

# MIDTERM 1 REVIEW

## UNIT 4 GROUPING AND IDENTIFYING ORGANISMS

**QUESTION 1:** The list on the left has six questions. The answers to the questions are on the right. Draw a line from each question to its correct answer.

### Questions

What is the meaning of the term excretion?

Do all organisms move?

What is an example of an organism?

What is the correct term for being able to detect changes in the environment?

What describes the meaning of the term growth?

Which types of organism respire?

### Answers

a plant

all organisms

hearing

removing waste products from the body

yes

no

a heart

sensitivity

a permanent increase in size

### Vocabulary about species

#### QUESTION 2:

Here are some words that we use to talk about species.

Each word is jumbled up. Write each word correctly.

niravtio \_\_\_\_\_  
\_\_\_\_\_

claditnei \_\_\_\_\_

icpssee \_\_\_\_\_

tfreeli

gopfrfnis \_\_\_\_\_  
 etefniilr \_\_\_\_\_

**QUESTION 3:**

Here are some descriptions of the six words from question 1.

Write each word next to its description.

- a group of organisms that can reproduce together to produce fertile offspring:  
 \_\_\_\_\_

- exactly the same: \_\_\_\_\_

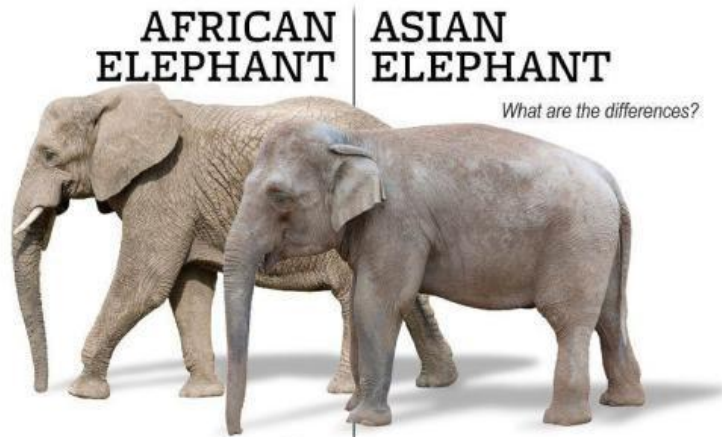
- differences between organisms that belong to the same species:  
 \_\_\_\_\_

- not able to reproduce: \_\_\_\_\_

- able to reproduce:  
 \_\_\_\_\_

- a scientific term for the 'children' of a plant or animal: \_\_\_\_\_

**QUESTION 4:** Comparing two species of elephant



EARS: Large, "Africa fingers"  
 HEAD: at show : 8,800

Similarities:

