



Teacher's Resource Pack

5 *Natural Science*

Natural Science Learning Lab is a collective work, conceived, designed and created by the Primary Educational department at Santillana, under the supervision of **Teresa Grence**.

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Teacher's Book

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Introduction

Learning Lab is a six-level Primary course which progressively introduces the core curricular objectives of Natural Science. The language has been carefully graded to provide a gradual progression of the vocabulary and structures. The course has been designed as an effective, user-friendly tool in the classroom.

The main aims of *Learning Lab* are:

- To facilitate content learning and consolidate the language learning processes occurring simultaneously in the CLIL classroom.
- To promote understanding and appreciation of the natural and social environment through situations which reflect the young learner's real world.
- To provide opportunities for young learners to put their personal and social skills into practice.
- To learn the scientific method.

Learning Lab teaches basic concepts of Natural Science through English.

Content and language are acquired simultaneously.

Student-centred learning encourages learner autonomy.

The series covers the official syllabus for each level.

Enquiry-based questions and experiments promote the scientific method.

Key concepts are explained in clear, simple language.

Raps and videos aid fluency and pronunciation. These help to memorise new language.





Learning Lab offers a student-based approach that caters for diversity: different needs, interests and skills. It caters for all students, so no one is left behind.

Learning Lab teaches the scientific method along with communicative competences in English. In addition, students develop citizenship competences that enable them to grow as fully-integrated members of their communities.

Learning Lab encourages enquiry-based learning:

Enquire

What do you know?

Learning Lab's enquiry-based methodology encourages students to ask questions.

- Questions are used to elicit prior knowledge and to arouse curiosity. In this way, students become the centre of the learning process.

Learn

What do you want to know?

Learning Lab is adaptable to different learning styles. It involves students in their own learning, and helps them to set objectives and maintain motivation.

- Large images, real photos
- Key words and language models
- Audios
- Mini Labs
- Lifestyle and science facts
- Graphic organisers
- Activities that promote lower and higher order thinking skills
- Digital tools: videos, audios and interactive activities

Apply

What have you learnt?

Learning Lab provides different ways to put knowledge into practice:

- The final task
- Self-assessment
- A complete range of assessment materials



Methodology



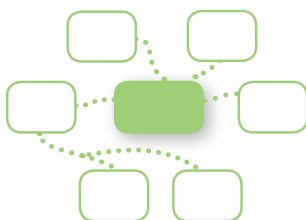
Learning Lab introduces different strategies to ensure students' progression:

► **Observe**

► **Think about it**

► **Compare**

🔍 **Mini Lab**



The scientific method

- Students are encouraged to ask questions about the world around them and to predict what they will learn: *What can you see in these photos? Do these plants have flowers? Do they produce seeds?*
- Students train their observation skills as they explore the topics.
- Experiments develop the students' practical skills and encourage them to adopt the scientific method.
- Conclusions to the experiments are analysed and discussed with peers.

Learning skills

- Mind maps and graphic organisers help students to organise what they learn. Questions are adapted to the language level of the class: *Are these the same or are they different? What are the differences between a vertebrate and an invertebrate?*

Visual learning

- High-quality photographs invite students to think about the world around them.
- Colourful illustrations provide a stimulating setting for scientific learning.
- Using tables and charts, students learn to organise and classify information.
- Visual thinking posters stimulate discussion in class.

Multiple intelligences

Learning Lab gives special relevance to different learning styles:

- Drawing activities develop visual-spatial intelligence. Students personalise their ideas graphically.
- Speech bubbles encourage oral exchange to develop linguistic skills.
- Raps and TPR activities promote learning through movement.
- Experiments and field work follow the scientific method: observe, think about, compare, investigate, classify...



Language support

- Natural English is used throughout *Learning Lab*. Repetition of everyday language is essential, and students are exposed to a controlled range of vocabulary and structures. They will gradually begin to understand and respond. Eventually, students will begin to produce language and experiment with it.

Visual support with engaging illustrations aids understanding, as does the use of mime and gestures.

Not all students begin to produce language at the same pace, so it is important to assess their levels individually. Oral and written work needs to be adapted accordingly.

The key language objectives in each unit highlight the main vocabulary and structures. However, students will be exposed to a wider range of language for recognition. According to their progress, they should be encouraged to “experiment” and try out new language.



Pair



Group

Cooperative learning

- Working in pairs and groups provides multiple opportunities to use language.
- Activities such as games aid students' understanding of both content and language. By physically responding to instructions, through games, raps and mime, students become familiar with the new vocabulary. They will then be ready for more abstract tasks.
- Suggestions for oral activities can be done in pairs or groups. Working in pairs contributes to language development, and helps students to grasp key concepts.

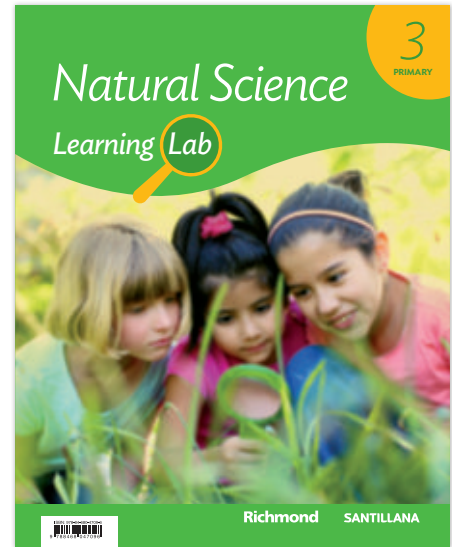
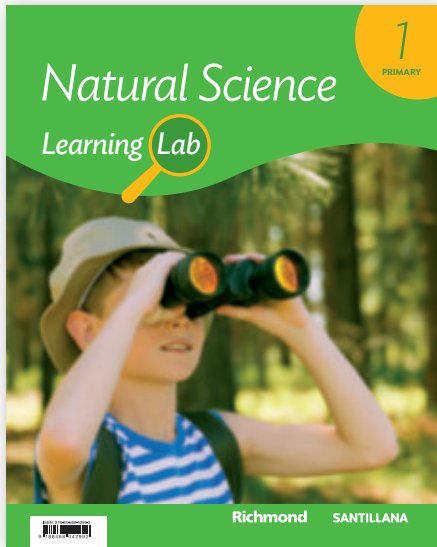


Values education and global citizenship

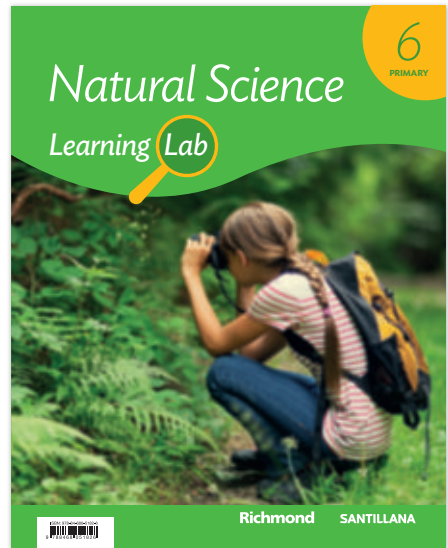
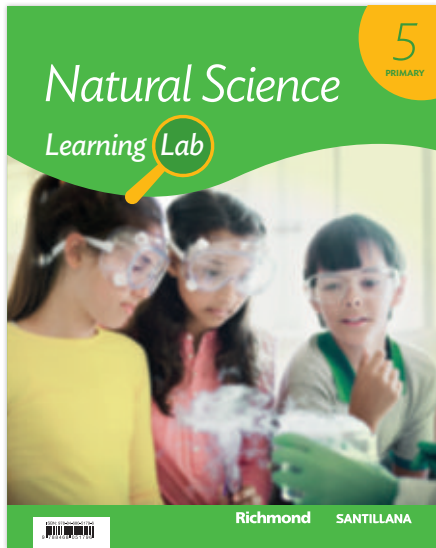
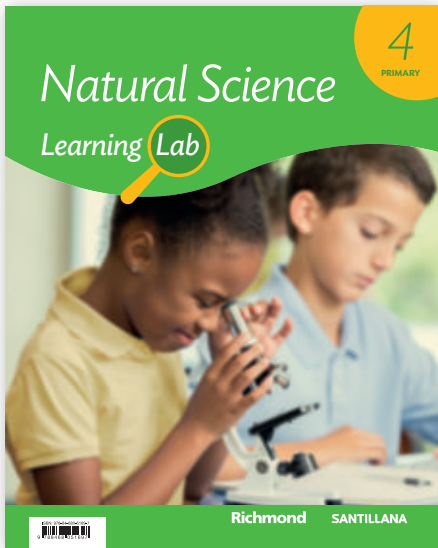
- Throughout each unit in the Student's Books, and especially in the Final tasks, students develop citizenship competences that enable them to grow as fully-integrated members of their communities.

