Cambridge Primary Stage 5

Activities to support you at home

Photocopiable activities

Photocopiable activity 1: This is me!

Use *Wh-* words to complete the questions.
Then answer the questions about Evie.

Hi! My name's Evie. I'm 12 years old and I'm from Liverpool. I live in the suburbs with my family. We don't live near the city centre so there isn't much to do, but we live in a house with a nice garden and that's great because we can have pets. I have a dog called Night – he's a black collie. We live near school so we don't get up too early. We go walking and we meet our friends on the way. It's fun. On Saturdays, I attend Drama School with Ryan. I love acting and reading theatre plays. Ryan is my best friend. When we finish school we are going to start taking classes at the Liverpool School of Performing Arts.

1 _____ is her name? _____

2 _____ is she from? _____

3 _____ does she live? _____

4 _____ her pet's name? _____

5 _____ is it? _____

6 _____ does she go to school? _____

7 _____ is her best friend? _____

8 _____ do they like doing? _____

9 _____ is she planning to go when she finishes school? _____

Now write about you. Include a photo or draw a picture.

Photocopiable activity 2: This is my friend Ryan!

Underline the correct adjective to complete the sentences. Then talk about what is true for you. Write a few sentences about you in your notebook.

Ryan is *interested / interesting* in drama. He wants to be an actor. He thinks football is *excited / exciting*. He supports Liverpool FC and he sometimes goes to Anfield when they play at home. He never watches TV. He finds TV programmes really *bored / boring*. He prefers reading or watching films on DVD.

Ryan thinks that the weather in Liverpool isn't very good. He feels *depressed / depressing* when it rains. He prefers hot and sunny weather.

Ryan says: 'I'm not *frightened / frightening* of insects or animals except bats. I find bats extremely *disgusted / disgusting.'*

Now write about a friend. Use the text about Ryan as a model. Add a photo of your friend or draw a picture.
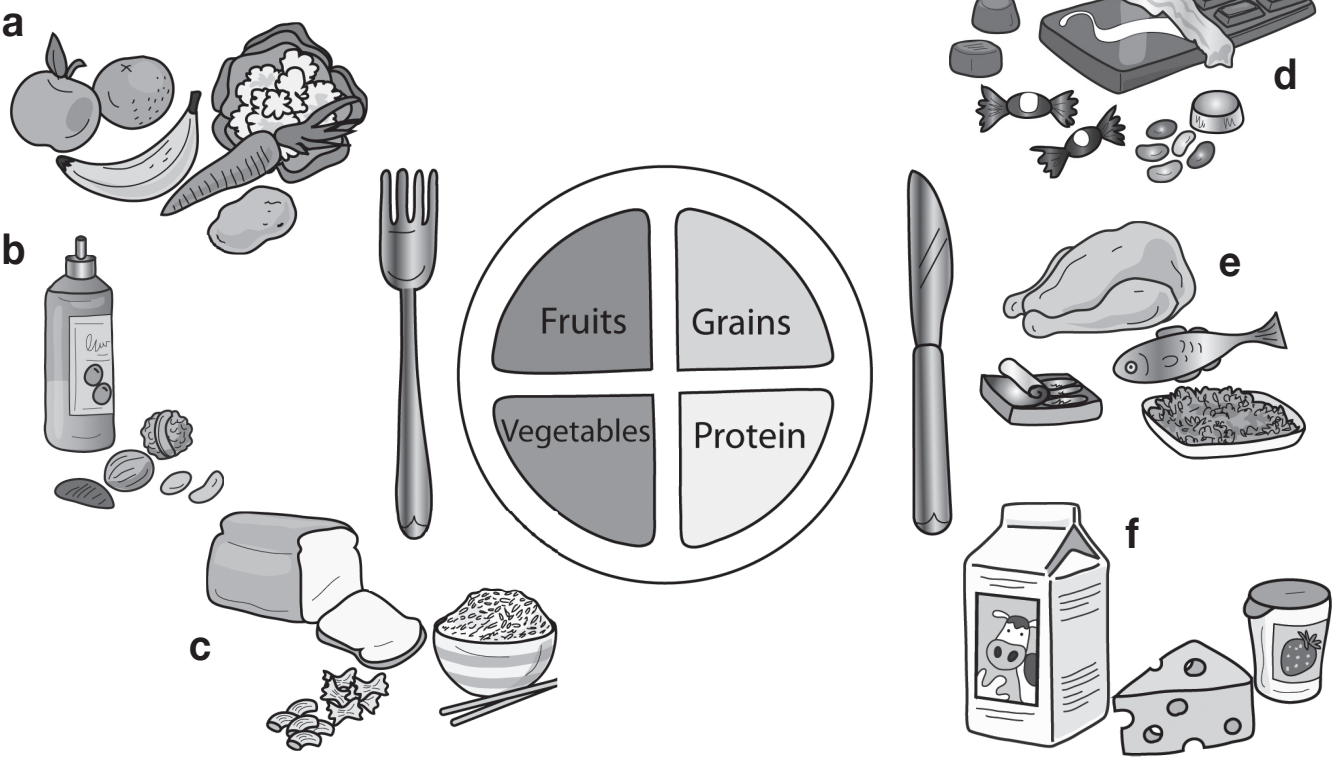
Photocopiable activity 3: Wordsearch

