



**ACTIVITY
BOOK**

**SOCIAL
SCIENCE**

LEARN TOGETHER

PRIMARY 5



**COMUNIDAD
DE MADRID**



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SOCIAL SCIENCE

LEARN TOGETHER

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- 1 Complete the text about the Visigoths using the words from the box. There are two extra words.

Muslims • tribe • peasants • Christianity • capital • Roman • councils • nobles • settle • Latin

The Visigoths were a _____ from the north of Europe. In the 5th century, the Visigoths started to _____ in Hispania.

The Visigoth society consisted of a king, _____ and peasants. The nobles were wealthy families, often related to the king, who owned land and had power. The majority of the population were _____ who worked on the nobles' land for food and a place to live.

To unite the country, the Visigoths adopted some of the _____ ways of life. They learnt Latin, converted to _____ and followed Roman laws. They kept their own customs too. The king and the important members of the Visigoth tribe held _____ to discuss any problems in the kingdom.

Toledo became the _____ of the Visigoth kingdom. The Visigoths controlled Spain for more than two hundred years.



- 2 Match the dates to the events described. Then, complete the timeline.

AD 711

Battle of Guadalete.

AD 756

The Taifa kingdoms.

AD 929

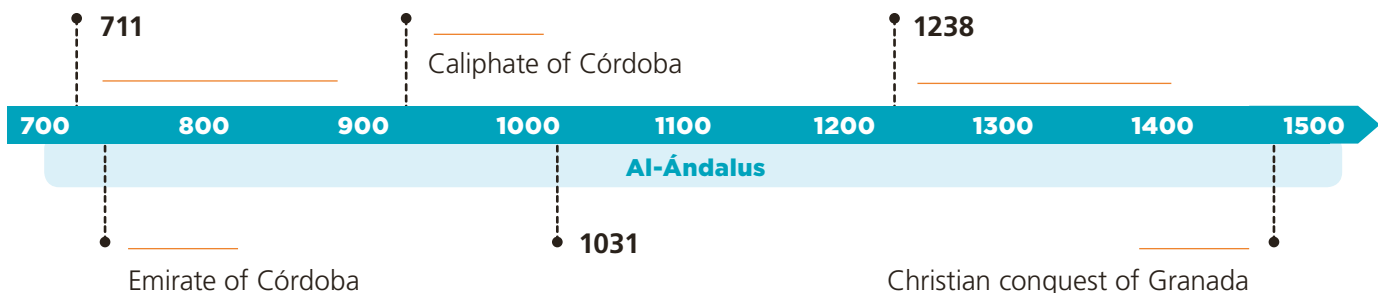
Abd al-Rahman III established the Caliphate of Córdoba.

Abd al-Rahman I established the Emirate of Córdoba.

Foundation of Al-Ándalus in Hispania.