Student's materials

The **Student's Books** consist of six units, organised into three terms. In addition, the first opening spread, *Be a scientist!* focuses on the scientific method. Students are introduced to essential strategies for enquiry-based learning: *observe, compare, investigate, classify*, etc. In level 3 the opening spread of each unit can be used both for revision of previous knowledge and as an introduction to new topics.



In levels 1 and 2, each Student's Book comes with a separate *My picture dictionary*.



KEY VOCABULARY

1 The human body

auditory nerve the nerve that transmits sound information to the brain.

brain an organ inside our head. It is part of the nervous system.

circulatory system our blood carries nutrients and oxygen around our body through this system.

cochlea a part of the ear that captures sound vibrations.

digestive system we digest food and absorb nutrients through this system.

ear drum a part of the ear that vibrates when sound reaches it.

excretory system we expel waste from our body through this system.

heart an organ inside our body. It is part of the circulatory system.

iris the coloured part of the eye.

lens it helps the eye to focus.

locomotor system the bones and muscles in our body. They work together to make us move.

lungs organs inside our body that are part of the respiratory system.

nervous system our brain and nerves work together to send and receive messages from our senses.

olfactory nerve the nerve that transmits information about smells to the brain.

optic nerve the nerve that transmits images from the eye to the brain.

pinna the outer part of the ear that captures sound.

pupil the hole in the centre of the iris.

reproduction the ability to have offspring similar to ourselves.

respiratory system we breathe air in and out of our bodies through this system.

retina it captures the light that enters the eye and creates an image.

senses about the environment using our sensitivity.

taste buds receptors on the tongue that capture different flavours.

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KEY VOCABULARY

5 Matter

air a gas that contains a mixture of oxygen and other gases.

change of state the change from one state of matter to another. For example, liquid water becomes ice, and a mass of drops of liquid water condenses into droplets of water.

condensation the change from a gas into a liquid. For example, water vapour condenses into droplets of water.

evaporation the change from a liquid into a gas. For example, water evaporates and becomes water vapour.

shape or volume of matter. A gas does not have a fixed shape or volume.

matter anything that takes up space. A liquid, for example, water, has a fixed shape but no fixed volume.

melting the change from a solid into a liquid. For example, ice melts and becomes liquid water.

mixture a substance made up of several pure substances.

pure substance a substance made up of a single type of matter. Gold and salt are pure substances.

solid a state of matter. A solid has a fixed shape and volume.

solidification the change from a liquid into a solid. For example, liquid water solidifies and becomes ice.

volume the amount of space that an object occupies. It is measured in litres.

water vapour water in the state of a gas.

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KEY VOCABULARY

1 Nutrition

balanced diet consumption of the right amounts and types of food.

bladder an elastic bag that accumulates urine in the body.

bolus a mixture of food and saliva in the mouth after food is ingested.

calcium a mineral found in dairy products that is essential for strong bones and teeth.

chyme a milky liquid in the stomach after gastric juices dissolve the bolus.

chyle a milky liquid in the small intestine after intestinal juices dissolve the chyme.

circulatory system the body system responsible for transporting nutrients and gases through the body.

food pyramid a diagram in the shape of a pyramid that provides advice on healthy food consumption.

gas exchange the process of taking in oxygen from the air and eliminating carbon dioxide from the body.

ingestion the process of taking food into the body.

nutritionist a person whose job is to give advice on healthy eating.

plasma the clear liquid in which the blood cells are found.

saliva a liquid that enters the mouth from the salivary glands and helps us to chew and swallow food.

urethra the tube beginning in the bladder through which urine leaves the body.

wasteful one of the two main chambers in the heart.

will they hairs on the walls of the small intestine that help to absorb nutrients into the blood.

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KEY VOCABULARY

5 Matter and energy

alloy a homogeneous mixture in which one or more components are metals.

atom a tiny particle that forms the basic unit of matter.

chemical reaction a chemical change when two or more substances combine to form a new substance.

combustion the chemical reaction where objects are burned, producing light, heat, smoke and ash.

contraction the decrease in volume when solids cool.

decantation the process of separating substances in a heterogeneous mixture when they do not have the same density. Oil and water can be separated through decantation.

desalination the process of removing salt from sea water.

distillation the process of separating liquids through selective evaporation and condensation.

electrical energy the energy produced by the movement of charged particles.

evaporation the process of separating a liquid from a solid by making the liquid evaporate. Salt is extracted from sea water through evaporation.

fermentation the chemical reaction that occurs in some living things like yeast and bacteria. Fermentation is used to produce yogurt and bread.

filtration the process of separating a liquid from a solid by using a filter through which only the liquid can pass.

heterogeneous mixture a mixture in which the different components can be distinguished.

homogeneous mixture a mixture in which the different components cannot be distinguished.

kinetic energy the energy of an object due to its motion.

light energy the energy from a light source, such as the Sun or a light bulb.

mechanical energy the energy of an object due to its movement and position.

nuclear energy the energy stored in nuclear fuels, like uranium and plutonium. This releases huge amounts of energy when their atoms are split.

oxidation the chemical reaction when metal substances, like iron, combine with oxygen and water to produce rust.

potential energy the energy of an object due to its position.

rust the red or brown covering on iron caused by oxidation.

sublimation the process by which a solid turns into a gas.

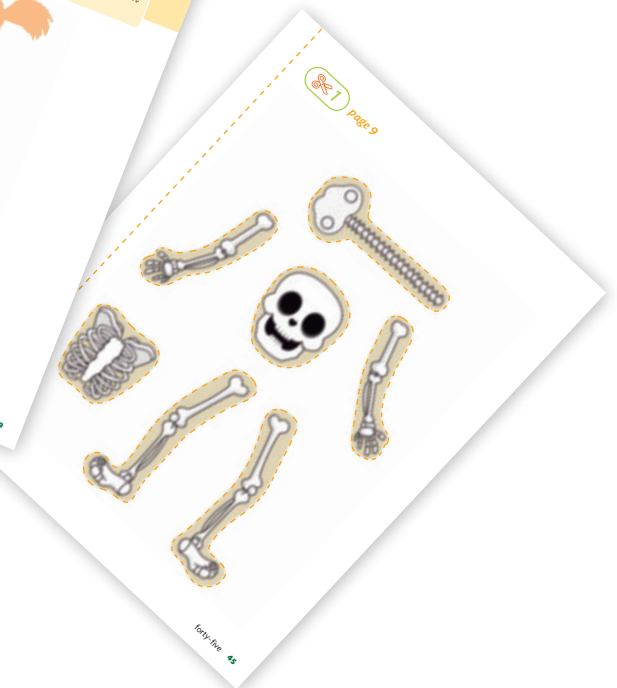
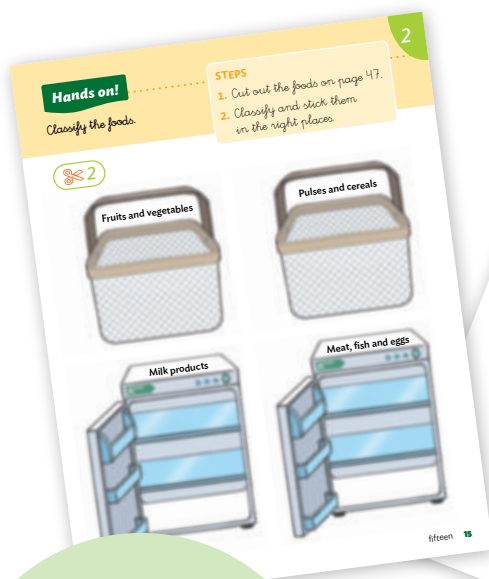
evaporation the process by which a liquid turns into a gas through evaporation or boiling.