Find the words and phrases for illnesses and symptoms. Write them in your notebook.

S	T	O	M	A	C	H	A	C	H	E
O	C	O	L	D	F	E	E	Y	E	S
R	L	V	O	I	T	C	H	Y	A	W
E	O	I	C	Z	N	O	S	E	D	E
T	A	S	C	Y	X	I	L	L	A	A
H	F	E	E	L	V	S	S	I	C	K
R	U	N	N	Y	C	O	U	G	H	S
O	E	Y	E	A	C	F	E	V	E	R
A	S	H	I	V	E	R	I	N	G	S
T	U	M	M	Y	H	U	R	T	S	A

Now make a wordsearch for your friend.

Photocopiable activity 4: A healthy lunch

Look and match the foods to the correct food group. Then write a healthy lunch menu. Compare it with a partner. Are they similar?
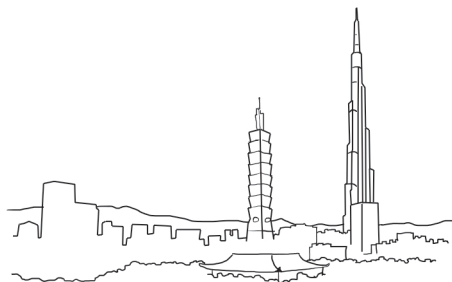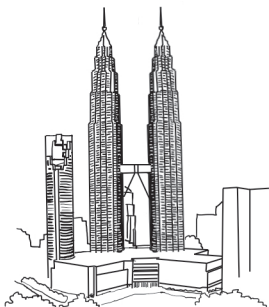
a

b

c

d

e

f

Fruits

Grains

Vegetables

Protein

My menu

Photocopiable activity 5: Three cities

Compare the information and write sentences using the comparative and superlative forms of the adjectives.

1 Look at the number of people who live in these places and write about the places using **crowded**, **noisy** and **peaceful** in your notebook.

Kuala Lumpur 1,630,000   **Taipei 2,620,000**   **Glastonbury 8,800**

2 Apparently, Glastonbury is 6,000 years old. Kuala Lumpur is around 210 years old. Write about Kuala Lumpur using **modern** and **spectacular**.

3 Think about cities and places in your country and write about them in your notebook. Use beautiful, clean, popular, pretty and noisy.

Compare your sentences with your partner. How similar or different are your opinions? Make a few notes in your notebook.

What do you know about Kuala Lumpur, Taipei and Glastonbury? Search the Internet and find out more information about them. Then make a fact file.

Name of city: _____

Country: _____

Population: _____

Language: _____

Attractions: _____

Two adjectives to describe the city: _____

Look for pictures to go with your fact files.

Photocopiable activity 8: Wordsearch – opposites

Read the clues and find the words. Find the opposite of:

anxious _____   clever _____

moody _____   hard-working _____

rude _____   weak _____

miserable _____   dry-eyed _____

C	H	E	E	R	F	U	L
I	T	C	A	L	M	A	A
J	O	L	L	Y	B	O	Z
T	U	E	W	E	E	P	Y
A	G	P	O	L	I	T	E
I	H	S	T	U	P	I	D

Make a wordsearch for the class. Use words you have learned in this unit.

**Photocopiable activity 9: What do you think?**

Complete these sentences using **must**, **can't**, **might** or **could**.