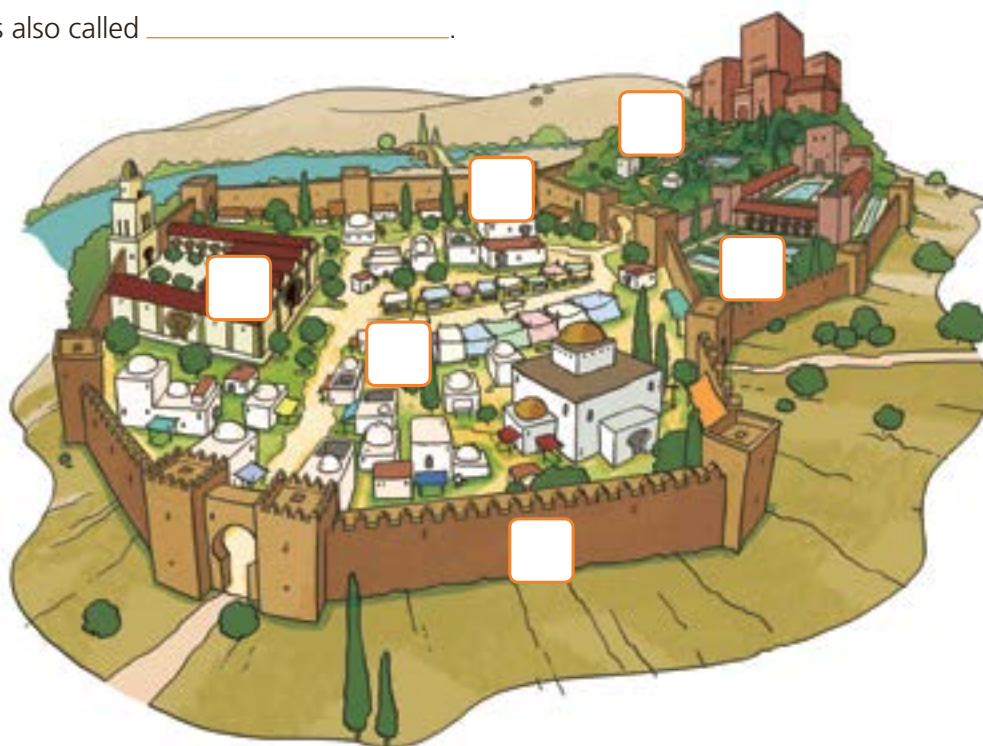
AD 1031

The Caliphate of Córdoba fell.



3 Look at the picture of an Al-Ándalus city. Complete the sentences and label the picture.

- a The cities were surrounded by a _____ for protection.
- b People practised their religion in the _____.
- c People bought and sold products in the _____.
- d The royal palace was called the _____.
- e The _____ was where the craftspeople lived.
- f The fort was also called _____.



4 Look at the pictures and complete the information about the legacy of Al-Ándalus.



compass



rice



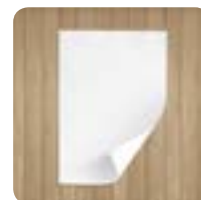
astrolabe



Arabic numerals



water wheel



paper

The people of Al-Andalus introduced ...

- a _____ which was used to irrigate crops.
- b _____ which was used to make books.
- c _____ which was used to navigate.
- d _____ which was a new crop for Spain.
- e _____ which included the important number zero.
- f _____ which became important in later voyages of discovery.

5 Read the text about the Reconquista. Write the dates and put the sentences into chronological order.

- | | |
|--|---|
| <p>a The Catholic Monarchs defeated the Muslims in Granada. _____ <input type="text"/></p> <p>b Isabel I of Castilla and Fernando II of Aragón married. _____ <input type="text"/></p> <p>c Don Pelayo defeated the Muslim army at the Battle of Covadonga. _____ <input type="text"/></p> | <p>d The Muslim army defeated the Visigoths at the Battle of Guadalete. _____ <input type="text"/></p> <p>e The Christian armies defeated the Muslim army at the Battle of Las Navas de Tolosa. _____ <input type="text"/></p> <p>f Alfonso VI conquered Toledo. _____ <input type="text"/></p> |
|--|---|

6 Read the text about Boabdil, the last ruler of Muslim Spain and complete the sentences about his life.

Boabdil was born in the Alhambra Palace in Granada in 1460. His nickname was *el Rey Chico*, not because he was small but because his kingdom was getting smaller and smaller as the Christian armies conquered more Muslim territories. Boabdil came to the throne in 1482. Although he was already at war with his own uncle and father, he decided to invade Castilla as well. In 1483, Boabdil was captured and imprisoned in the castle of Lucena. Three years later, in exchange for his liberty, Boabdil agreed to his kingdom paying taxes to the Catholic Monarchs. There were many wars during the next six years and finally the Christian forces placed Granada under siege. The city fell on 2 January 1492. Boabdil was expelled from the city and he

and his family and court went to the Alpujarras to live in exile; however, he stayed there for less than a year. Boabdil travelled to Fez in Morocco, where he died in 1527. His followers remained in the Alpujarras until they were expelled in 1570.