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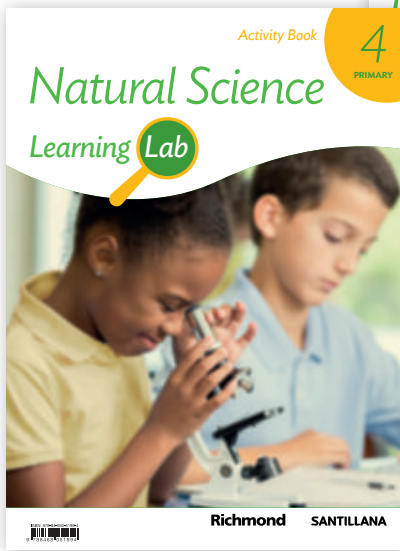
From level 3 onwards, the Student's Book has a Key vocabulary appendix.

Student's materials

The **Activity Books** allow students to practise both content and language objectives for each level.



In levels 1 and 2, each Activity Book comes with Cut-outs.



Let's read!

Wind machines

Three hundred years ago there were about 200,000 windmills in the countryside and cities of Europe! These simple machines had four blades made of wood. They transformed energy from the wind into mechanical energy to make flour. Later, traditional windmills were abandoned when machines got faster thanks to coal. Today, wind machines are back! Modern wind turbines are tall, complex machines made of metal. They have three blades that turn and transform wind energy into electricity. However, you always need windy days to make blades go round!

1 Write windmill, wind turbine or both.

- It is a simple machine.
- It has three blades.
- It produces electrical energy.
- It is made of metal.
- It needs windy days to work.

2 Compare the two wind machines. Write.

windmill	both	wind turbine
• simple machine	• _____ machine	• _____ machine
• _____ blades	• _____ energy	• three blades
• _____ energy		• _____ energy

Glossary

1 The human body

bitter
 cochlea
 eardrum
 hearing
 iris
 lens
 nostril
 nutrition
 pinna
 pore
 pupil
 reproduction
 retina
 salty
 sensitivity
 vit

2 Food and health

anus
 calcium
 canine
 carbohydrates
 digestion
 fats
 fibre
 food wheel
 incisor
 large intestine
 Mediterranean diet
 minerals
 molar
 nutrients
 oesophagus
 proteins
 pulses
 saliva
 small intestine
 solid waste
 stomach
 sugars
 vitamins

3 Matter

condensation
 diamond
 drop
 gas
 evaporation
 granite
 kilogram
 life
 liquid
 mass
 melting
 mixture
 oxygen
 property
 quartz
 water

4 Energy and machines

battery
 cable
 camera
 chemical energy
 conductor
 copper
 electricity
 energy source
 glass
 insulation
 Internet
 keyboard
 light energy
 mechanical energy
 petrol
 plastic
 power line
 power station
 pylon
 screen
 socket
 steel
 thermal energy

From level 3 onwards, *Let's read!* and *Glossary* sections help students to practise a range of skills and competences.

Teacher's materials

Teacher's Resource Pack

The Teacher's Resource Packs consist of the Teacher's Book and a wealth of photocopiable worksheets.



Teacher's Book

- Student's Book with answer key
- Lesson plans
- Audio transcripts

Teacher's Resources

- Reinforcement
- Extension
- Graphic organisers
- Language support
- Diagnostic test
- Assessment

2 Food and health REINFORCEMENT

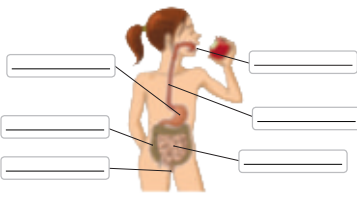
Name _____ Date _____

1 Read and complete the text.

liquid large energy eliminated chew
canines oesophagus saliva intestine incisors

The food we eat goes through different stages before it can provide _____ for our body. When we _____ the food in our mouth, our teeth do different jobs. The _____ out food into smaller amounts and the _____ tear food to make it smaller. The ball of food mixes with _____ in the mouth then when we swallow, it goes down a tube called the _____. When it arrives in the stomach, our body's chemicals turn it into a _____. This goes into the small _____ and its nutrients go into the blood. It travels on a bit further and goes into the _____ intestine. It becomes solid waste and is _____ from our body through the anus.

2 Use the words from Activity 4 to label the diagram.



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2 Food and health GRAPHIC ORGANISER

Name _____ Date _____

The digestive system

Main parts

mouth and teeth	oesophagus			large intestine
function	function	function	function	function
		The chewed food turns into a thick liquid.	Nutrients are absorbed into the blood.	

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1 The human body LANGUAGE SUPPORT


Name _____ Date _____

Mini Lab: page 15

Preparation

Let's practise first. Close your eyes. Okay.

I'm clapping. Where can you hear the sound? Behind me, I think.



Show and tell

Where does the sound come from? In front of me!

Can you identify the direction of the sounds?

Yes, I can identify the direction the sounds come from.

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1 The human body ASSESSMENT A

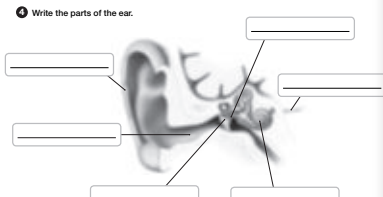
Name _____ Date _____

1 Read and complete the text.

waste breathe nutrients blood food air

The different systems working in our bodies help us get energy from the _____ we eat every day. The four systems work together. Our digestive system helps us absorb different _____ from the food. Our circulatory system delivers these units of nutrition in the _____ to different parts of our body. With our respiratory system we _____ in _____ which gives us oxygen to give us energy. Our excretory system helps us to expel _____ from our bodies.

2 Write the parts of the ear.



3 Write three parts of the eye.


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2 Food and health ASSESSMENT B