1 I don't know where Sammy lives but he _____ live near here because he comes to school on foot.

2 Did you hear that noise? I think there _____ be a thief downstairs. Call the police!

3 It _____ be a thief. All the doors and windows are locked. I think it _____ be the cat.

4 Look! There's ice on the grass. It _____ be really cold outside.

5 Dad has to go to the office and it's Saturday! He _____ be very happy about that.

What do you think about these people? Use **must**, **can't**, **might** or **could** and the words in the box to write sentences.

> president teacher doctor vet doctor writer
> musician tennis player swimmer

1 _____

2 _____

3 _____

4 _____
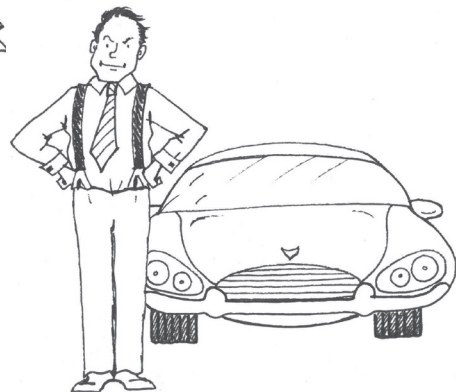
Photocopiable activity 10: Special superstars

Match the headings to correct paragraphs of the biography of Lionel 'Leo' Messi. Underline the words or phrases that helped you decide.

☐ Quick facts   ☐ Humanitarian work   ☐ Career   ☐ Personal life

1 Lionel Andrés 'Leo' Messi is an Argentine footballer.
He was born in the city of Rosario in 1987. He plays as a forward for FC Barcelona and the Argentina national team. He is also the captain of his country's national football team.

2 At the age of five, Messi started playing football for a local club coached by his father. At the age of 11, Messi was diagnosed with an illness. Because of this illness, he was much shorter than other children of his age. FC Barcelona wanted him to play in the junior divisions of the club because they knew he was very good. They offered to pay for Messi's medical treatment, if he went to Spain. Messi and his father moved to Barcelona. In 2004, when he was 17 years old, he played his first match with the first division team of the club. He has won four Balon d'Or, FIFA World Player Awards and many others.

3 In 2007, Messi established the Leo Messi Foundation, a charity supporting access to education and health care for vulnerable children. He is also a goodwill ambassador for UNICEF, supporting children's rights. He has also donated a lot of money to the children's hospital of his hometown, Rosario.

4 In November 2012, his first son was born. His name is Thiago.

What is your opinion of Leo Messi? Write a few sentences saying what you think about him. Remember to use adjectives to make your description more interesting and modals to show how sure you are of what you say.

_____

_____

_____

Photocopiable activity 11: Storytime

Write a story beginning: *One evening, I was walking down the street when …*

1 Make notes and plan your story. Use correct tenses – the past simple and the past continuous.

How many characters are there? _____

Adjectives that describe the characters: _____

Setting: _____

Problem: _____

What happens in order to resolve the problem: _____

_____

Resolution: _____

2 Now organise your story. Think about what happens first, what next.

> **My Story**
>
> What happens first
>
> What happens next
>
> What happens after
>
> How it ends

3 Use correct punctuation.

4 Write your story.

5 Give your story to a partner to read.

6 Read your partner's story. Think about these questions: Are the characters well described? Is the story exciting? Is the resolution interesting? Would you recommend the story to a friend?

7 Illustrate your story.

Photocopiable activity 12: It's punctuation time!

Read the sentences and put in the correct punctuation.
Then read the sentences aloud with the correct intonation.

1 What is your name asked the teacher

_____

2 Paul said you must be Dave's sister hello

_____

3 Jill asked is lunch ready mum

_____

4 I am so hungry said Paul I could eat a horse

_____

**5** Do you know where the post office is the lady asked the policeman

_____

6 The teacher asked has anyone seen Dianne and Yasmine

_____

Now write three more sentences. Don't use any punctuation.
Exchange your sentences with a partner and punctuate them correctly.

