



**ACTIVITY  
BOOK**

**NATURAL  
SCIENCE**

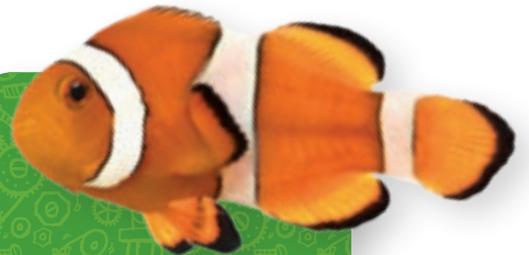
LEARN TOGETHER

**PRIMARY 5**



BY **ME**

**COMUNIDAD  
DE MADRID**





# ACTIVITY BOOK

## NATURAL SCIENCE

LEARN TOGETHER

### PRIMARY 5

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COMUNIDAD  
DE MADRID

# 1

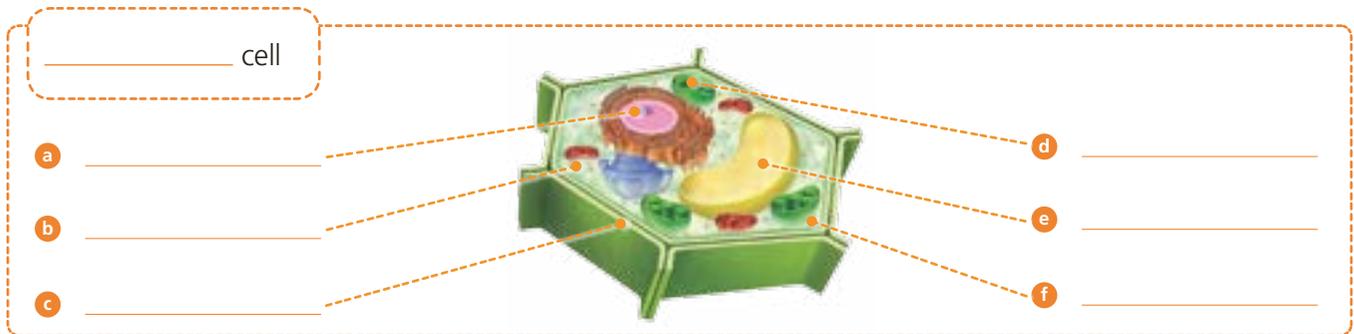
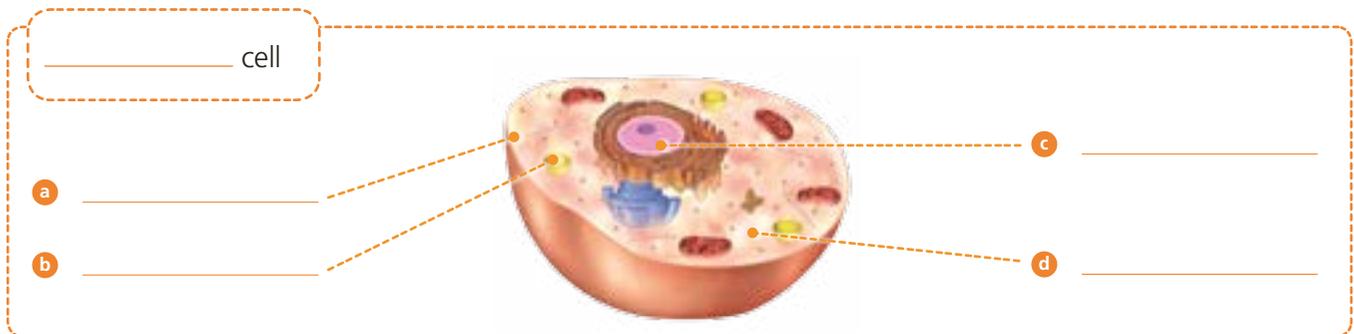
# LIVING THINGS