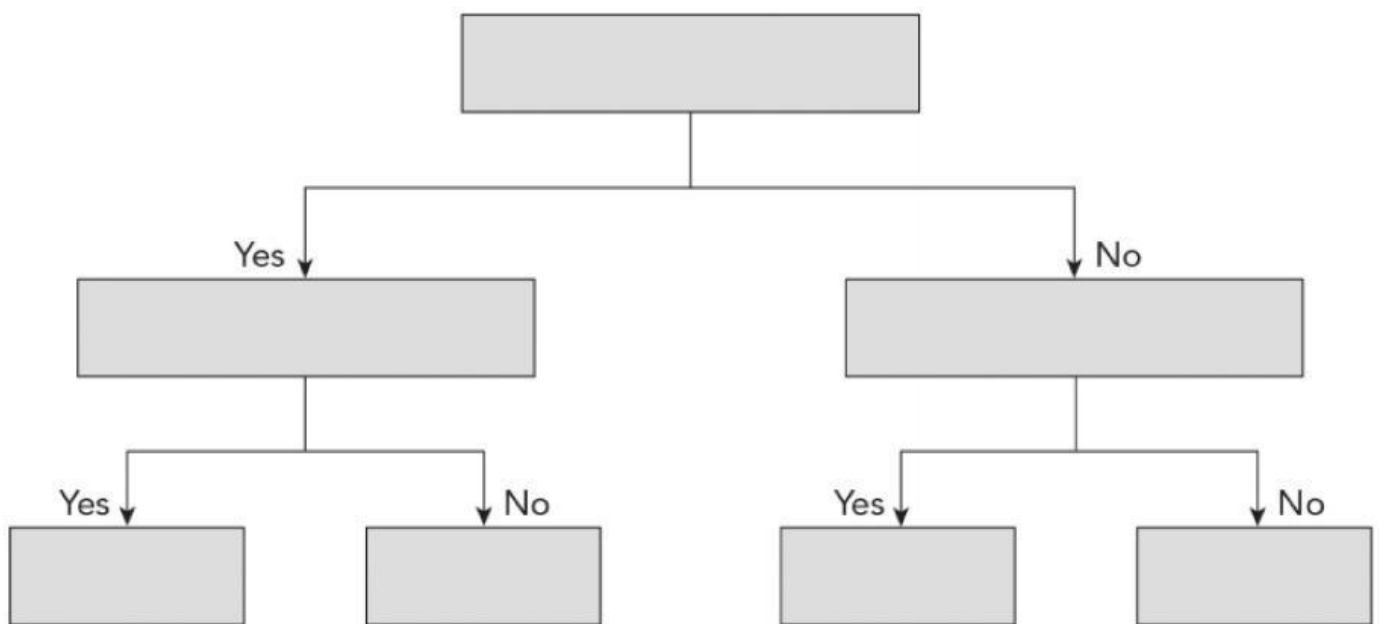

Differences:

Indian elephant	African elephant

**QUESTION 5:**

Choose **four teachers** from your school.

Write **yes/no questions** to complete the key to help someone else to **identify the four teachers**.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**QUESTION 6:** Amal is writing a key to identify several species of snake.

a. Explain what is meant by the word species

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. The drawings show two of the snake species that Amal is including in his key.



Arizona black rattlesnake



Tiger rattlesnake

Write a **question** that Amal could put into the key that distinguishes between these two snake species.

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**QUESTION 7:**

Living organisms share **seven characteristics**. These characteristics include reproduction, respiration, growth and excretion.

a. Write down **two more** characteristics of living things.

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b. Draw one line from each characteristic of living organisms to its meaning.

characteristic

meaning

respiration

releasing energy from food inside cells

growth

removing unwanted substances from the body

**QUE**

excretion

a permanent increase in size

a. Give one reason why most scientists classify viruses as non-living.

\_\_\_\_\_ [1]

b. Give one reason why some scientists classify viruses as living.

\_\_\_\_\_ [1]

**QUESTION 9:**

Living, non-living and dead. Find at least ten different things.

Is alive now	Was once alive, but is now dead	Has never been alive
grass	leather shoe	stone

**QUESTION 10:**

a. Which organ system do the stomach and intestine belong to?

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b. How is oxygen transported around the body?

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c. Name an organ in the respiratory system.

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d. Name two kinds of organism that can cause disease.

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e. Complete the food chain by drawing arrows.

**grass**

**zebra**

**lion**

f. What is the energy source of the food chain?

g. Two learners are studying organisms in the grounds outside their school.  
Suggest one safety precaution that they should take

**QUESTION 11: The pictures show four organisms**



Here is part of a key to identify the organisms.

Does it have legs?

Write a question that could go into the empty box.