Name _____ Date _____

1 Match the food to the nutrient groups. Write the correct letter.

a. proteins b. carbohydrates c. fats

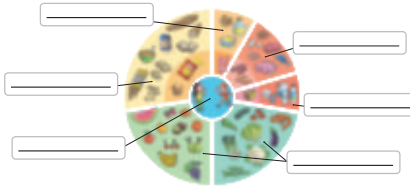


2 What are the foods from activity 1 called? Circle.

a. sausages / bread b. butter and oil / fruit c. cereals / meat and fish

3 Label the food wheel.

carbohydrates proteins fats calcium
vitamins and minerals water and exercise

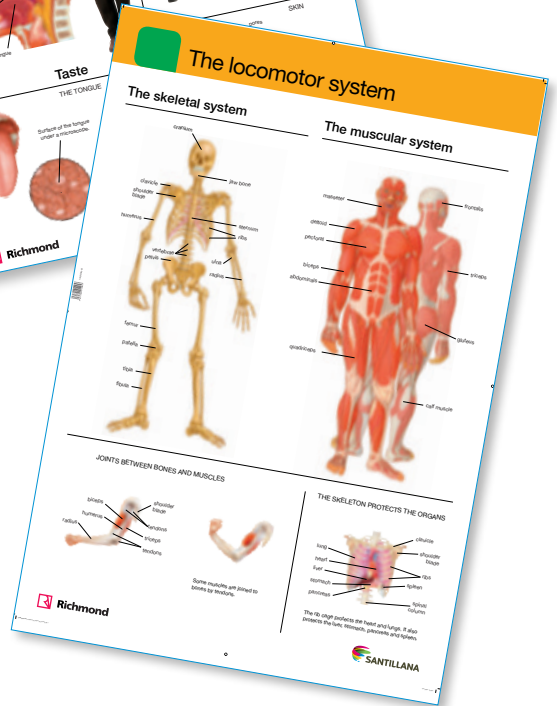
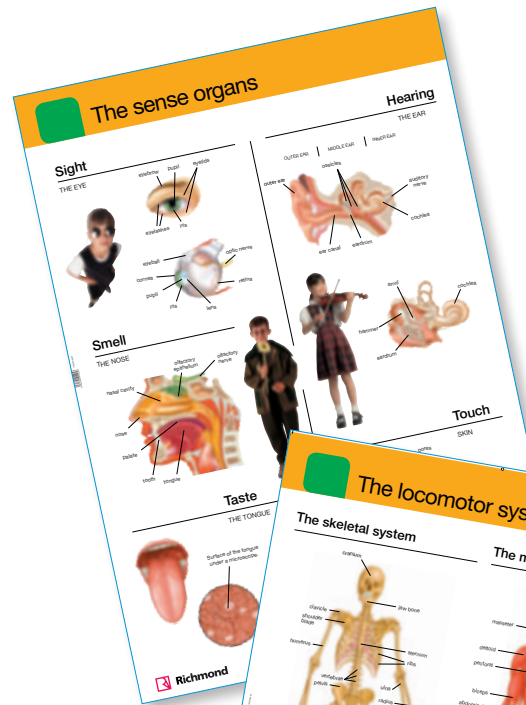
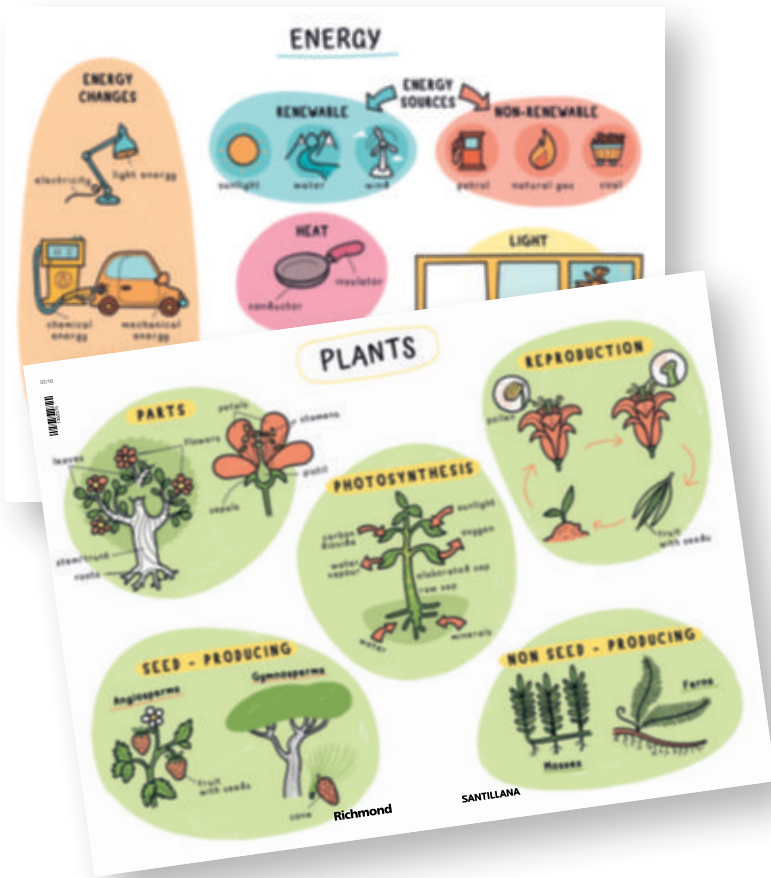


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Teacher's materials

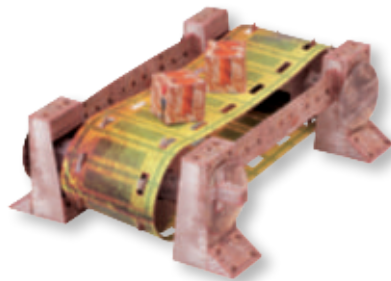
Classroom materials

Posters



Machines

- Gears
- Zoetrope
- Conveyor belt



Flashcards and Picture cards



UNIT	1 <i>Living things and cells</i>	2 <i>The kingdoms of living things</i>
CONTENTS	<ul style="list-style-type: none"> • Life processes • What are cells? • What are animal cells like? • What are plant cells like? • Unicellular and multicellular living things • How are living things organised? 	<ul style="list-style-type: none"> • How do living things survive? • What are the kingdoms of living things? • The Animal kingdom • The Plant kingdom • The Fungi kingdom • The Protista kingdom • The Monera kingdom
RAP		
MINI LAB	Investigate onion cells	<p>How does moss survive?</p> <p>Watch mould grow</p> <p>Investigate bacteria</p>
FINAL TASK	<p>Values education Respect for living things</p> <p>Task Make a model of a plant cell</p>	<p>Values education Respect nature</p> <p>Task Observe pine cones</p>
<p>REVIEW <i>Learning Lab game</i></p>		

1

Living things and cells

This unit explains what cells are. It covers the differences between animal and plant cells. It explains what unicellular and multicellular organisms are and the levels of organisation of multicellular organisms.



Content objectives

- To identify the basic life processes
- To describe the parts of a cell and their functions
- To compare animal and plant cells
- To name the parts of a microscope and their function
- To classify living things into unicellular and multicellular
- To describe levels of organisation of multicellular organisms

Final task: Investigate bamboo



Language objectives

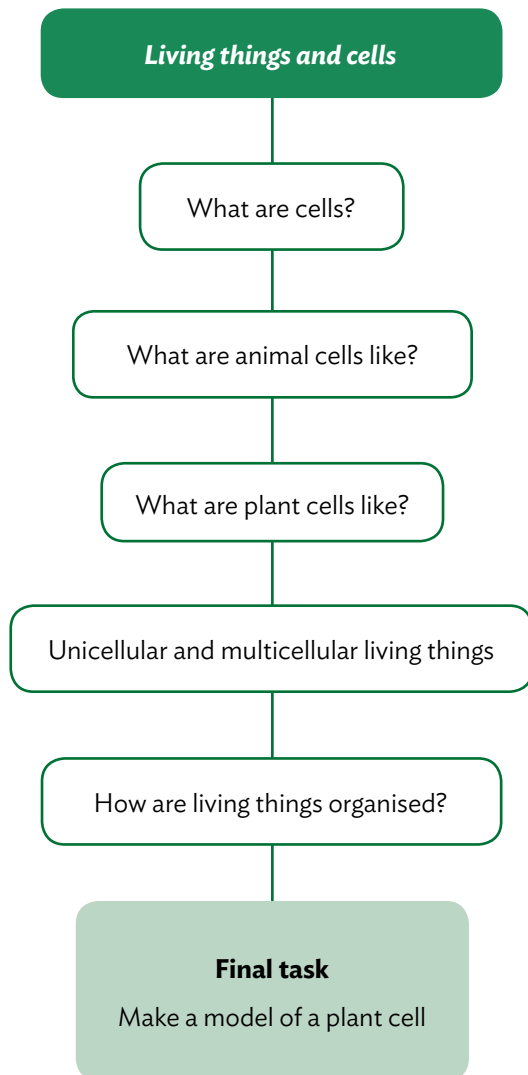
- Life processes
- Main parts of a cell
- Types of cells
- Parts of a microscope
- Multicellular levels of organisation



Assessment criteria

- To name the parts of a cell and their functions
- To differentiate between animal and plant cells
- To recognise unicellular and multicellular organisms
- To order cells by level of organisation
- To name the parts of a microscope and their function

Unit 1 outline



Unit 1 resources

Digital resources

- LibroMedia / i-book: unit 1
- Audio: unit 1

Classroom materials

- Visual thinking posters

Photocopiable materials

- Reinforcement worksheet unit 1
- Extension worksheet unit 1
- Graphic organiser: unit 1
- Language support: unit 1
- Diagnostic test
- Assessment worksheets 1A and 1B

Other materials

- Activity Book: unit 1
- CLIL Readers

Timing

October

November

December

1

Living things and cells

Learning goals

- To activate previous knowledge about living things
- To name some living things

Key language

Vocabulary

fish, invertebrate, river, snail, tree, vertebrate

Language structures

I can see a snail.

Snails are invertebrates.

Snails and fish are oviparous.

What do you know about living things?



Observe

1 How many living things in the photos can you describe?

Read the speech bubbles. Then in pairs, students talk about the different characteristics of the living things in the photos.

There are plants and animals.

They are all living things.

Check answers as a class.

1

Observe How many living things in the photos can you describe? Tell your partner.



I can see a snail.

It's an invertebrate.

You already know!

- What living things need to stay alive.
- How living things reproduce.
- The characteristics of living things.

You already know!

Ask for a volunteer to read the text. Students name characteristics of living things.

8 eight

Reinforcement

Students draw a table with the headings living things and non-living things. In small groups, students complete the table with the differences between living and non-living things.

Life processes

All living things carry out three **life processes**:

- **Nutrition:** living things obtain nutrients and energy from food.
- **Sensitivity:** living things react to what is happening around them.
- **Reproduction:** they produce new individuals that are similar to themselves.



