

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. Human beings are | multicellular living things. |

2 Write the correct life process: *nutrition, sensitivity or reproduction*.

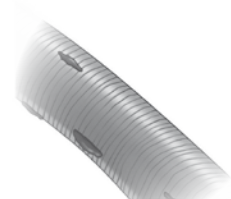






3 Label the pictures with the words in the box.

blood cells - muscle cell - intestine cell - neuron



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

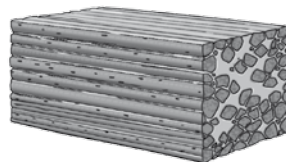




q	y	o	i	c	e	l	l
b	p	r	d	w	t	q	v
o	r	g	a	n	i	s	m
g	g	a	h	e	s	y	b
f	w	n	s	f	u	s	p
y	r	p	i	c	u	t	j
r	t	i	s	s	u	e	l
k	o	g	d	n	l	m	a







5 Match.

- a. objective lenses
- b. light source
- c. stage
- d. eyepiece

It contains the lens you look through.

This is where you put the sample.

They provide different levels of magnification.

It provides light to look at the sample.

6 Complete the table with two examples of each.

	head	arms	trunk	legs
bones				
muscles				

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Living things come in many sizes

Size is one of the most important characteristics of living things. It affects how an organism manages to survive and how it reacts to its environment. However, there are vast differences in size among living things.

The largest animal on Earth is the blue whale, which measures about 25 metres long. The largest plant is the giant sequoia tree, which can reach up to 90 metres in height. However, the largest living thing on Earth is a fungus! It is located in a forest in Oregon (USA) and extends over 5 kilometres in length. It grows mostly underground and its visible part, commonly known as the *honey mushroom*, is edible.

The smallest living things are a type of bacteria, known as *mycoplasmas*, which are harmful to people.



1 Read the text and answer the questions.

- Why is size important for living things? _____
- Which living thing is the largest on Earth? _____
- Which kingdom do the smallest living things on Earth belong to? _____
- Which of these living things can be harmful to people? _____

2 Search the Internet for more information about the largest living thing on Earth and complete the index card. Include a picture.

Name: _____

Kingdom: _____

Area it covers: _____

Age: _____

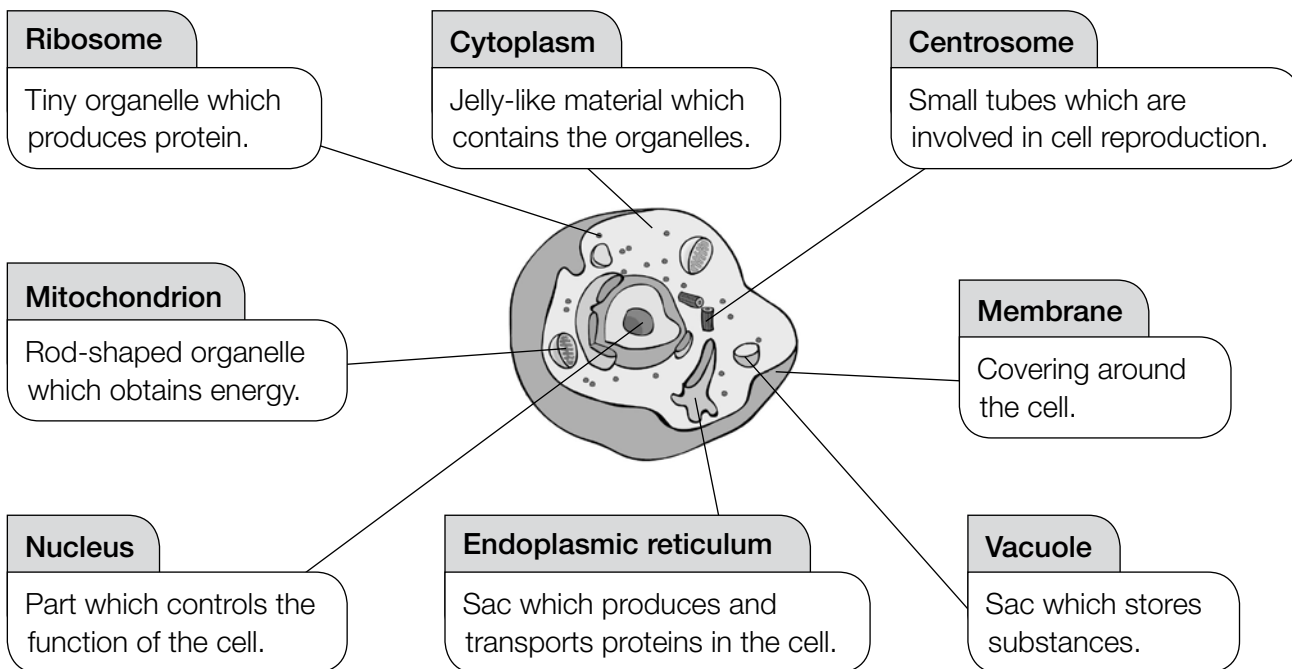
Other characteristics: _____



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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 parts of the cell are involved in cell nutrition? _____
- Which parts of the cell are involved in cell reproduction? _____
- Which part of the cell obtains energy? _____

2 Match the cell types with their functions.

neurons 

fat cells 

blood cells 

store energy

transport substances throughout the body

transmit messages and orders

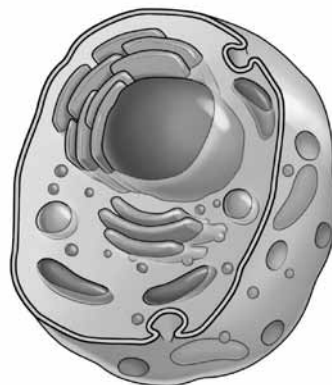
Name _____ Date _____

1 Read and write the words.

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

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

ramenbem cusenlu latcopsym saglerenlo



- Can you name two types of cells in the human body? _____

3 Write the next four levels of organization of the human body.

Cells ► _____ ► _____ ► _____ ► _____

- Then, write a sentence with these words.