1 Write **L** for a living thing or **N** for a non-living thing.

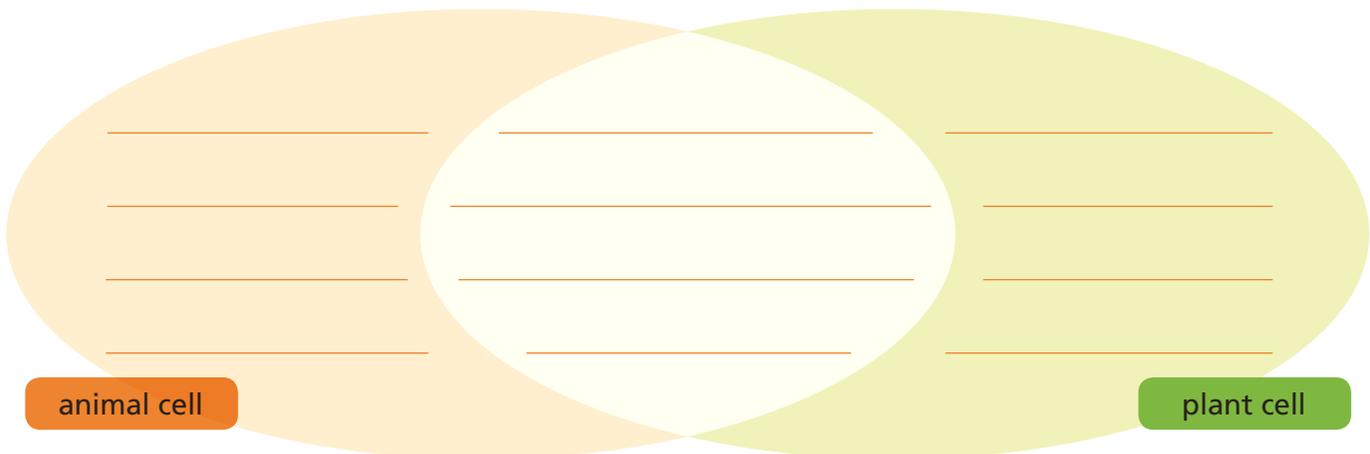
- |                                 |                                       |  |                                       |
|---------------------------------|---------------------------------------|--|---------------------------------------|
| a sand <input type="checkbox"/> | c a mountain <input type="checkbox"/> | e a caterpillar <input type="checkbox"/> | g a rosebud <input type="checkbox"/>  |
| b ice <input type="checkbox"/>  | d quartz <input type="checkbox"/>     | f an oak tree <input type="checkbox"/>   | h a seashell <input type="checkbox"/> |

2 Label the cells and their parts using the words from the box. There are some extra words. Some words can be used twice.

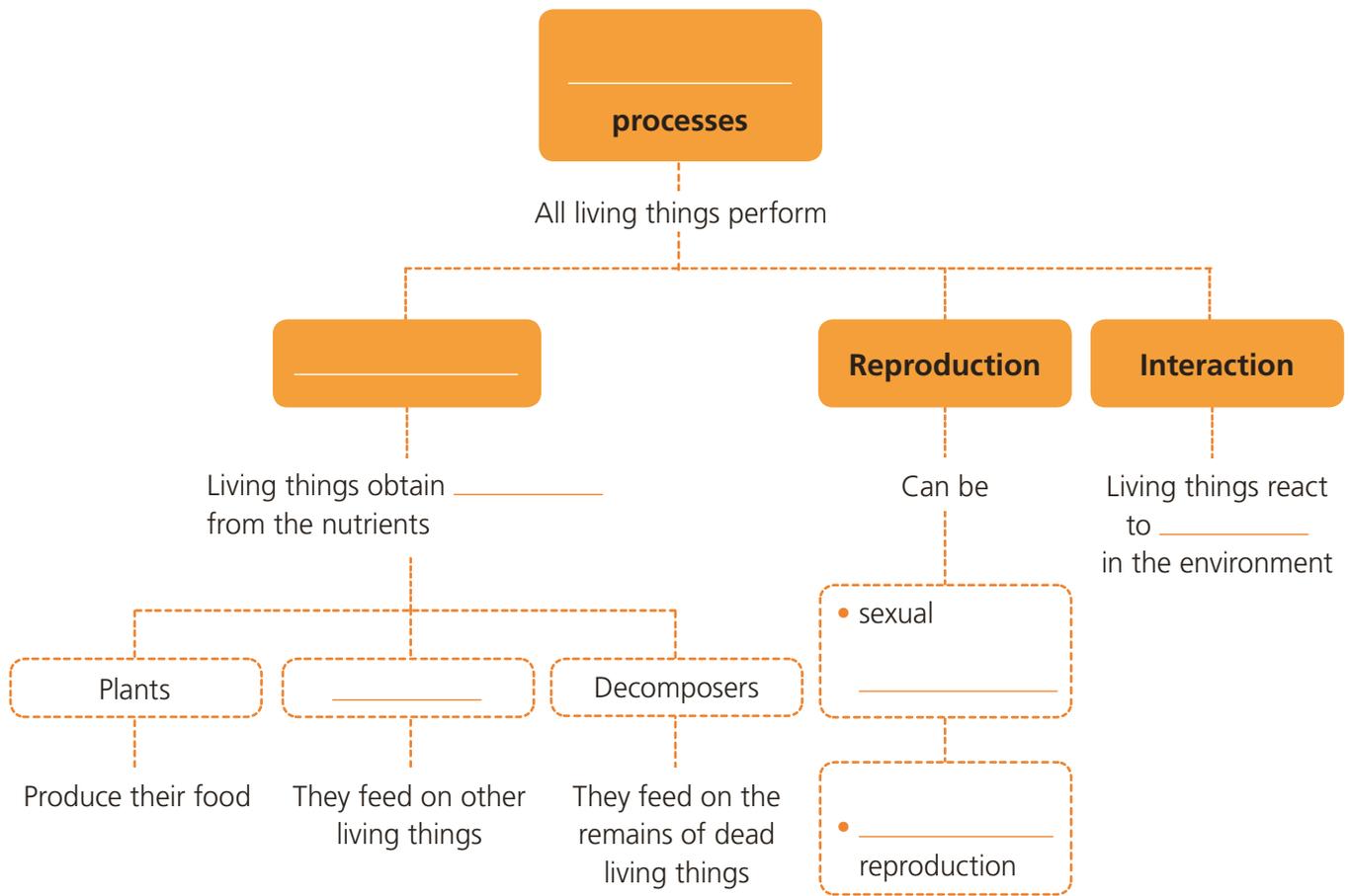
chloroplast • nucleus • vacuole • blade • animal •  
cell membrane • cell wall • plant • protist • cytoplasm