- a In 1460 _____.
- b In 1482 _____.
- c In 1483 _____.
- d In 1486 _____.
- e On 2 January 1492 _____.
- f In 1527 _____.
- g In 1570 _____.

7 Label the people in a feudal society.

a



b



c



d



e



8 Identify the people described below. Then list them in order of their power and influence in feudal society from highest (**1**) to lowest (**6**).

a They worked on lands governed by nobles, knights or the king. They were free to leave the land. They gave their crops as tax. In return for this tax, the knights and nobles protected them during times of war.

b He owned all the land in his kingdom and made the laws. _____

c They couldn't leave the land where they worked. They were at the bottom of the feudal system, below the peasants even. _____

d They received land from the nobles. In return, they fought in battles for the king. _____

e They received land from the king and in return they protected him and gave him knights for his armies.

f They were Christian religious people such as priests, monks and nuns. _____

9 Classify the words according to the architectural style. Write **I** for Islamic, **R** for Romanesque or **G** for Gothic.

1 rose windows

4 thin walls

7 bright colours

2 open courtyards

5 horseshoe arches

8 small windows

3 thick walls

6 dark inside

9 pointed arches



Discover

Project work

- 10** Imagine you live in the Middle Ages. Choose one period and think of the various aspects of life. Complete the table. Use the Internet to find the necessary information.

	period: _____
1. What social or religious group do you belong to?	_____
2. What does the city where you live look like?	_____
3. What styles of architecture can you see in your city?	_____
4. What does your house look like?	_____
5. What type of food do you eat?	_____
6. What clothes do you wear?	_____
7. How do you spend your free time?	_____

- 11** Write about what your life looks like. Use the information from Activity 10.

I live in _____

- 12** Compare your text with your classmate. Did you choose the same period?

Skills check

- 13 Read the text about castles and match the headings to the correct paragraphs. There are two extra headings.

Hunting • Knights • Tournaments • Castle life • Function of a castle • Entertainment • Food

Life in a castle wasn't very comfortable. The rooms were dark and the tapestries on the walls and the straw-covered floors didn't do much to keep the occupants warm. The nobles that lived there often shared the same bedroom, which was a problem because they didn't wash very often!

In times of peace, the nobles often organised banquets. The guests ate many different types of food and there was plenty of meat, fish and exotic dishes such as swan. Musicians, acrobats and jesters entertained the guests. Sometimes a travelling singer called a troubadour came to the castle to sing and share news from other regions.

The knights had to practise fighting and often had competitions, which they called tournaments. A popular event was jousting. Two knights tried to push each other off their horses using a long, heavy pole called a lance.

The nobles often went hunting. They used a bow and arrow to hunt deer and wild pigs in the forests. They also used trained birds of prey to hunt smaller animals. The ladies of the court also practised this sport.

The castle served as a home for the nobles and their families as well as the centre of local power. It was a court of law and also a prison.

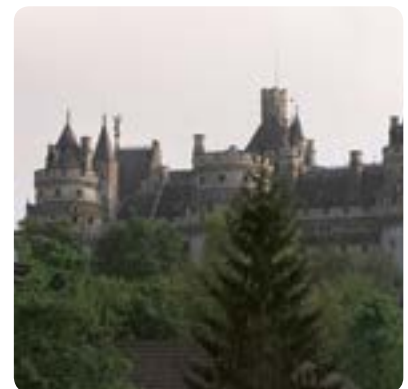
- 14 Fill in the gaps to complete the letter.

Dear Lucy,

I'm standing _____ the top of the castle battlements. I can _____ the sea and the mountains from here. It _____ a beautiful place. I came here two days _____ with my class. _____ are many interesting places to visit. Yesterday we went _____ a medieval walled town and walked _____ the walls. I took lots _____ photos. Tomorrow, we are _____ to the beach for the day. The weather is perfect. It's sunny _____ not too hot.