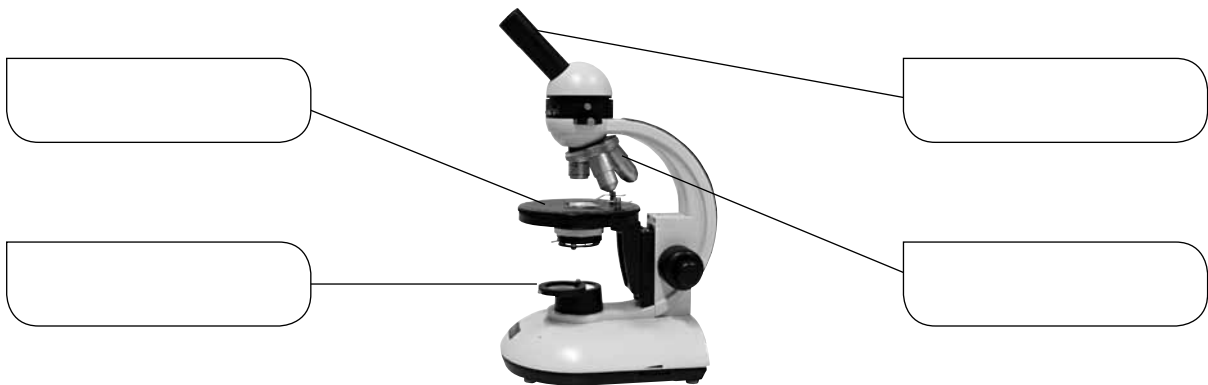
human body work together organism functions correctly

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

- a. Multicellular living things are made up of the same type of cells.
- b. All cells in a tissue perform the same function.
- c. The stomach and the heart are tissues in the human body.
- d. Systems are made up of organs with a common function.
- e. Organisms are made up of different systems.

5 Label the parts of the microscope. Then, answer the question.

eyepiece
objective lens
stage
light source



- Which parts of the microscope are responsible for the different levels of magnification?

6 Complete the texts. Label them *F* (flexing movement) and *E* (extending movement).

- The _____ relaxes and the triceps _____.
The triceps pulls the _____,
so the arm _____.
- The biceps _____ and the _____ relaxes.
The biceps pulls the _____,
so the arm _____ at the elbow.



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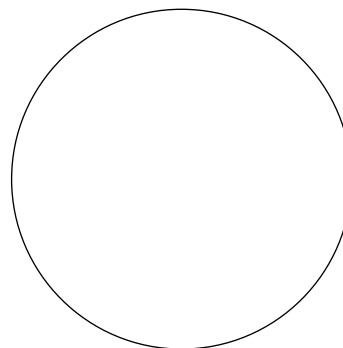
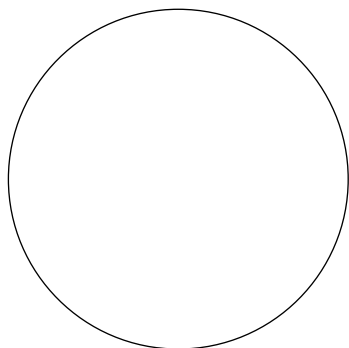
- 1 All living things carry out three life processes: nutrition, sensitivity and...**
 - a. organization.
 - b. reproduction.
 - c. changing.
- 2 Human beings are multicellular because...**
 - a. they are made up of millions of cells.
 - b. they are made up of cells with a multicellular structure.
 - c. they are made up of hundreds of cells.
- 3 The stage is the part of the microscope...**
 - a. which magnifies the sample.
 - b. where you put the sample.
 - c. which provides light.
- 4 Neurons are...**
 - a. elongated.
 - b. round.
 - c. star-shaped.
- 5 In multicellular living things, cells of the same type join together to form...**
 - a. organs.
 - b. tissues.
 - c. systems.
- 6 The levels of organization in multicellular living things are...**
 - a. cells > tissues > organs > systems > organisms.
 - b. cells > organs > tissues > systems > organisms.
 - c. cells > tissues > organisms > organs > systems.
- 7 Our body takes its shape from the...**
 - a. skeletal system.
 - b. muscular system.
 - c. skeletal system and the muscular system.
- 8 Bones meet at...**
 - a. tendons.
 - b. ligaments.
 - c. joints.
- 9 Our muscles are long and thin when...**
 - a. they are relaxed.
 - b. we are playing sports.
 - c. we lift heavy objects.
- 10 Most muscles in the locomotor system work...**
 - a. in groups.
 - b. in pairs.
 - c. individually.

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What are the cells of a human cheek like?

Instructions

1. Work with a partner. You need 2 toothpicks, 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 toothpick.
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*.

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

- a. Animals and fungi cannot feed on other organisms.
- b. Fungi and plants can be unicellular or multicellular.
- c. Plants, algae and some bacteria can make their own food.
- d. Plants and fungi cannot move about.
- e. All fungi, protozoa and bacteria are harmful.

2 Write *M* (mammal), *B* (bird), *R* (reptile), *A* (amphibian) or *F* (fish). Then, write one characteristic of each vertebrate group.