- 2 **Observe** What are these living things doing? Listen, then name the life processes. Tell your partner.

What is happening in photo A?

Eagles are looking after their babies.

What is the life process?

It's reproduction.

Final task

Make a model of a plant cell.

LibroMedia / i-book

Video

Play the video, first with subtitles on, then without them. Ask questions and discuss with the class.

Learning goals

- To review the three life processes of living things.

Key language

Vocabulary

life process, nutrition, reproduction, sensitivity

Language structures

What is the life process? It's reproduction.

Final task

The task encourages students to collect information in order to undertake an investigation, and present their findings.

Life processes

Explain: All living things carry out three life processes.

Ask: What are the three life processes?

Read the definition of nutrition and give an example: When I eat breakfast I am carrying out the life process of nutrition.

Repeat with the other life processes.

Observe

- 2 What are these living things doing? Listen, then name the life processes.



Read the speech bubbles. Play the audio. Students tell their partners the life process. Play the audio again, stopping after each picture. Ask a group of students to answer out loud.

Full transcript, page 56, Track 1.

Natural Science **Worksheets**

- Reinforcement
- Extension
- Graphic organiser
- Language support
- Assessment

Name _____ Date _____

1 Match and write the sentences.

- | | |
|--------------------------------|------------------------------|
| a. All living things are | the basic units of life. |
| b. All living things carry out | made up of cells. |
| c. Cells are | three basic life processes. |
| d. Animals are | multicellular living things. |

2 Label the pictures with the words in the box.

red blood cells muscle cell intestinal cell neuron



3 Unscramble the words and label the diagram.

ramenbem

cusenlu

latcopsym

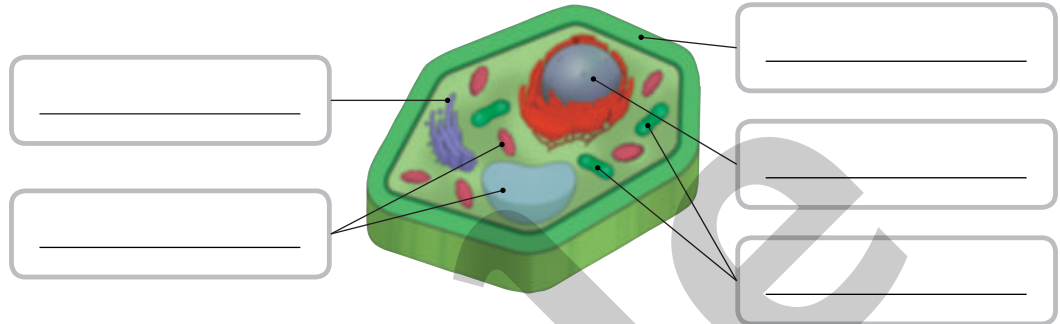
saglerenlo



Name _____ Date _____

4 Label the diagram of the plant cell

- a. cell wall
- b. chloroplasts
- c. cytoplasm
- d. nucleus
- e. organelles



5 Circle the levels of organization and write each one under the correct picture. Then number them from the simplest to the most complex.

_____ ○

q	y	o	i	c	e	l	l
b	p	r	d	w	t	q	v
o	r	g	a	n	i	s	m
g	g	a	h	e	s	y	b
f	w	n	s	f	u	s	p
y	r	p	i	c	u	t	j
r	t	i	s	s	u	e	l
k	o	g	d	n	l	m	a

_____ ○

_____ ○

_____ ○

_____ ○

6 Write in order from the simplest to the most complex level of organization.

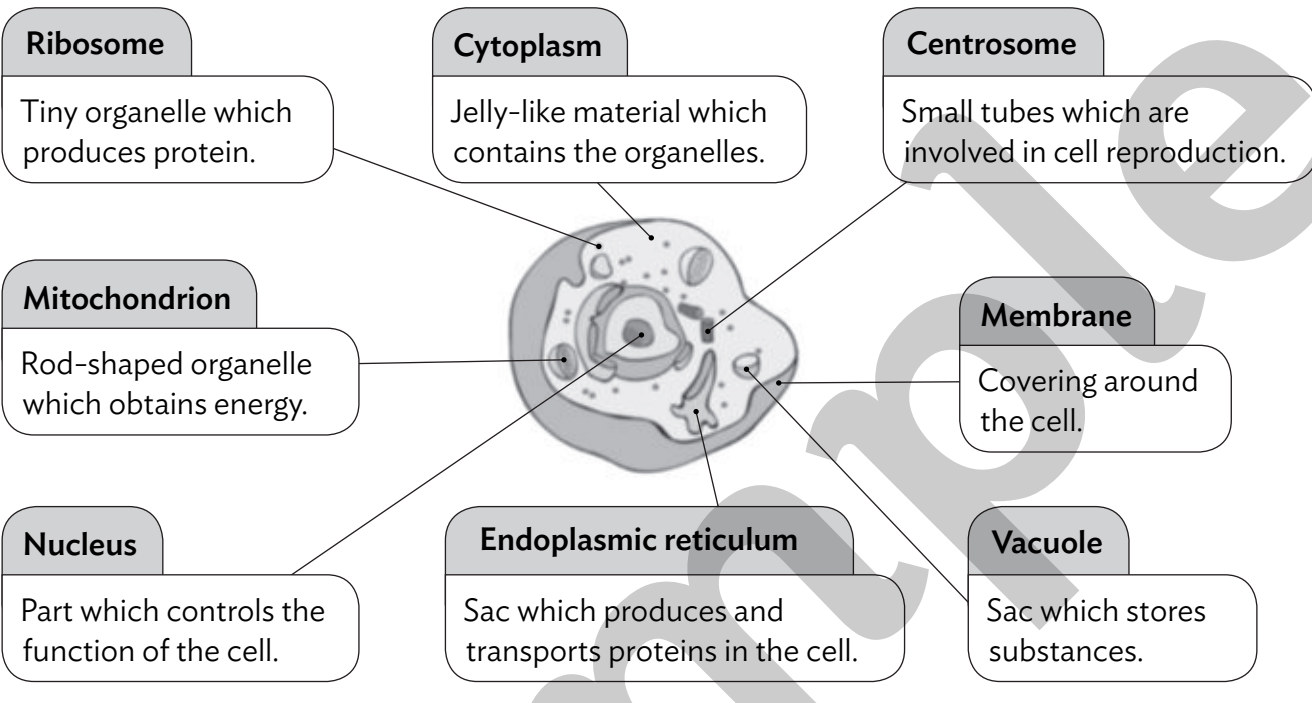
organ system organism tissue cell

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Name _____ Date _____

Parts of a cell

Microscopes allow scientists to study the parts of a cell. Cells have different sizes, shapes and functions, but all cells have a membrane, a nucleus and cytoplasm.



1 Look at the diagram and answer the questions.

- Which part of the cell protects it from the outside? _____
- Which part of the cell contains the organelles? _____
- Which parts of the cell are involved in cell reproduction? _____
- Which part of the cell obtains energy? _____

2 Match the cell types to their functions.

neurons

store energy

fat cells

transport substances throughout the body

blood cells

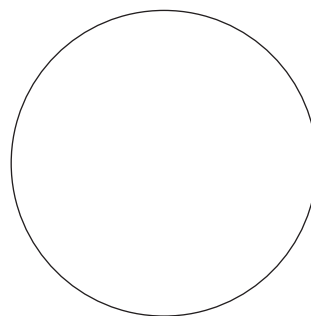
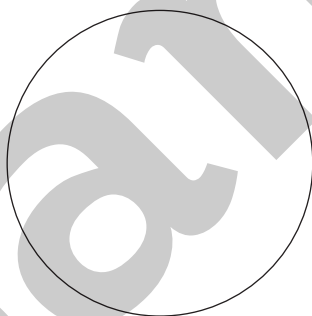
transmit messages and orders

Name _____ Date _____

What are the cells of a human cheek like?