3 Use words from Activity 2 to complete the Venn diagram about animal and plant cell parts.



4 Complete the concept map.



5 Complete the text about reproduction.

Reproduction is a process through which new organisms are created. Sexual reproduction requires two individuals: a \_\_\_\_\_ and a female. Other living things reproduce without the help of another individual. This is called \_\_\_\_\_ reproduction.



6 Which life process(es) is the photo on the right related to? Explain why.

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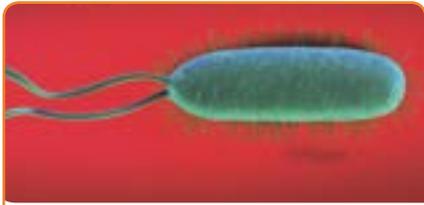


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7 Write about the living things in the photos.



*This is a bacterium. It belongs to the Monera Kingdom.*

*Some bacteria feed on dead plants and animals.*




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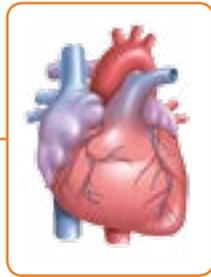
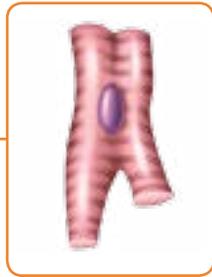
8 Classify the living things in the box into the correct kingdom. Indicate if they are unicellular (U) or multicellular (M).

- cactus • human • parrot • yeast • algae • spider • amoeba
- rose bush • mushroom • bacterium • moss bush

monera	protist	fungus	plant	animal
<hr/>	<hr/>	<hr/>	<i>cactus (M)</i>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

9 Label the drawings. Complete the sentences using the words from the box. Match the drawings to the sentences.

organism • tissue • system • cell • organ



organism

- a A \_\_\_\_\_ is the smallest living unit that makes up a living thing.
- b An *organism* \_\_\_\_\_ is a group of organ systems working together.
- c A \_\_\_\_\_ is a group of organs that work together to perform the same function.
- d A \_\_\_\_\_ is a group of cells that carry out similar functions.
- e An \_\_\_\_\_ is a group of tissues that work together to carry out a particular function.