3 Name one example of each type of invertebrate.

a. sponge

b. cnidarian

c. worm

d. echinoderm

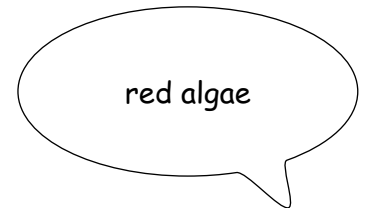
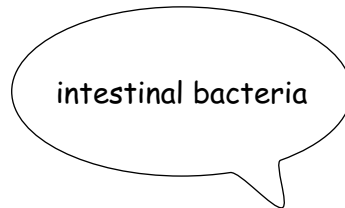
e. mollusc

f. arthropod

4 Write the name of each type of plant. Then, write one characteristic for each.



5 Identify the kingdom each living thing belongs to. Then, write similarities and differences between them.



6 Circle the living things and classify them.

kelp yoghurt bacteria fern dolphin wild mushroom squirrel cholera bacteria apple tree paramecium

animals	plants	fungi	monerans	protists
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Name _____ Date _____

An unusual mammal

The platypus is unique. It is a small, semi-aquatic mammal that lays eggs! When the females are going to have babies, they hide in burrows. There, they lay up to three eggs that hatch about ten days later. Platypuses are mammals, so the babies drink their mother's milk.

Platypuses look like beavers. Their body and tail are covered with brown, waterproof fur that keeps them warm in cold water. They have four webbed feet and a duck-like bill with no teeth.

Platypuses are originally from Australia, and they live on land. They walk and run and can dig with the long nails they have on each foot. They are excellent swimmers and spend lots of time in streams and rivers. They eat small aquatic animals, such as worms, insect larvae and shrimps. They have a very sensitive bill that helps them feel for food on riverbeds.



1 Read the sentences and circle the correct word.

- The platypus is a *freshwater* / *saltwater* mammal.
- It lays eggs in the *water* / *burrows*.
- Its body is covered with *fur* / *feathers*.
- It has *teeth* / *a bill*.
- It is a *carnivore* / *herbivore*.

2 Search the Internet for information about another unusual animal and complete the index card.

Name: _____

Description: _____

Habitat: _____

Diet: _____

Reproduction: _____

Name _____ Date _____

A fortuitous discovery

In 1928, Scottish scientist Alexander Fleming accidentally discovered penicillin, a powerful antibiotic agent. While working at St Mary's Hospital in London, Dr Fleming was growing some bacteria. He observed that the bacteria had become contaminated by a blue-green fungus. Over time, the colonies of bacteria next to the fungus disappeared! He grew the fungus in isolation and found that it produced a substance which killed several harmful bacteria. He named this chemical *penicillin*.



Over the years penicillin has saved many lives from minor, but fatal bacterial diseases. Penicillin was especially important during World War II, when an infection could kill a soldier as easily as any artillery wound. This is why it was called the 'miracle drug'.

1 Read the text and answer the questions.

- Who was Alexander Fleming? _____
- What did he accidentally discover? _____
- Which living thing produced this substance? _____
- What did he observe? _____
- Why was his discovery so important? _____
- What was the nickname for penicillin? _____

2 Search the Internet for information about two other antibiotics and complete the table.

antibiotic	description	use

Name _____ Date _____

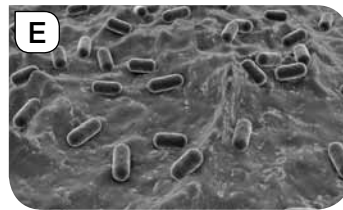
1 Identify and label the five kingdoms of living things.









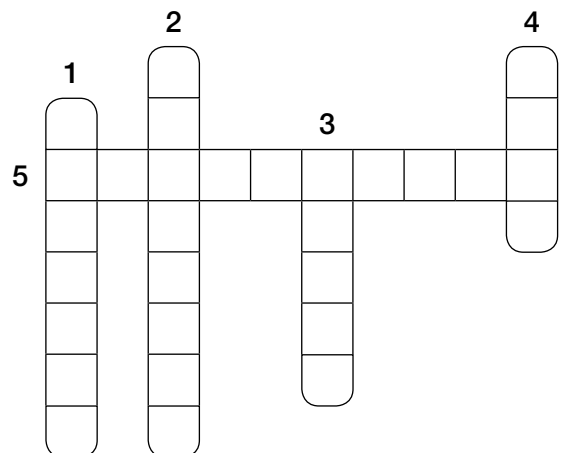


2 Write the names of the kingdoms from Activity 1 in the correct place.

- a. They cannot move about. They feed on other organisms. _____
- b. They can move about. They eat other living things. _____
- c. They can make their own food. They cannot move about. _____
- d. They can be unicellular or multicellular. Some feed on other organisms, and others make their own food. _____
- e. They are unicellular. Some feed on other organisms, and others make their own food. _____

3 Complete the crossword about vertebrate groups.

- 1. Viviparous with fur and lungs.
- 2. Oviparous with scales and lungs.
- 3. Oviparous with feathers and lungs.
- 4. Oviparous with scales and gills.
- 5. Oviparous with legs and lungs when adults.