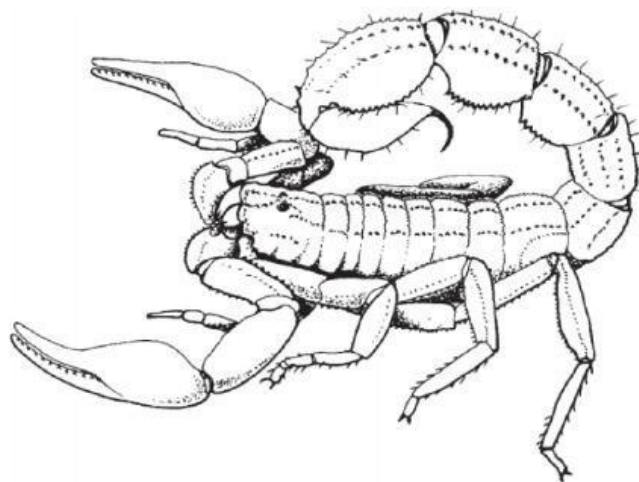
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**QUESTION 12:**

a Complete the sentence about species.

A species is a group of organisms that can reproduce to produce \_\_\_\_\_ offspring.

b Use the key to identify the species of organism shown in the picture.



Does it have jointed legs?

Answer:

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**QUESTION 13:**

Read the information about the cold virus.

*The virus that causes common colds is very small. It is not made of cells. It cannot move itself, but it can get into the body through your nose if you breathe it in from the air.*

*It enters cells in the nose, or in the tubes leading down to the lungs. Once it is inside a cell, it*

*reproduces to produce more viruses. This kills the cells and makes you feel ill.*

a Write down one piece of information that could be a reason for classifying the cold virus as a living thing.

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b Write down one piece of information that suggests that the cold virus is not a living thing.

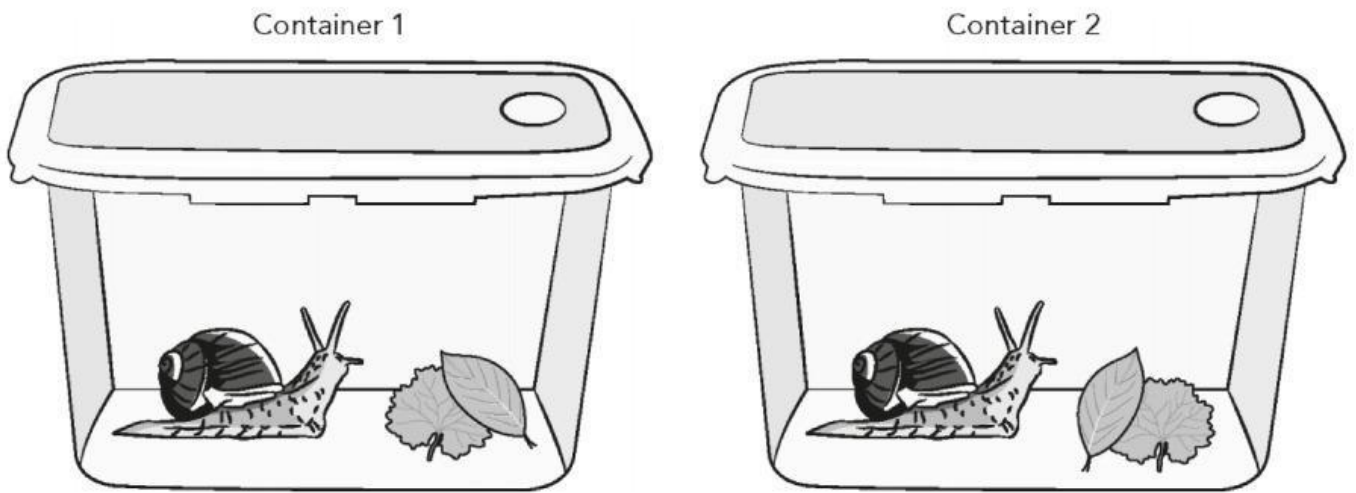
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## UNIT 7 Microorganisms in the environment

### QUESTION 1:

Zara is investigating the food preferences of a certain type of snail.

- She collects two leaves from one species of plant, and two leaves from another species.
- She measures the area of each leaf.
- She puts one leaf from each species into two containers.
- She puts a snail into each container.