_____

_____

_____

Photocopiable activity 13: The Parthenon

Read about The Parthenon and put the verbs in brackets into the past passive.
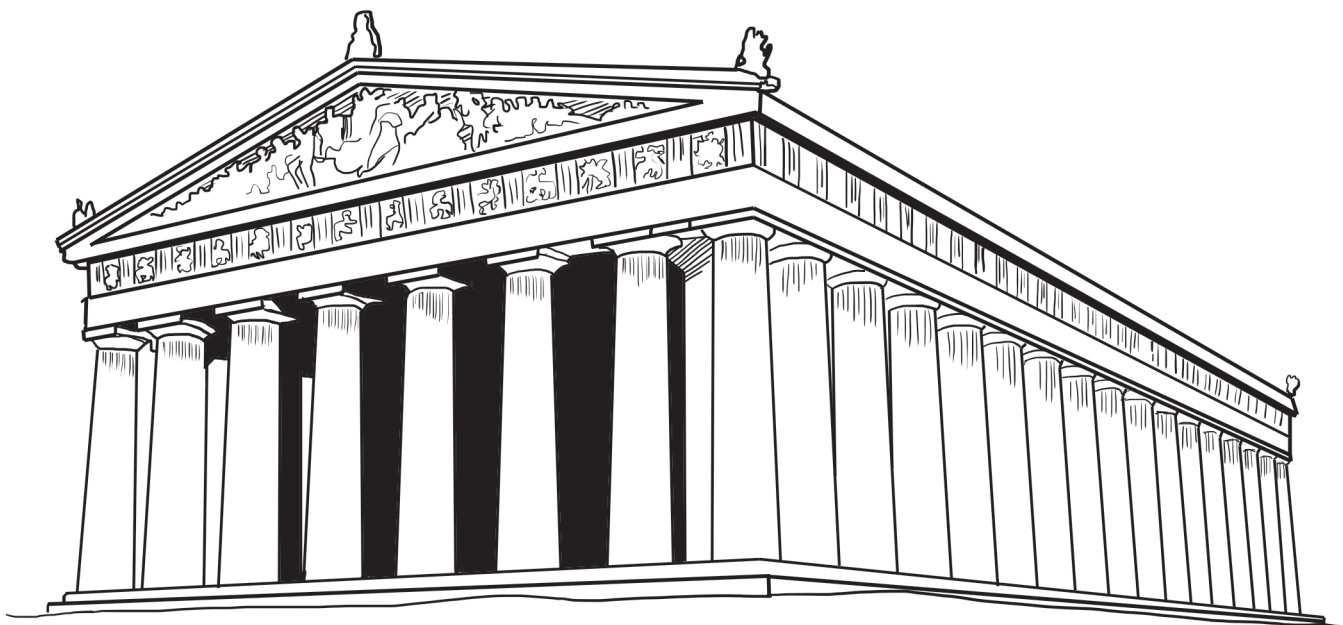
The Parthenon is a temple in Athens, Greece. It _____ (*build*) by Pericles. The construction of The Parthenon began in 447 BCE and it _____ (*complete*) in 438 BCE. It _____ (*considered*) one of the most important buildings of ancient Greece.

It had many statues. These statues _____ (*call*) metopes. Many of the metopes _____ (*destroy*) or _____ (*damage*). Some others are still there or they _____ (*take*) different museums around the world.

The Parthenon _____ (*use*) for different religions. First, it _____ (*dedicated*) to the goddess Athena. In the 5th century CE, it _____ (*convert*) into a Christian church and in the early 1460s it _____ (*turn*) into a mosque.

Look for information about another famous monument and write a description in your notebook. Use the description of The Parthenon as a model.

Photocopiable activity 15: Who wants to be a rainforest expert?

Search the Internet and find the answers to the rainforest quiz.

1 What is the country with the second largest amount of rainforests?
Mark it on the map. _____

2 Why are there a lot of plants and animals in a rainforest? _____

3 Lemurs are found in only one place. Where? _____

4 What is an okapi? _____

5 Why are jaguars endangered? _____

6 Rainforests absorb carbon dioxide. True or false? _____
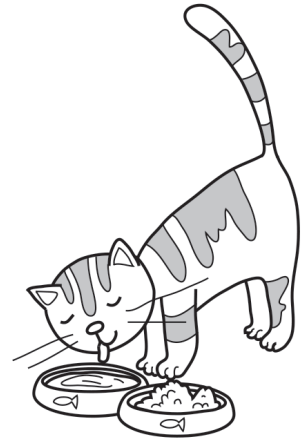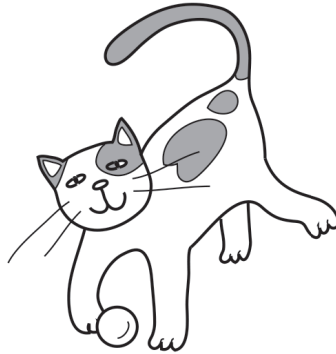
7 Name three things that can help save rainforests. _____

_____

_____

8 What can we do at home to protect the environment? _____

_____

_____

Write two more questions for a class quiz.