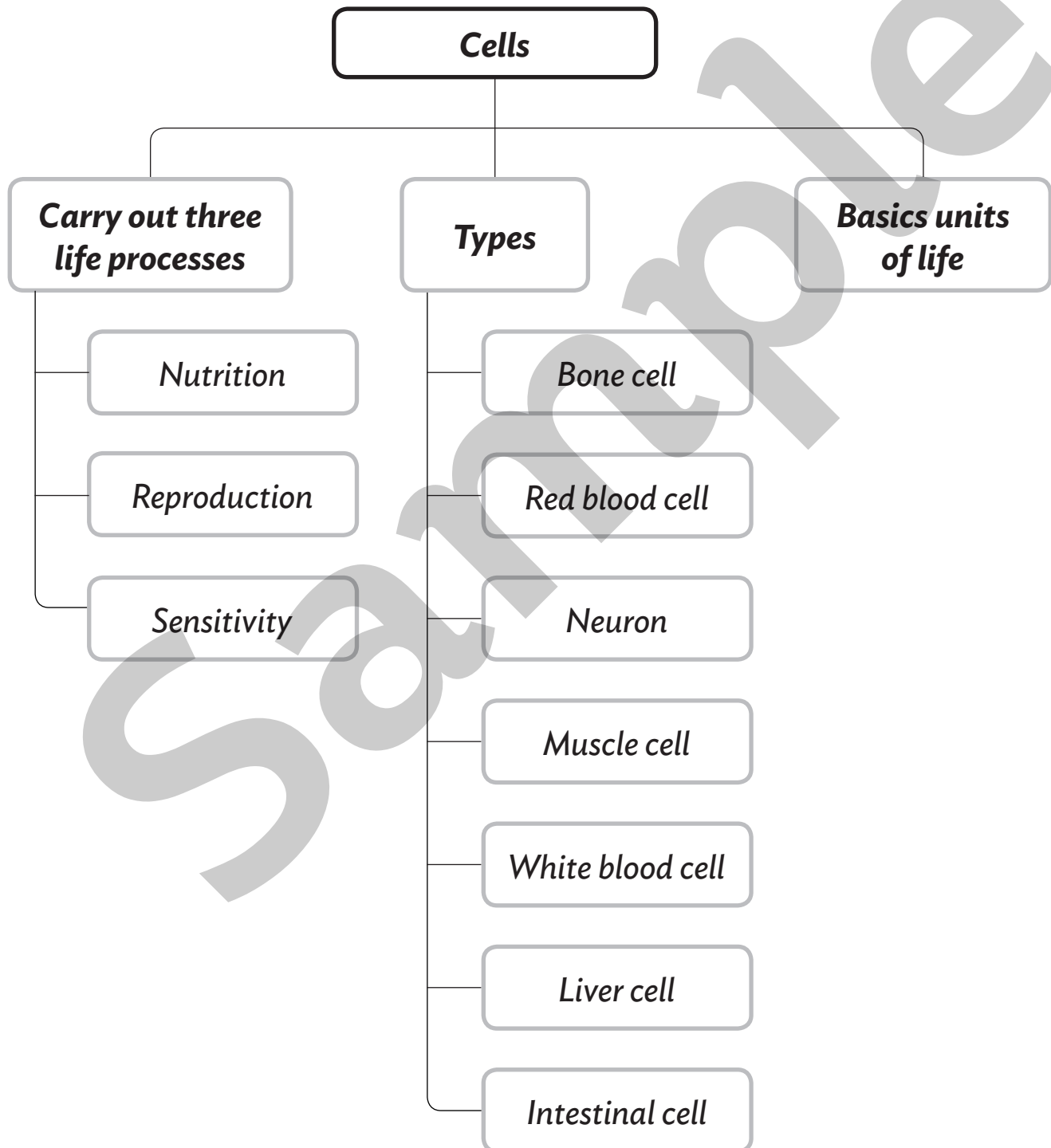
Instructions

1. Work with a partner. You need 2 cotton buds, a microscope, 2 microscope slides, 2 cover slips, an eye dropper and some iodine solution.
2. Using the dropper, put a drop of iodine solution on the centre of the microscope slide.
3. Gently scrape the inside lining of your cheek with the end of the cotton bud.
4. Put the scrapings in the drop of iodine solution on the microscope slide.
5. Cover the sample with the cover slip. Make sure there are no bubbles.
6. Put the slide on the stage and fasten it with the stage clips. Observe the cells through the low power lens. Adjust the focus to see the sample clearly. Then, observe the cells again through one of the high power lenses and adjust the knobs to see the sample clearly.
7. Draw and colour what you see using a low power lens and a high power lens.