10 Read the text. Then complete the graphic organiser.

Living things have both a common name and a scientific name. Scientific names are made up of two words; the first word classifies the genus while the second word tells us the species. The genus always starts with a capital letter. A genus is a group of several similar species.

For example, the genus *Panthera* includes large cat species such as the lion, tiger and leopard. The lion's scientific name is *Panthera leo*. The tiger's scientific name is *Panthera tigris*. The leopard's scientific name is *Panthera pardus*.

Genus \_\_\_\_\_

includes species such as



common name

scientific name



common name

scientific name



common name

scientific name



Discover

Project work

11 Think of three questions related to natural phenomena or living things. Formulate a hypothesis for each one. Prepare reasons to defend each hypothesis.

question	hypothesis	reasons
1 <i>Will a plant grow in the fridge?</i>	1 <i>No, a plant will not grow in the fridge.</i>	1 <i>Plants need sunlight. There is no sunlight inside a fridge.</i>
2 _____	2 _____	2 _____
3 _____	3 _____	3 _____
4 _____	4 _____	4 _____

12 Explain your hypotheses to your classmates. How many people agree or disagree with you? Record the results.

question	agree	disagree
2		
3		
4		

13 Look back at how many people agreed with you in Activity 12. Do you think you should change your hypotheses? Justify your answer.

\_\_\_\_\_

\_\_\_\_\_



## Skills check



- 14 Read the report about the Komodo dragon and match the headings to the paragraphs.

Habitat • Interaction • Nutrition • Reproduction • Appearance • Kingdom

\_\_\_\_\_

The Komodo dragon belongs to the Animal Kingdom. It is the largest species of lizard in the world.

\_\_\_\_\_

\_\_\_\_\_

The Komodo dragon is covered with scaly skin of a speckled brownish yellow colour. It has short, strong legs and a giant tail which is as long as its body. It has 60 sharp teeth and a long, yellow forked tongue.

\_\_\_\_\_

\_\_\_\_\_

It is found on only four islands in Indonesia. The climate in these or say heat at night the Komodo dragon shelters in burrows in the ground.

\_\_\_\_\_

\_\_\_\_\_

Komodo dragons are carnivorous; they hunt and eat other animals. Their favourite prey is deer but they will eat any animal they can catch. Their saliva contains deadly bacteria. Once bitten, an animal will soon get sick and die.

\_\_\_\_\_

\_\_\_\_\_

Like other reptiles, the Komodo dragon is oviparous. The female lays 15 to 30 eggs. She protects the eggs, but as soon as they hatch young Komodo dragons must climb the nearest tree as fast as they can so that they are not eaten by other adults.

\_\_\_\_\_

\_\_\_\_\_

The Komodo dragon is able to see as far as 300 metres away. It uses its tongue to taste, smell and detect stimuli.

\_\_\_\_\_

- 15 Write the words for the definitions. Look for the words in the text in Activity 14 and underline them.

- a An animal that lays eggs: \_\_\_\_\_
- b An animal that eats other animals: \_\_\_\_\_
- c Big groups in which living things are classified. There are five of them: \_\_\_\_\_
- d The area where an organism normally lives: \_\_\_\_\_
- e Changes in the environment that cause a reaction: \_\_\_\_\_



# GLOSSARY

## English

## Your language

### UNIT 1 Living things

algae (n)	_____
amoeba (n)	_____
asexual reproduction (n)	_____
	_____
bacterium (n)	_____
blade (n)	_____
brain (n)	_____
cell (n)	_____
chloroplast (n)	_____
cytoplasm (n)	_____
interaction (n)	_____
living thing (n)	_____
membrane (n)	_____
moss (n)	_____
non-living thing (n)	_____
nucleus (n)	_____
nutrition (n)	_____
protist (n)	_____
sexual reproduction (n)	_____
	_____
species (n)	_____
stimuli (n)	_____
vacuole (n)	_____
yeast (n)	_____

## English

## Your language

### UNIT 2 The Earth's ecosystems

aquatic (adj)	_____
biodiversity (n)	_____
cactus (n)	_____
community (n)	_____
coniferous (adj)	_____
coral reef (n)	_____
deciduous (adj)	_____
desert (n)	_____
dormant (adj)	_____
ecosystem (n)	_____
environment (n)	_____
evergreen (adj)	_____
fertile (adj)	_____
forest (n)	_____
freshwater (adj)	_____
grassland (n)	_____
habitat (n)	_____
marine (adj)	_____
Mediterranean (adj)	_____
population (n)	_____
rainforest (n)	_____
shoreline (n)	_____
terrestrial (adj)	_____
tropical (adj)	_____
tundra (n)	_____
wetlands (n)	_____