_____

_____

Photocopiable activity 17: Caring for cats

Put the words in order to make sentences about looking after a cat.

1 food / too / cat / You / your / give / much / mustn't

_____

2 three / Kittens / times / day / eat / should / a

_____

3 water / cat / have / must / a / Your / always / bowl / fresh / of

_____

4 water / to / You / day / have / bowl / every / clean / the

_____

5 cat / You / your / parents / need / the / ask / help / bathe / to / to / you

_____

Have you got a cat? Do you do these things?
Write some more things about looking after cats.

It's best to _____ .

It's a good idea to _____ .

It's important to _____ .

PCM 2 Reading log

Name: _____ **Date:** _____

Recording everything you read (fiction and non-fiction) is a great way to remind yourself of what you know, like and want to do. Keep your reading log handy at all times and don't forget the enjoyometer!

Did not enjoy ◄――――――――――――► Enjoyed a lot

Date	Title	Author	Genre (*What is it?*)	My comment

Here are some sentence starters:
I liked it when …
An interesting thing I found out was …
I hope …
My favourite character …
I didn't like it when …
I predict …
My favourite part …

PCM 13 Plan and write a biography

Name: _____ **Date:** _____

A biography of _____ (name) _____
Dates: _____

Picture	Early life

Major events	Achievements

I would describe this person as:

This person's impact on society and in history:

From this person I have learned:

PCM 16 Plan and write a haiku poem

Name: _____ **Date:** _____

1 Think up some ideas for a haiku about something in nature. Write down your ideas.

a large wave

a tree

a seed

the sun

2 Choose a topic you 'connect' with – something that brings back a memory or reminds you of something.

3 Describe your topic literally and figuratively.

Haiku topic:	
Literal description (think of your senses – adjectives, verbs and adverbs)	**Figurative description** (similes and metaphors)
Penguins have black and white feathers.	Penguins are emperors in smart outfits.

Tip: Use a thesaurus to find synonyms for words you have used to describe your topic.

4 Write a first draft. Edit and improve your work and then write it out neatly.

Tip: Make the first part literal; the second part figurative.

First draft	Final work
(5 syllables) _____ (7 syllables) _____ (5 syllables) _____	

Tip: Is the last line a contrast or surprise?

PCM 18 Direct and reported speech

Name: _____ **Date:** _____

Complete these two versions of a myth by putting the reported speech into direct speech and the direct speech into reported speech.
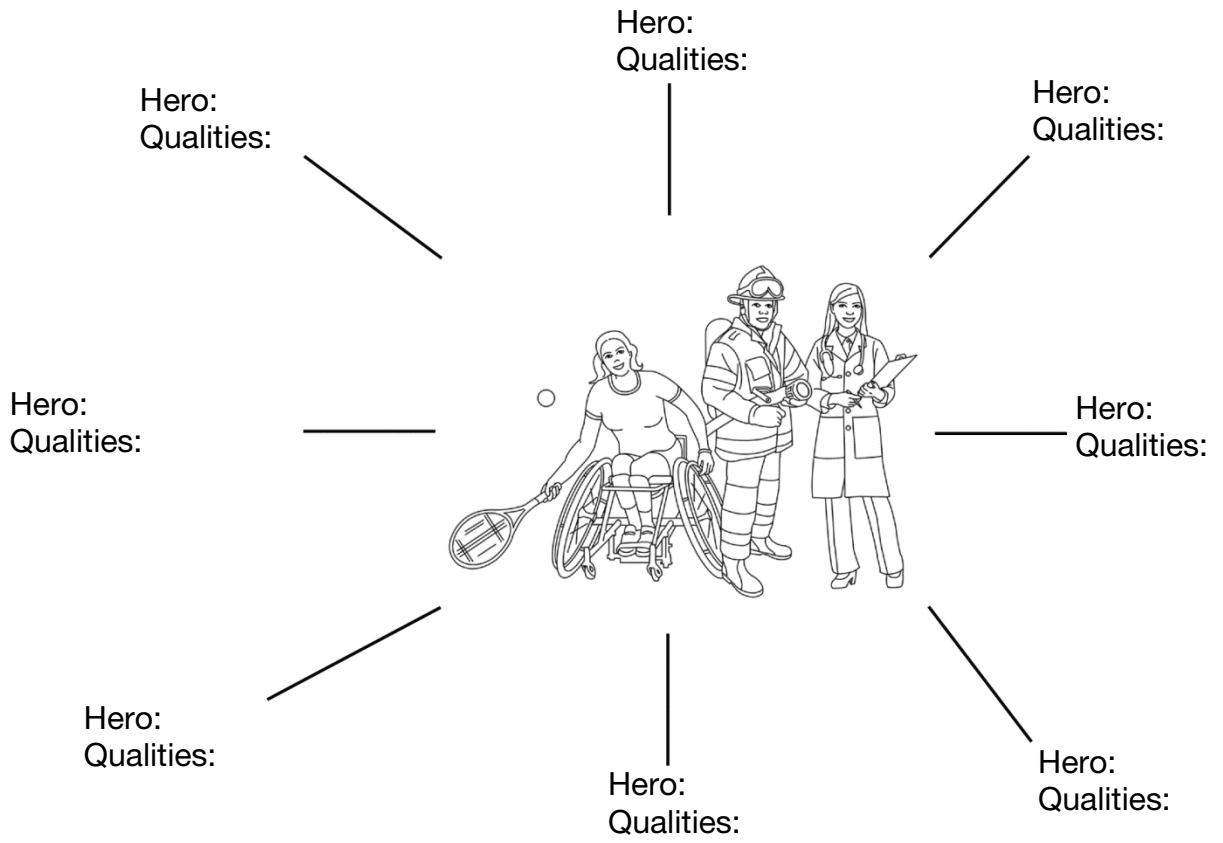
Tip: Remember to change the pronouns!