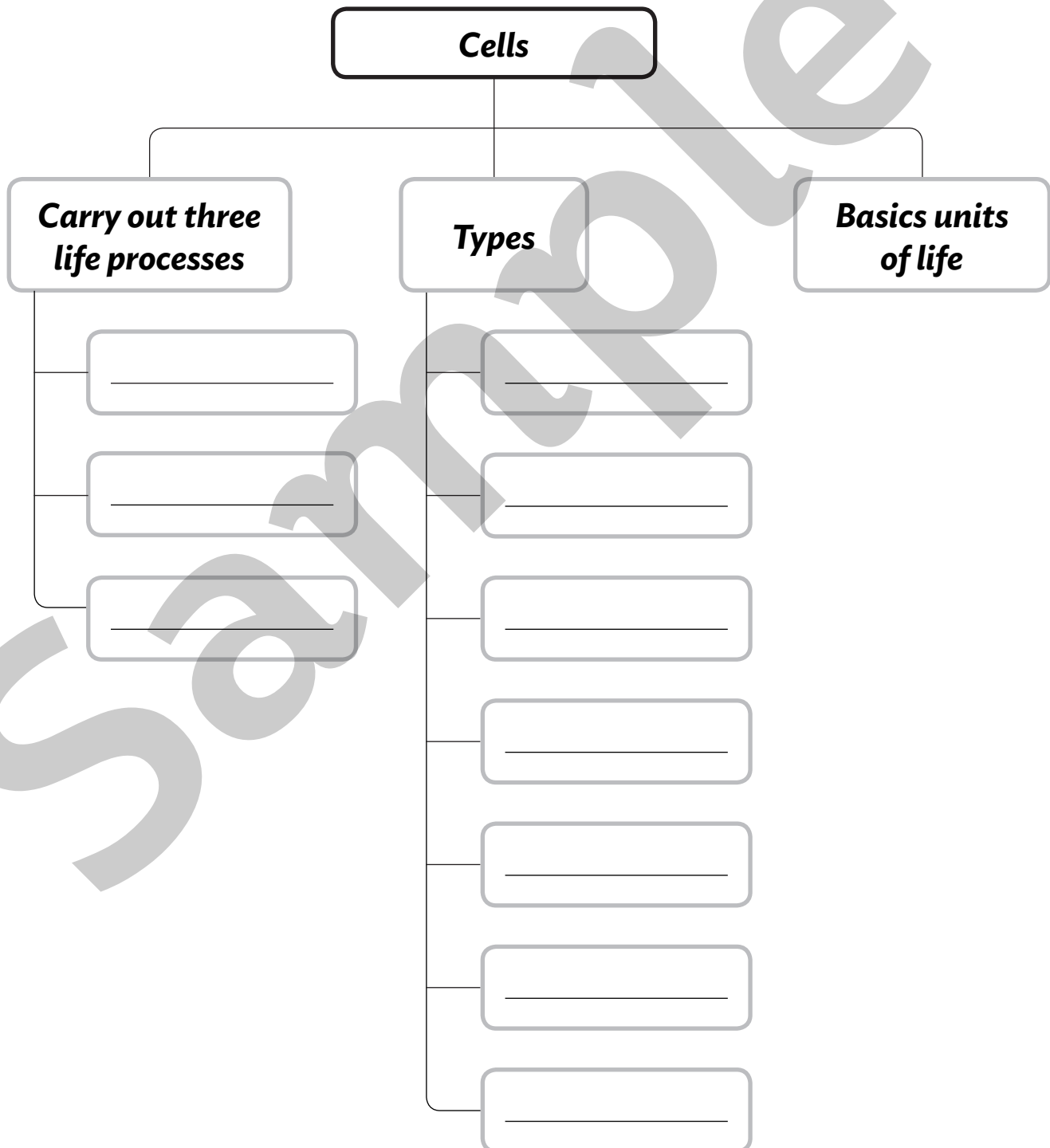


8. Draw one of the cells and label the main parts: *membrane*, *nucleus* and *cytoplasm*.

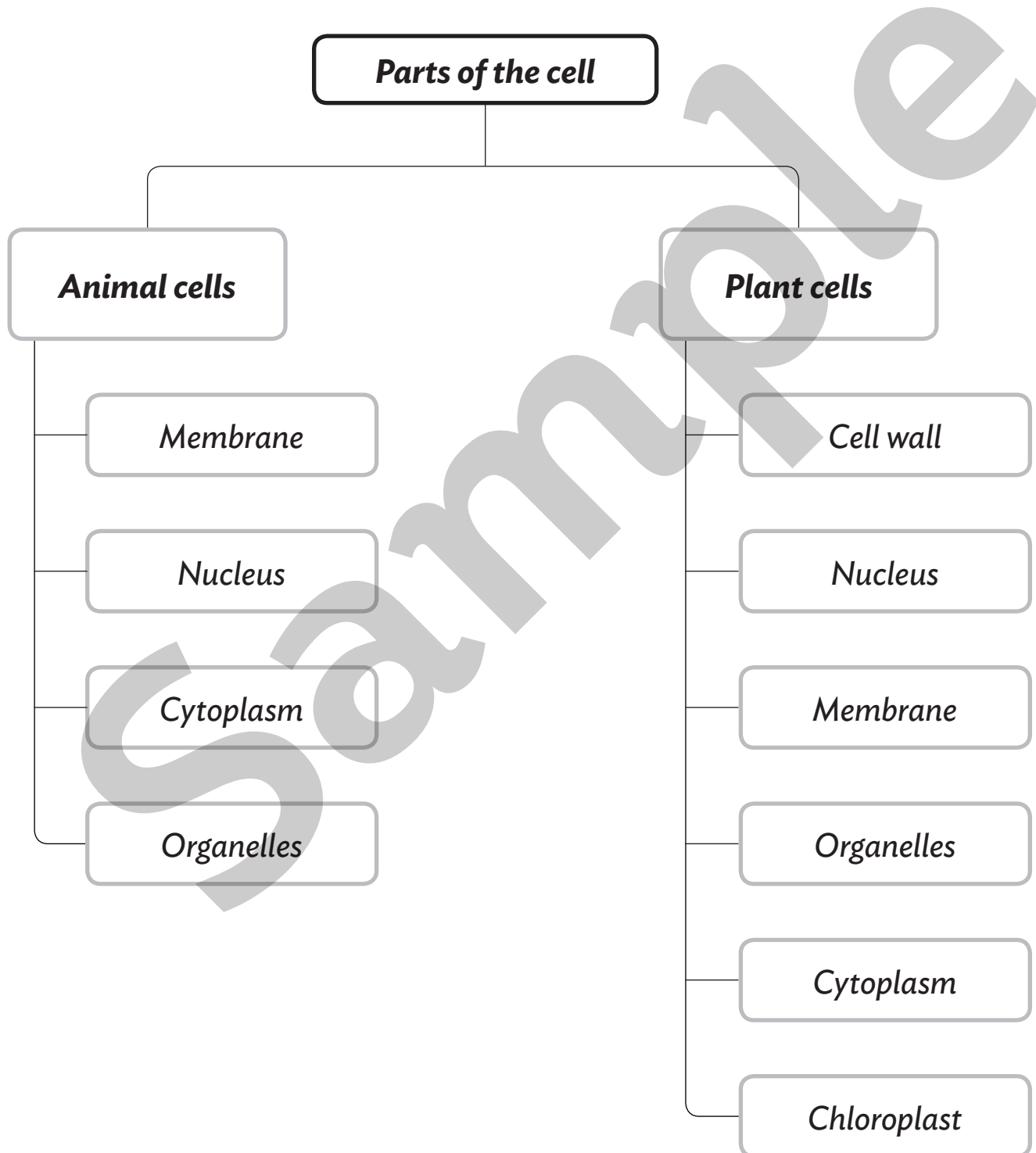
Name _____ Date _____



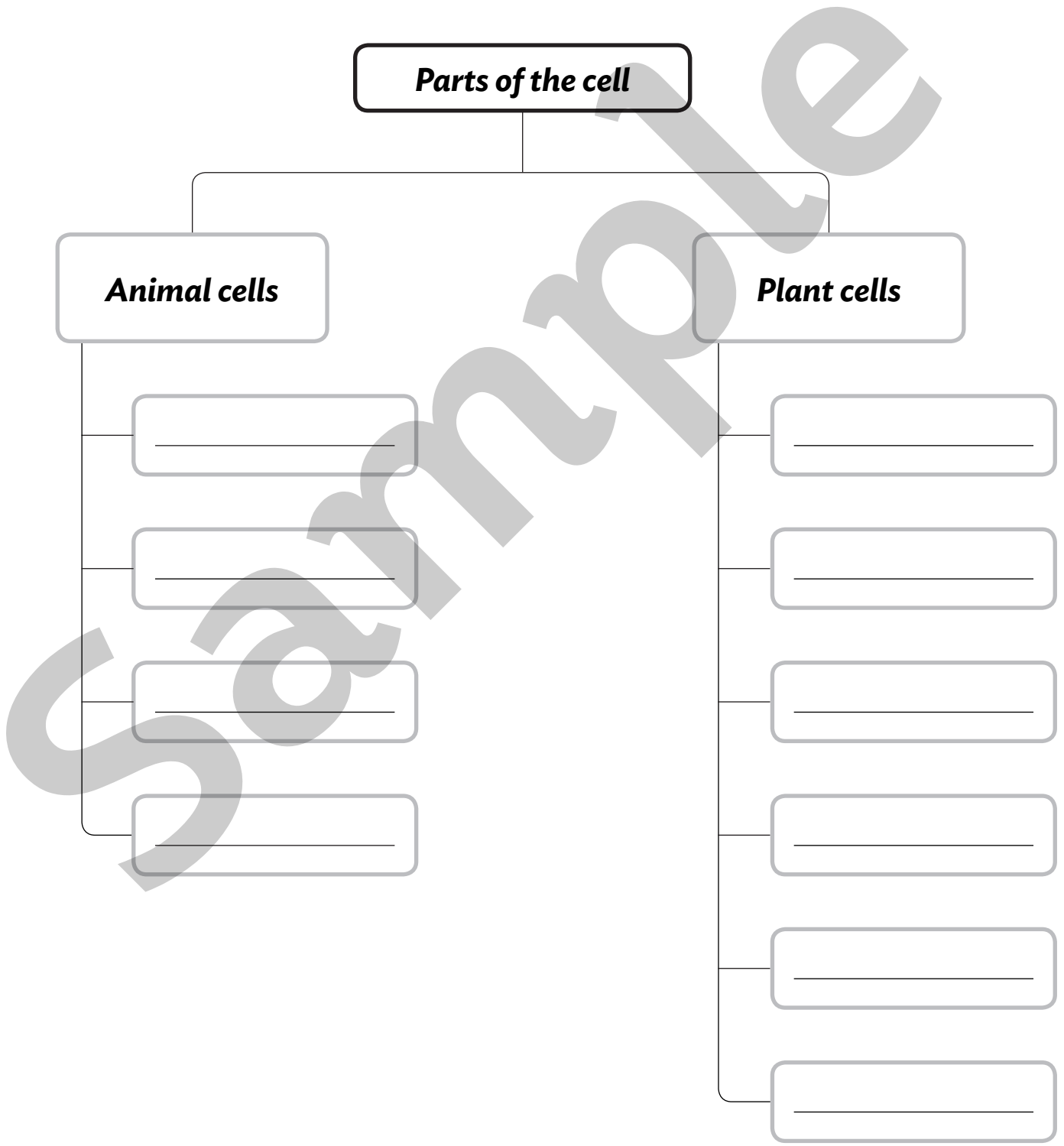
Name _____ Date _____



Name _____ Date _____



Name _____ Date _____



Name _____ Date _____

Mini Lab: page 15

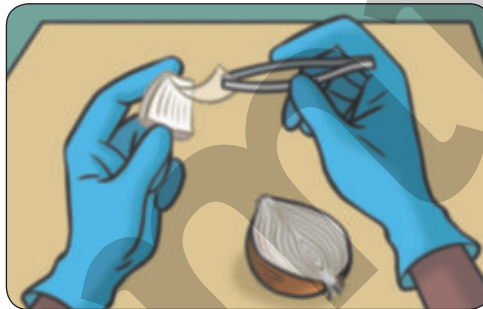
Preparation

What do you have to investigate?