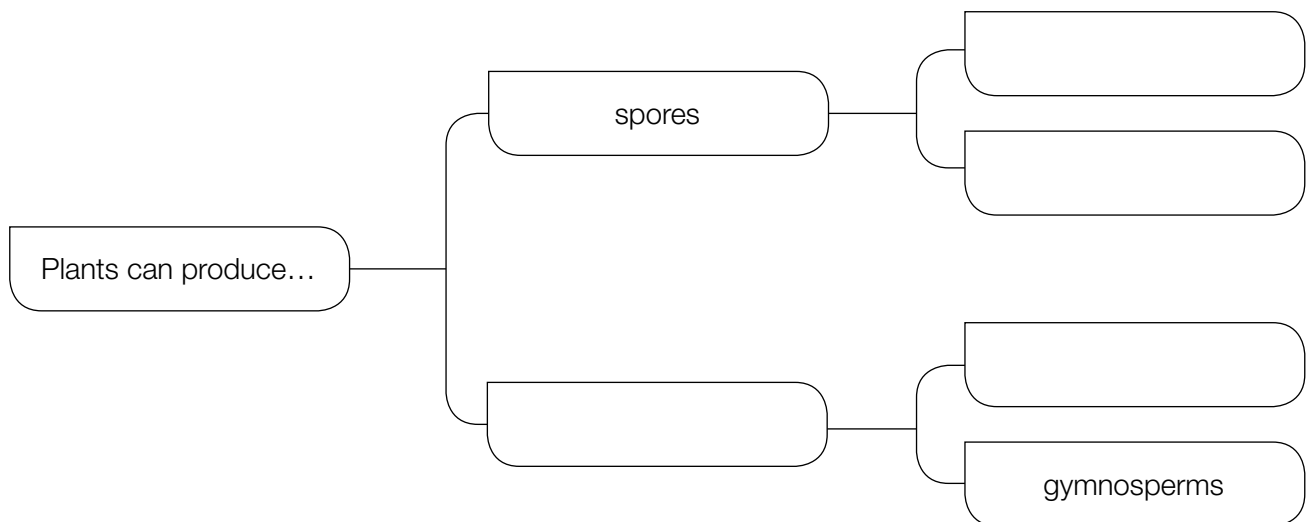


4 Read the definitions and write the invertebrate group.

- a. Marine invertebrates with poisonous tentacles: _____
- b. Invertebrates with soft bodies. Some have a shell: _____
- c. Invertebrates with an external skeleton, jointed legs and a segmented body: _____

- d. Invertebrates with long, soft bodies and no legs: _____
- e. Simple invertebrates that filter seawater to obtain food: _____
- f. Marine invertebrates that may have spines: _____

5 Complete the chart.



6 Match the columns using five different colours.

- | | | |
|------------|-------------|------------------|
| • yeast | blue cheese | |
| • bacteria | yoghurt | monera kingdom |
| • mould | mushroom | fungi kingdom |
| • algae | bread | protista kingdom |
| • mushroom | sushi | |

7 Which of the living things from Activity 6 can be harmful?

Name _____ Date _____

1 Living things are classified into...

- a. fifty kingdoms. b. four kingdoms. c. five kingdoms.

2 Vertebrates are divided into mammals, birds, reptiles, ...

- a. arachnids, amphibians and worms.
b. fish, crustaceans and molluscs.
c. amphibians and fish.

3 Reptiles...

- a. are oviparous and breathe with lungs.
b. are oviparous and breathe with gills.
c. are viviparous and breathe with lungs.

4 Invertebrates are divided into sponges, cnidarians, ...

- a. worms, molluscs, echinoderms and arthropods.
b. worms, molluscs, arthropods and arachnids.
c. worms, molluscs, echinoderms and arachnids.

5 Mosses and ferns reproduce with...

- a. seeds. b. spores. c. spori.

6 Gymnosperms and angiosperms are...

- a. non-flowering plants.
b. plants that feed on other living things.
c. seed-producing plants.

7 Mushrooms belong to...

- a. the animal kingdom.
b. the monera and the protist kingdoms.
c. the fungi kingdom.

8 Penicillin is produced by...

- a. a bacteria. b. a fungus. c. a plant.

9 The protista kingdom includes...

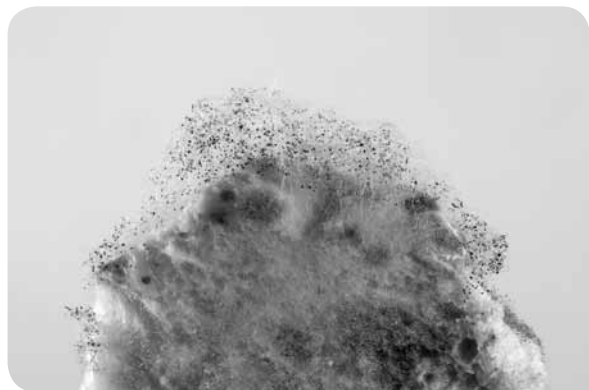
- a. algae and protozoa. b. algae and bacteria. c. algae and viruses.

10 Yoghurt is made with helpful...

- a. algae. b. viruses. c. bacteria.

Name _____ Date _____

What does mould need to grow?



Instructions

1. Work in groups. You need 4 clear plastic bags with a zip, 4 slices of bread, a permanent marker, water, a magnifying glass and a microscope.
2. Label the bags: A1, B1, A2 and B2.
3. Put two slices of dry bread in bags A1 and B1. Get the other two slices of bread slightly wet and put them in bags A2 and B2. Seal the bags tightly.
4. Place bags A1 and B1 in a sunny, warm location. Place bags A2 and B2 in the refrigerator.
5. Observe the pieces of bread over the next few days using the magnifying glass or/and microscope.
6. Record your results and draw your observations in the table.

	day 1	day 2	day 3	day 4	day 5
A1					
A2					
A3					
A4					

7. Analyse your results and answer the questions.
 - a. Did mould grow on every slice of bread? _____
 - b. Was the amount of mould the same on all slices? Which ones had the most mould?
Which ones had the least? _____

 - c. Under which conditions did the mould grow best? _____

Name _____ Date _____

1 Complete the sentences. Then, number them in order.

receptors - process - muscles - locomotor system - responses - information - stimuli

- a. The brain sends orders to the _____
- b. Nerves send _____ from the sense organs to the brain.
- c. _____ in our sense organs detect _____.
- d. _____ and bones carry out the corresponding _____.
- e. The brain receives and _____ this information.

2 Tick (✓) the actions which involve internal coordination. Then, answer the question.

- Saliva is produced when we eat food.
- We queue when the playground bell rings.
- Our heart is beating at all times.
- We cross the street when the traffic light is green.