After one day, she measures the area of each leaf again. The table shows her results.

Leaf	Container	Area of leaf at start in mm <sup>2</sup>	Area of leaf after one day in mm <sup>2</sup>	Change in area in mm <sup>2</sup>

a What was the variable that Zara changed in her experiment?

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b Write down a conclusion that Zara can make from her experiment.

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c Suggest one way in which Zara could improve her experiment, so that she can be more certain that her conclusion is correct.

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d After Zara finishes her experiment, she removes the snails from the containers and puts them outside.

One week later, she notices that the leaves in the containers have become brown and soft.

Explain what has happened to the leaves.

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**QUESTION 2:**

Which of the following are microorganisms? Circle each correct answer. [2]

**Bacterium**

**mitochondrion**

**neurone**

**yeast**

**QUESTION 3:**

Which two statements about microorganisms are not correct?

Tick **two** boxes.

- They are usually single-celled.
- They include bacteria.
- They have tissues and organs.
- They are all decomposers.

**QUESTION 4:**

The diagram shows a food chain.

**Grass -> ants -> pangolin -> leopard ->**

.....

**seeds**

a What do the arrows in the food chain represent?

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b Some kinds of microorganism act as decomposers.

**Add** these microorganisms to the food chain.

c Explain the ecological importance of decomposers.

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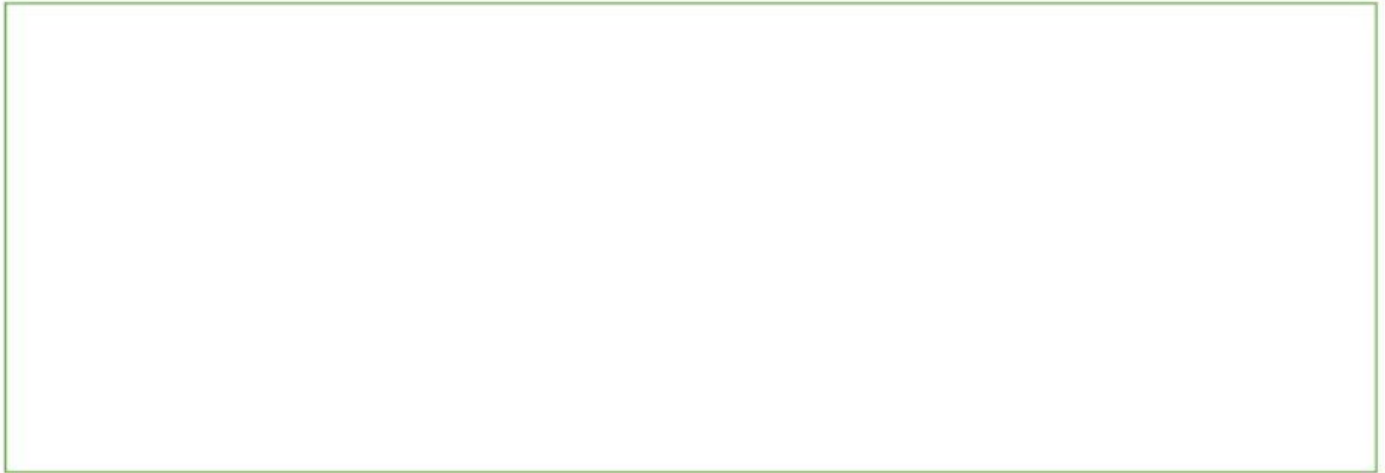
**QUESTION 5:** Here is some information about a food web in a tropical rainforest.

Orangutans and fruit bats eat the fruit from durian trees and fig trees.

Clouded leopards eat fruit bats.

Microorganisms on the forest floor feed on parts of the fruits that are thrown away by orangutans. The microorganisms also decompose droppings (faeces) from all of the animals.

Use the information to **construct a food web** showing all of these organisms.

A large, empty rectangular box with a thin green border, intended for the student to draw a food web. The box is currently blank.