See you _____ Monday.

Love, Jill



GLOSSARY

English

Your language

UNIT 1 Medieval Spain

Arabic numerals (n)	_____

caliph (n)	_____
clergy (n)	_____
conquer (v)	_____
convert (v)	_____
defeat (v)	_____
dome (n)	_____
feudalism (n)	_____
guild (n)	_____
horseshoe arch (n)	_____

invade (v)	_____
irrigation (n)	_____
kingdom (n)	_____
knight (n)	_____
megalith (n)	_____
merchant (n)	_____
peasant (n)	_____
pilgrimage (n)	_____
proclaim (v)	_____
serf (n)	_____
settle (v)	_____

English

Your language

UNIT 2 Spain: 15th and 16th centuries

alliance (n)	_____
caravel (n)	_____
city-state (n)	_____
expel (v)	_____
expulsion (n)	_____
governor (n)	_____
impose (v)	_____
inherit (v)	_____
leather (n)	_____
mainland (n)	_____
passage (n)	_____
privilege (n)	_____
punish (v)	_____
ransom (n)	_____
reign (n)	_____
reinforce (v)	_____
Renaissance (n)	_____
scholar (n)	_____
silver (n)	_____
spice (n)	_____
sponsor (v)	_____
voyage (n)	_____
weaken (v)	_____

English

Your language

UNIT 3 Spain: 17th and 18th centuries

Baroque (n)	_____
bishop (n)	_____
decline (n)	_____
dependence (n)	_____
Enlightenment (n)	_____
famine (n)	_____
hierarchical (adj)	_____
hygienic (adj)	_____
independence (n)	_____
lawyer (n)	_____
martyr (n)	_____
misery (n)	_____
modernise (v)	_____
monarch (n)	_____
plague (n)	_____
portray (v)	_____
printing press (n)	_____
privileged (adj)	_____
sewage (n)	_____
splendour (n)	_____
style (n)	_____
unprivileged (adj)	_____
wealth (n)	_____

English

Your language

UNIT 4 Population

abandon (n)	_____
birth (n)	_____
census (n)	_____
death (n)	_____
decrease (v)	_____
demography (n)	_____
die (v)	_____
emigration (n)	_____
factory (n)	_____
immigration (n)	_____
inhabitant (n)	_____
natural increase (n)	_____
overcrowded (adj)	_____
populated (adj)	_____
density (n)	_____
pyramid (n)	_____
poverty (n)	_____
rural exodus (n)	_____
statistics (n)	_____
supply (n)	_____
unemployment (n)	_____
urban (adj)	_____

GLOSSARY

English

Your language

UNIT 5 Economy

active population (n)	_____

capital (n)	_____
consumer (n)	_____
crafts (n)	_____
domestic trade (n)	_____

energy industry (n)	_____
fishing (n)	_____
food industry (n)	_____
foreign trade (n)	_____
goods (n)	_____
harvest (n)	_____
livestock farming (n)	_____

manufacture (n)	_____
mining (n)	_____
primary (adj)	_____
provide (v)	_____
raw material (n)	_____
retail (n)	_____
secondary (adj)	_____
service (n)	_____
tertiary (adj)	_____

English

Your language

UNIT 6 Business and money

bank (n)	_____
banknote (n)	_____
bartering (n)	_____
borrower (n)	_____
business (n)	_____
coin (n)	_____
contract (v)	_____
cost (n)	_____
currency (n)	_____
development (n)	_____
entrepreneur (v)	_____
exchange (v)	_____
expense (n)	_____
income (n)	_____
insurance (n)	_____
loan (n)	_____
loss (n)	_____
microcredit (n)	_____
money (n)	_____
ongoing cost (n)	_____
salary (n)	_____
staff (n)	_____
value (n)	_____
variable (adj)	_____

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