• Which system is responsible for internal coordination? _____

3 Label the diagram.

outer ear - eardrum - cochlea - ear canal - auditory nerve - ossicles



4 Use the words in the box to write sentences about each sense organ.

optic nerve - taste buds - olfactory epithelium - retina - taste nerves - olfactory nerve

eyes

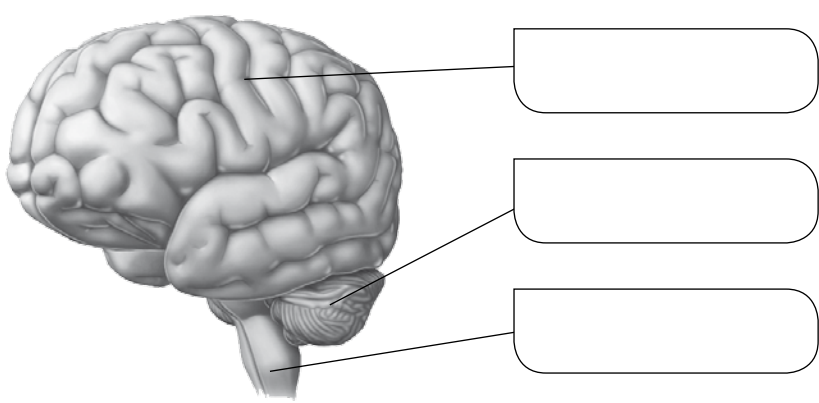
nose

tongue

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

- a. The nervous system is made up of the central and peripheral nervous systems.
- b. The nervous tissue is made up of neurons.
- c. The central nervous system is made up of the brain and nerves.
- d. The spinal cord produces the response when we touch something hot.
- e. The central nervous system extends throughout the body.
- f. Sensory nerves connect the receptors in the sense organs to motor nerves.

6 Label the diagram of the brain. Then, write a sentence about what each part controls.



Name _____ Date _____

Colour blindness

Colour blindness is the inability to distinguish certain colours. It is sometimes called *daltonism* because John Dalton, a British scientist, discovered this deficiency in the late 18th century. Dalton was affected by red-green colour blindness.

There are over 250 million colour blind people in the world today. In most cases, colour blindness is an inherited trait, and males are more likely than females to suffer from it. Colour blind people can see things as clearly as other people, but have difficulty seeing red, green, blue or a mixture of these colours.

There are different types of colour blindness. The most common type is red-green colour blindness. The least common type is total colour blindness. People who are totally colour blind cannot see any colours at all. Everything is black, grey or white.

In general, people with colour blindness can lead normal lives and have all kinds of jobs, except for occupations where colour perception is essential, such as train drivers or airline pilots.



1 Read the text and complete the table.

colour blindness				
main cause	population affected	most common type	least common type	job limitations
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2 Search the Internet to find a test to see if you are colour blind. Do the test. What are your results?

Name _____ Date _____

Sleepwalking

Sleepwalking is a sleep disorder which consists of walking or doing other activities while asleep. These activities may include sitting up in bed, walking around the house or outdoors, climbing, or even driving! Sleepwalking episodes vary in length. They can last for just a few seconds or as long as thirty minutes.

Sleepwalkers usually have their eyes open so they can see what they are doing. However, their eyes appear glassy and unfocused. Most of the time, sleepwalkers do not remember anything when they wake up.

Sleepwalking is much more common in children than in adults. The causes of sleepwalking include fatigue, fever, certain medications and stress. Sleepwalking can also run in families. Most children stop sleepwalking when they get older.

Sleepwalking is not dangerous in itself. However, it may lead to accidents, like falling down or running into things. So, if you live with a sleepwalker, you must take precautions, such as removing obstacles and closing doors and windows. During sleepwalking episodes, do not wake sleepwalkers. Gently guide them back to their beds.



1 Read the text and complete the index card.

SLEEPWALKING

Definition: _____

Activities performed: _____

Causes: _____

Risks: _____

Precautions: _____

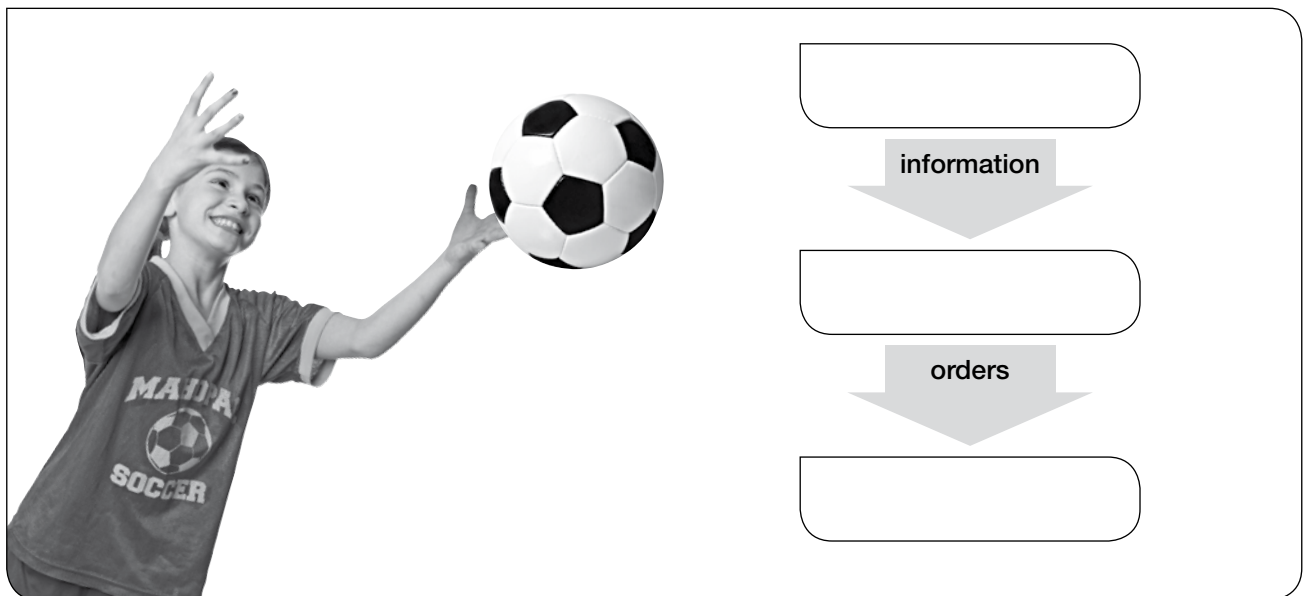
2 Do a survey in your class. How many people sleepwalk or know a sleepwalker? What does he/she do when asleep? How does the family take precautions? Write the results in your notebook.