I have to investigate onion cells.

Do you think onions have plant or animal cells?

I don't know,
I am going to investigate.



Show and tell

What did you find out about onion cells?

I can see the cell nucleus.

After carrying out the investigation I found out that onion cells are plant cells.

Onion cells don't have chloroplasts.

I can see the cell wall.

Name _____ Date _____

Final task: page 20

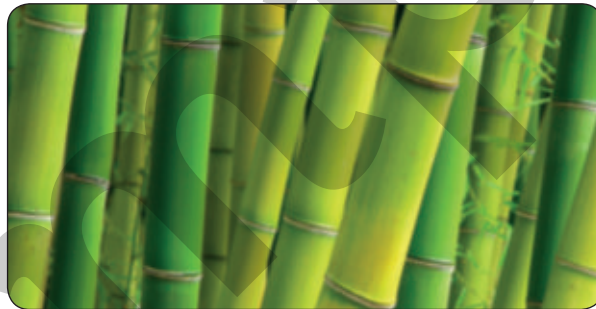
Preparation

I have to investigate bamboo.

What kind of plant is bamboo?

Do you think bamboo grows fast?

Yes, bamboo grows very fast.



Show and tell

Bamboo is a very fast growing plant.

We are going to present the results of our investigation.

The bamboo cells are...

Bamboo naturally grows in these countries...

Bamboo is used for...

The bamboo leaves are...

Name _____ Date _____

1 Complete the sentences

- The three basic life processes are _____
- Cells are the basic _____
- Living things can be classified into _____
- Cells have three main parts _____
- Organelles carry out _____
- Chloroplasts are specialised organelles that absorb _____

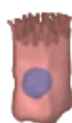
2 Read and write *T* (true) or *F* (false). Then rewrite the false sentences.

- Multicellular living things are made up of the same type of cells.
- All cells in a tissue perform the same function.
- Systems are made up of organs with a common function.
- Organisms are made up of different systems.

3 What can living things be classified into? Circle.

- star-shaped and elongated.
- unicellular and multicellular.
- pluricellular and flat.

4 Write the names of these cells.



Name _____ Date _____

5 Complete the sentences about living things

- _____ are the most abundant living things.
- _____ and _____ can be multicellular or unicellular.
- _____ and _____ react to stimuli.
- _____ means made up of a living cell.
- Groups of _____ join together to form organisms.

6 Read and answer the questions.

- Which part of the cell controls its function? _____
- Where are the organelles located? _____
- What is the outer part of the cell? _____

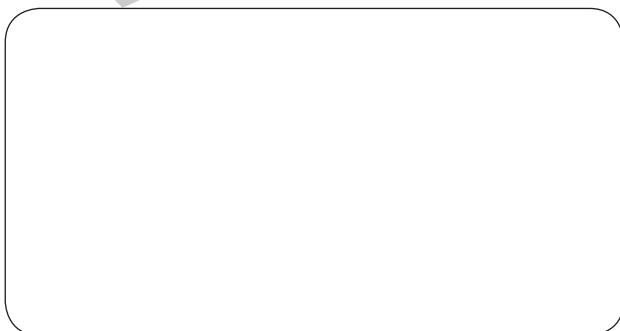
7 What are the levels of organization in multicellular living things? Circle.

- cells > tissues > organs > systems > organisms.
- cells > organs > tissues > systems > organisms.
- cells > tissues > organisms > organs > systems.

8 Which part of the microscope is the stage? Circle.

- It magnifies the sample.
- It's where you put the sample.
- It provides light.

9 Draw a plant cell and label the main parts.



Write four differences between plant cells and animal cells:

Name _____ Date _____

1 Read and write the words.

- A basic unit of life. _____
- The three basic life processes. _____
- A living thing made up of a single cell. _____
- A living thing made up of many cells. _____
- An instrument to observe cells. _____

2 Unscramble the words and label the diagram. Then answer the question.

ramenbem cusenlu latcopsym saglerenlo

3 Label the parts of the microscope.

eyepiece objective lens stage light source

Name _____ Date _____

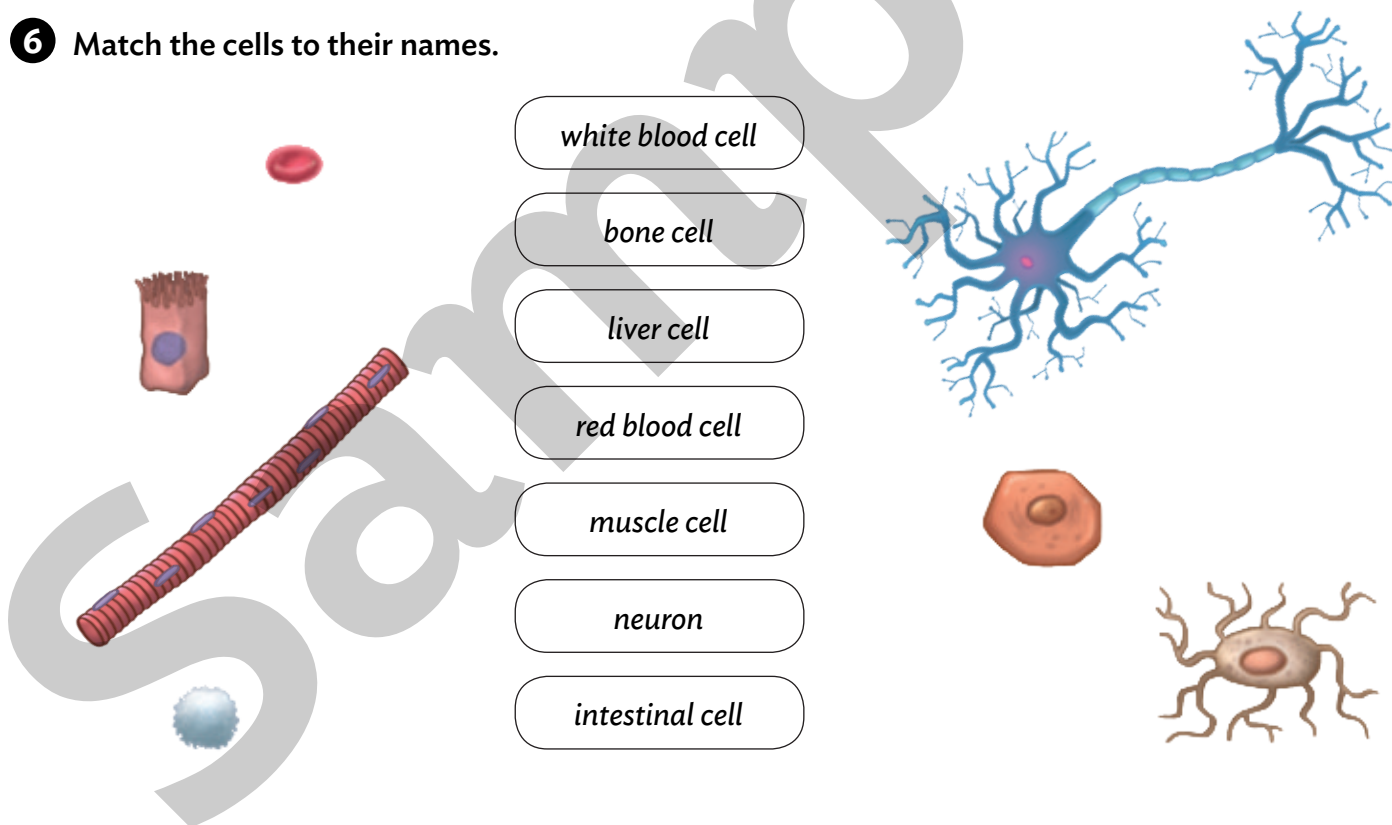
4 Circle the correct words.

- People have babies through **nutrition** / **reproduction**.
- We respond to our environment through **reproduction** / **sensitivity**.
- We use our **taste buds** / **sense of touch** to taste food.
- We hear sounds with our **ears** / **eyes**.

5 Circle the other life process all living things carry out: nutrition, sensitivity and...

- organisation.
- reproduction.
- changing.

6 Match the cells to their names.



white blood cell

bone cell

liver cell

red blood cell

muscle cell

neuron

intestinal cell

7 Draw an animal cell and write the name of its parts.

Animal cell