**English**

**Your language**

**UNIT 3 Our planet's biosphere**

- biodiversity (n) \_\_\_\_\_
- commensalism (n) \_\_\_\_\_
- competition (n) \_\_\_\_\_
- consumer (n) \_\_\_\_\_
- cooperation (n) \_\_\_\_\_
- decomposer (n) \_\_\_\_\_
- deforestation (n) \_\_\_\_\_
- endangered (adj) \_\_\_\_\_
- extinction (n) \_\_\_\_\_
- food chain (n) \_\_\_\_\_
- food web (n) \_\_\_\_\_
- global warming (n) \_\_\_\_\_
- hierarchical (adj) \_\_\_\_\_
- host (n) \_\_\_\_\_
- invasive (adj) \_\_\_\_\_
- mutualism (n) \_\_\_\_\_
- overpopulation (n) \_\_\_\_\_
- parasite (n) \_\_\_\_\_
- parasitism (n) \_\_\_\_\_
- predator (n) \_\_\_\_\_
- prey (n) \_\_\_\_\_
- producer (n) \_\_\_\_\_
- protect (v) \_\_\_\_\_
- relationship (n) \_\_\_\_\_
- wildlife (n) \_\_\_\_\_

**English**

**Your language**

**UNIT 4 Energy**

- biomass (n) \_\_\_\_\_
- calory (n) \_\_\_\_\_
- coal (n) \_\_\_\_\_
- chemical (adj) \_\_\_\_\_
- combustion (n) \_\_\_\_\_
- dam (n) \_\_\_\_\_
- electric current (n) \_\_\_\_\_
- exhaust (v) \_\_\_\_\_
- flow (v) \_\_\_\_\_
- fossil fuel (n) \_\_\_\_\_
- geothermal (adj) \_\_\_\_\_
- heat (n) \_\_\_\_\_
- hot spring (n) \_\_\_\_\_
- kinetic (adj) \_\_\_\_\_
- light (n) \_\_\_\_\_
- mechanical (adj) \_\_\_\_\_
- non-renewable (adj) \_\_\_\_\_
- nuclear (n) \_\_\_\_\_
- potential (adj) \_\_\_\_\_
- power (v) \_\_\_\_\_
- renewable (adj) \_\_\_\_\_
- replace (v) \_\_\_\_\_
- solar panel (n) \_\_\_\_\_
- source (n) \_\_\_\_\_
- thermal (adj) \_\_\_\_\_
- transform (v) \_\_\_\_\_
- uradium (n) \_\_\_\_\_
- vibration (n) \_\_\_\_\_
- waste product (n) \_\_\_\_\_
- wind turbine (n) \_\_\_\_\_

# GLOSSARY

## English

## Your language

### UNIT 5 Light and heat

absorb (v)	_____
bounce (v)	_____
conductor (n)	_____
evaporation (n)	_____
expansion (n)	_____
insulator (n)	_____
lens (n)	_____
melting (n)	_____
mirror (n)	_____
obstacle (n)	_____
opaque (adj)	_____
prism (n)	_____
ray (n)	_____
reflection (n)	_____
refraction (n)	_____
refracted (adj)	_____
rough (adj)	_____
smooth (adj)	_____
state (n)	_____
surface (n)	_____
temperature (n)	_____
thermometer (n)	_____
transfer (v)	_____
translucent (adj)	_____
transparent (adj)	_____
volume (n)	_____

## English

## Your language

### UNIT 6 Electricity

attract (v)	_____
battery (n)	_____
charged (adj)	_____
circuit (n)	_____
conductor (n)	_____
convert (v)	_____
device (n)	_____
electrical (adj)	_____
electron (n)	_____
gain (v)	_____
load (n)	_____
matter (n)	_____
negative (adj)	_____
neutron (n)	_____
nucleus (n)	_____
particle (n)	_____
positive (adj)	_____
proton (n)	_____
provide (v)	_____
repel (v)	_____
resistant (adj)	_____
rub (v)	_____
static (adj)	_____
switch (n)	_____
transform (v)	_____
wire (n)	_____



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