Name _____ Date _____

1 Read the definitions and write the words.

- a. Changes in the external environment: _____
- b. Organs that capture information from the environment: _____
- c. Group of specialized cells that are sensitive to stimuli: _____
- d. System that controls the function of sensitivity: _____
- e. System that carries out the orders from the brain: _____
- f. Part of the function of sensitivity that controls many body processes: _____

2 Complete the diagram. Then, answer the questions.

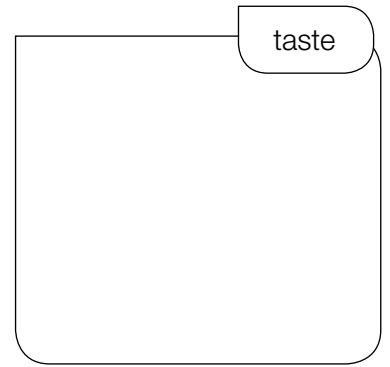
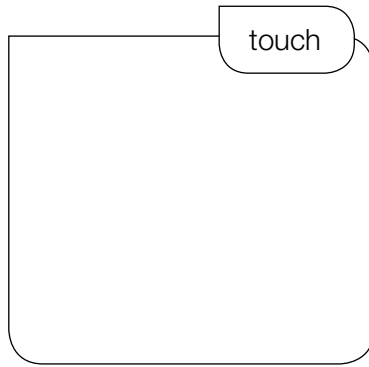
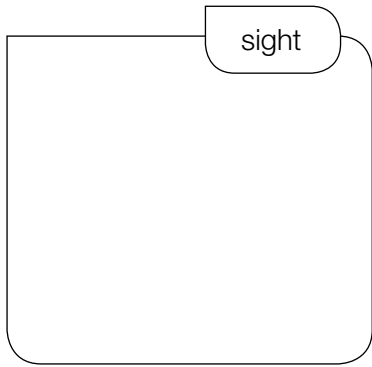


- a. Which sense organs are involved? _____
- b. What do these sense organs detect? _____
- c. Which part of the body interprets the information and decides how to act? _____
- d. Which body organs carry out the orders? _____

3 Cross the odd one out. Then, write the corresponding sense organ.

- a. cochlea retina ossicles eardrum _____
- b. nostril nasal cavity taste buds olfactory epithelium _____
- c. cornea pupil ear canal iris _____

4 Draw a diagram of the sense organ for each sense. Then, label the part of each sense organ where the receptors are located.



5 Draw a neuron and label it. Then, write a sentence about each word.

dendrites

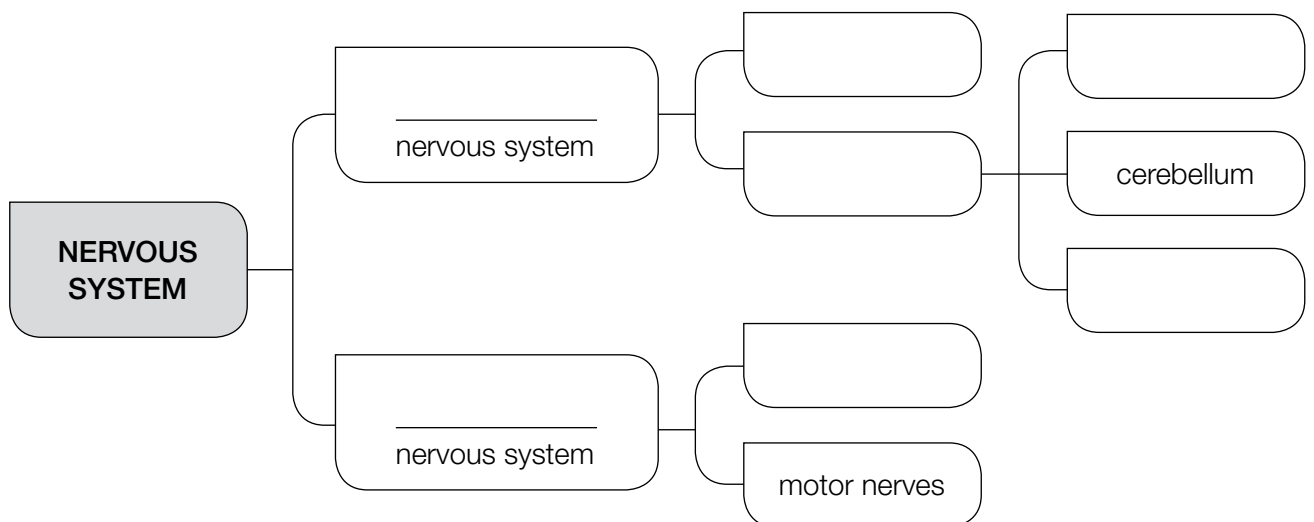
axon

body



- _____
- _____
- _____

6 Complete the chart about the nervous system.



Name _____ Date _____

- 1** In the process of sensitivity, ...
 - a. our senses respond to stimuli.
 - b. our locomotor system grows.
 - c. our muscles send messages to the brain.

- 2** The sense organ of sight is the...
 - a. eye.
 - b. brain.
 - c. tongue.

- 3** The receptors of the ear are located in the...
 - a. auditory nerve.
 - b. ossicles.
 - c. cochlea.

- 4** The organ that detects temperature is the...
 - a. ear.
 - b. skin.
 - c. eye.

- 5** Information about different flavours is sent to the brain through receptors in the...
 - a. nostril.
 - b. retina.
 - c. taste buds.

- 6** The sense organ of smell is the...
 - a. skin.
 - b. tongue.
 - c. nose.

