition
- Students tick: Have good posture; Talk about your feelings and Try to prevent accidents.
- sepals
 - stamens
 - petals
 - pistil
- 4
 - 2
 - 1
 - 3

PAGE 115

5.

Feature	Kingdom				
	Animals	Plants	Fungi	Protists	Bacteria
They are simple.			X	X	X
They are complex.	X	X	X	X	
They make their own food.		X		X	X
They feed on other living things.	X		X	X	X
They can move around.	X			X	X
They cannot move around.		X	X	X	

- terrestrial
 - climate and vegetation
- kilograms (kg) or grams (g)
 - litres (l) or millilitres (ml)
 - We divide its mass by its volume.
- Open answer (O.A.)

UNIT 1: ECOSYSTEMS

Reinforcement

PAGE 116

- It is terrestrial.
 - The temperature, humidity, soil and relief.
 - There are rabbits and plants.
 - Rabbits build rabbit holes in the soil.
- All the populations in an ecosystem.
 - A group of living things that can successfully reproduce.

c → All the living things of one species that live in an ecosystem.

- Students tick: water, mineral salts, sunlight and carbon dioxide.
- through their roots.
 - through xylem vessels.
 - elaborated sap through photosynthesis.
 - and sunlight.
 - a green substance called chlorophyll.
 - through phloem vessels.

PAGE 117

- in green: grass, barley
 - in yellow: snail, field mouse
 - in red: lizard, adder, falcon, owl
- different species that have the same needs.
 - two species when one benefits while the other suffers.
 - two species when both benefit.
 - two species when one benefits and the other remains unaffected.
- competition
 - mutualism
 - parasitism

Extension

PAGE 118

- F – Doñana is located in the delta of the Guadalquivir.
 - F – Doñana has many different ecosystems, such as marshes, lagoons and sand dunes.
 - T
 - F – Migratory birds stop off in Doñana in late spring on their way from Africa.
 - T
- O.A.

PAGE 119

- Model answer (M.A.)
 - They need hot and humid areas with high rainfall.
 - We can find them in Africa, Asia, and Central and South America.
 - The Amazon is the largest rainforest in the world.
 - Rainforests produce 40% of the Earth's oxygen.
- O.A.

Assessment

PAGE 120

- M.A.

- a. It is terrestrial.
- b. There are plants and animals in the physical environment.
- c. It is a jay.
- d. Jays and mice.
- e. An ecosystem, because it includes all the animals, plants, algae, fungi and bacteria that live in the same place and the physical environment.

2. a. raw sap
 b. xylem vessels
 c. elaborated sap
 d. chlorophyll
 e. phloem vessels

PAGE 121

3. M.A.
 a. wheat, clover
 b. mouse, grasshopper
 c. fox, kestrel
4. M.A.
 clover → rabbit → fox
 wheat → grasshopper → lizard → harrier
5. A. competition
 B. parasitism
 C. commensalism
 D. mutualism

UNIT 2: ECOSYSTEMS AND THE ENVIRONMENT

Reinforcement

PAGE 122

1. terrestrial ecosystems: desert, forest, steppe
 aquatic ecosystems: river, lagoon, open sea

f	b	e	g	i	r	t
p	d	h	k	l	i	v
f	p	r	d	w	v	l
o	p	e	n	s	e	a
r	g	a	h	t	r	g
e	r	n	s	e	u	o
s	r	p	i	p	u	o
t	t	i	s	p	u	n
k	d	e	s	e	r	t

2. O.A.

PAGE 123

3. a. desertification

- b. deforestation
- c. extinction
- d. pollution

4. A. Desertification
 B. Deforestation

- a. It is a consequence of deforestation.
- b. It can happen due to forest fires or because people cut down too many trees. Trees can also die because of soil and air pollution.

5. O.A.

Extension

PAGE 124

1. a. Arctic
 b. low
 c. permafrost
 d. longer
 e. Global warming

2. O.A.

PAGE 125

1. M.A.
 a. Liquid waste, such as oil and solid waste such as plastics.
 b. Marine pollution poisons marine food webs.
 c. They block the sunlight algae need to produce their food.
 d. Marine animals eat plastic mistaking it for food.

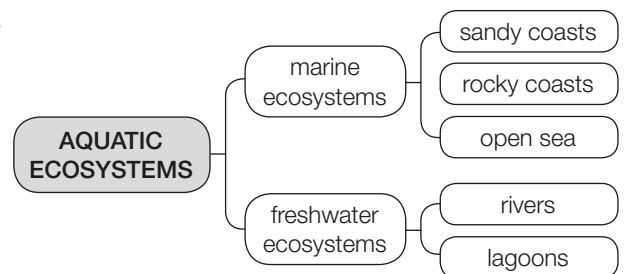
2. O.A.

Assessment

PAGE 126

1. A. mountain grassland
 B. desert
 C. forest

- 2.



3. a → the atmosphere, water and other living things.
 b → where they change the natural landscapes.
 c → the climate in cities.
 d → have a large effect on the environment.

PAGE 127