- 7** Neurons are divided into...
 - a. three parts: the body, the dendrites and the axon.
 - b. three parts: the body, the dendrites and the nervous tissue.
 - c. two parts: the body and the dendrites.

- 8** The brain and the spinal cord are parts of...
 - a. the cerebrum.
 - b. the central nervous system.
 - c. the peripheral nervous system.

- 9** The brain is divided into...
 - a. the cerebrum and the cerebellum.
 - b. the cerebellum and the spinal cord.
 - c. the cerebrum, the cerebellum and the brainstem.

- 10** The peripheral nervous system consists of...
 - a. sensory and motor nerves.
 - b. nervous cells.
 - c. the sense organs and the motor nerves.

Name _____ Date _____

Are two eyes better than one to estimate distance?

Instructions

1. Work in pairs. You need a plastic cup, a small object, such as a marble, and a tape measure.
2. Place the cup on a table, near the edge. Measure the following distances from the cup: 50 cm, 100 cm and 150 cm, and mark them on the floor.
3. Take it in turns to perform the following experiment:
Stand on the 50 cm mark on the floor, with both eyes uncovered. Your partner slowly moves the marble above the cup. When you think the marble is going to fall into the cup, say 'now'. Your partner releases the marble. Next, do the same thing with your right eye covered. Finally, do it again with your left eye covered.
4. Repeat the test from the 100 cm distance and 150 cm distance.
5. Complete the table with your results.



distance	both eyes uncovered	right eye covered	left eye covered
50 cm			
100 cm			
150 cm			

6. Analyse your results and answer the questions.
 - a. What happened when you performed the test with both eyes uncovered?

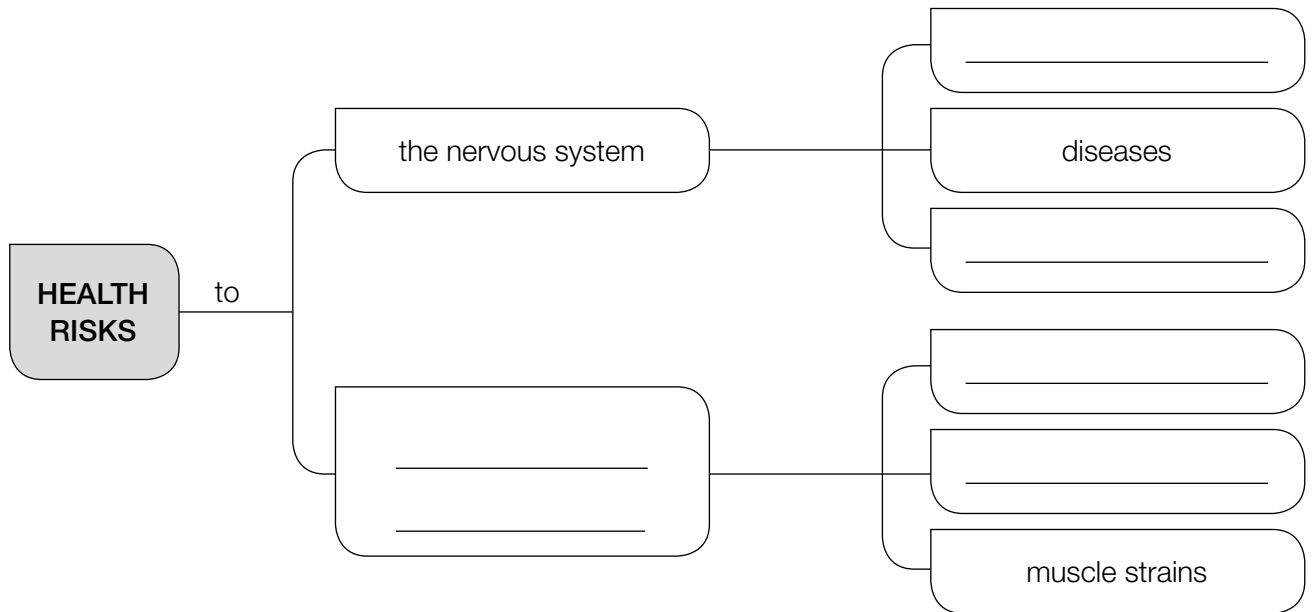
- b. What happened when you performed the test with one eye covered?

- c. Was it easier or harder when the distance increased?

7. Now write a conclusion.

Name _____ Date _____

1 Complete the chart.



2 Use the words in the box to write sentences about damages to the nervous system.

tremors - injuries - memory - vision - brain - reflexes - spinal cord

accidents

diseases

alcohol

3 Complete the table about injuries to the locomotor system. Then, answer the questions.

most common injuries	type of damage	cause

- Which type of injury requires a plaster cast? _____
- Which type of injury happens mainly in joints? _____
- Which type of injury may result from a prolonged activity? _____

4 Tick (✓) the activities that help to keep the locomotor system in shape, and cross (✗) the ones that do not.



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

- a. Healthy habits are important for our nervous and locomotor systems.
- b. We have to practise sports to do physical activity.
- c. Good posture is only important when you sit.
- d. Bone growth requires mainly vitamin C.
- e. When we sleep, our locomotor system rests and our brain sorts and stores information.

6 Match. Then, write some examples of your own healthy habits.

- swimming
 - eating oily fish
 - walking to school
 - reading
 - drinking milk
 - playing cards
- leisure
 - physical activity
 - healthy diet

- _____
- _____
- _____
- _____
- _____

Name _____ Date _____

Bones at work

A bone can break in two like in a simple fracture, or it can break in many places and go through the skin, like in a compound fracture. This type of fracture is harder to heal and may require more than just a plaster cast. Greenstick fractures, where bones crack but don't break, are very common and are usually the fastest to heal.

Bones are amazing at self-repairing. When a bone breaks, many things immediately happen. Broken blood vessels inside the bone cause swelling and send signals to other parts of the body to start the repairing process. First, a special team of cells removes damaged bone tissue. Then, another team of cells builds new bone to close the gap between the broken bone fragments.

In fact, this process happens even if you don't break a bone. Your body is constantly removing old bone and making new bone!



1 Read the text and answer the questions.

- Which types of bone fractures can you name? _____
- Which type of bone fracture is hardest to heal? _____
- What happens right after a bone breaks? _____

- What does the first team of cells do? _____
- What does the second team of cells do? _____
- Why do we say that bones are always at work? _____

2 Do a survey to find out how many people have had a bone fracture in your class. Ask them about the location of the fracture, type of fracture and treatment. Make a table with the results in your notebook.

Name _____ Date _____

Food allergies

A food allergy is a reaction of the body's immune system to a particular substance in food. In other words, the body identifies a specific substance, called a food allergen, as harmful.

Allergic reactions vary from person to person. Some people experience irritation of the eyes or skin. Food allergens can also cause disorders of the digestive system, such as nausea and vomiting, or disorders of the respiratory system, such as difficulty breathing. They can cause disorders of the circulatory system, too. When allergies affect the respiratory or circulatory systems, the reaction can be fatal, so emergency care may be needed.

The most common allergies in children are allergies to peanuts and other nuts, milk, wheat, eggs and shellfish. Peanut allergy can have very serious consequences. However, as children get older, they often outgrow allergies, especially allergies to milk and eggs.

It is extremely important to diagnose food allergies correctly. People with these allergies have to follow a strict diet and avoid eating certain foods.



1 Read the text and answer the questions.

- What are food allergies? _____
- What type of body reactions can food allergens cause? _____
- What are the most common food allergies in children? _____
- Which other products, besides milk, should a person with a milk allergy avoid? _____

- Which typical food allergies can children outgrow? _____
- What is the best way to control food allergies? _____

2 Do a survey to find out how many people have food allergies in your class. Which allergies are the most common? Write the results in your notebook.

allergy to peanuts and other nuts	allergy to shellfish	allergy to milk	allergy to wheat	allergy to eggs	allergy to other foods

Name _____ Date _____

1 Read the sentences and write the words.

- a. These cause injuries to the brain and spinal cords: _____
- b. This disease usually affects the elderly: _____
- c. This substance can affect the brain: _____
- d. This happens when a bone breaks or cracks: _____
- e. This involves damage to a ligament: _____
- f. This is caused by excessive effort or bad posture: _____

2 Cross the odd one out. Then, write the corresponding damage to the nervous system.

- | | | | | |
|------------|-----------|---------|----------------|-------|
| a. diving | paralysis | brain | spinal cord | _____ |
| b. disease | memory | tremors | muscle control | _____ |
| c. brain | reflexes | vision | spinal cord | _____ |

3 Use the correct words to write a sentence under each photo.

muscle strain - break - bone fracture - effort - sprain - contraction - twisting - bones - ligaments





4 Complete the sentences with the correct words.

stretching - helmet - prevent - muscles - protective clothing - elasticity

- a. When we do physical activity, we develop _____ and strengthen our _____ and bones.
- b. We can _____ injuries by warming up and _____ before and after exercising.
- c. We can avoid sport accidents by wearing a _____ and _____.

5 Tick (✓) the photos that show good posture. Then, write a sentence about each one.



- a. _____
- b. _____
- c. _____

6 Write a sentence with each group of words.

calcium

vitamin D

bones

sleep

rest

brain

leisure

relax

health

Name _____ Date _____

- 1** The nervous system can be damaged due to...
 - a. accidents and viruses.
 - b. illnesses and alcohol.
 - c. accidents, diseases and alcohol.

- 2** Alzheimer's disease...
 - a. usually involves a loss of memory.
 - b. can cause lack of muscle control.
 - c. can lead to involuntary tremors.

- 3** The term *alcoholism*...
 - a. means the sale of alcohol.
 - b. refers to a chronic disease.
 - c. is another word for a drink.

- 4** A sprain is an injury that involves damage to...
 - a. the bones.
 - b. the tendons.
 - c. the ligaments.

- 5** A muscle strain is usually caused by...
 - a. twisting.
 - b. excessive effort.
 - c. a broken bone.

- 6** In order to keep our nervous and locomotor systems healthy, we need to...
 - a. do some physical activity.
 - b. play videogames several times a week.
 - c. sleep 6 hours per day.

- 7** To prevent sports injuries, ...
 - a. we must run for an hour.
 - b. we have to drink water.
 - c. we should always warm up and stretch.

- 8** It is important to keep good posture to...
 - a. be healthy.
 - b. cause back pain.
 - c. play sports.

- 9** Bone growth requires...
 - a. calcium and vitamin D.
 - b. sugar.
 - c. water and sugar.

- 10** Children should sleep...
 - a. 6 hours per day.
 - b. 8 hours per day.
 - c. 10 hours per day.

Name _____ Date _____

How fit are you?

Instructions

1. Work in groups of four. You need a timer and a chair.
2. You are going to perform two tests: *chair push-ups* and *endurance walk*.
3. *Chair push-ups* test for upper body strength and endurance. To perform the test, each group member needs to place their hands on the edge of a chair and do push-ups for a minute. Another group member keeps time while another one counts the push-ups. The last team member records the data.
4. The *endurance walk* tests for overall body endurance. Each group member needs to complete one kilometre as fast as possible. Perform the test twice: first walking and then running.
5. Record your results in the table.



	chair push-ups	endurance walk: walking	endurance walk: running
student 1			
student 2			
student 3			
student 4			

6. Analyse your results and answer the questions.
 - a. Which student did the most push-ups in one minute? _____
 - b. Which student walked one kilometre the fastest? _____
 - c. Which student ran one kilometre the fastest? _____
 - d. Which student is the most fit? _____

7. Now write a conclusion.