The origins of the volcano Mount Etna	
Reported speech *Tip: Remember to use the past tense!*	**Direct speech** *Tip: Remember the speech marks!*
Zeus said that when he was younger he had to battle the Titan monster Typhon.	Zeus said, "When I …
He also told us that he was shocked when he first saw Typhon because he had a hundred heads oozing with venom and slime.	He also said, "I was …
Zeus admitted that he …	"Typhon is a ghastly sight and my fellow gods are so terrified that some of them have turned themselves into animals to hide," Zeus admitted.
Zeus also said that …	Zeus continued, "When Typhon lifted the mountain to hurl it at us, I let loose one of my thunderbolts, which sent the mountain crashing down on top of him."
Zeus …	"He is trapped there to this day," Zeus boasted. "If you don't believe me, go to Sicily and see how Mount Etna spews out smoke, flames and boiling rock whenever Typhon wakes and rages at his captivity."

PCM 19 Who is a hero?

Name: _____   **Date:** _____

hero *n*. 1. someone who does something brave or good which people respect or admire them for. 2. the main male character in a book or film, who is usually good.

Hero:
Qualities:

Hero:
Qualities:

Hero:
Qualities:

Hero:
Qualities:

Hero:
Qualities:

Hero:
Qualities:

Hero:
Qualities:

Hero:
Qualities:

PCM 24 Practise poetic techniques

Name: _____   **Date:** _____

> Practice makes perfect and you need to practise your poetic technique!

Check your knowledge.

1 What is a simile?

_____

Example: _____
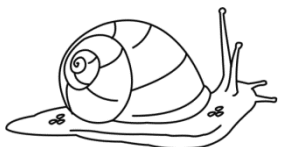
2 What is a metaphor?

_____

Example: _____

3 What is personification?

_____

Example: _____

4 Use figurative language to transform these ordinary objects with your imaginative descriptions:

	Simile:
	Metaphor:
	Personification:
	Simile:
	Metaphor:
	Personification:
	Simile:
	Metaphor:
	Personification:

PCM 30 Oral review

Name: _____   **Date:** _____

Use this clapperboard to prepare your oral review. Write down **key words only** and use them as a prompt when you are speaking.

Tips:
- *Speak clearly and use expression.*
- *Keep eye contact with your audience – don't just read your speech.*
- *Prepare well and be confident.*
- *Be enthusiastic!*

Film title   Genre   Time   Age

Main characters including   Directed by:
my favourite character

                                Written by:

Setting and plot

My favourite scene

                                          Special effects

Other   Rating

PCM 31 Write a letter

Name: _____   **Date:** _____

Use this template to write your letter.
Read through the instructions and go through the criteria before you begin.

Address and date on the right side

_____

_____

_____

For the greeting, ensure the name is correct or use *Sir or Madam.*

Dear _____

Introduce yourself. State the purpose of your letter.

_____

_____

_____

Give further information. State your point-of- view. Express your point-of -view.

_____

_____

_____

_____

Conclude with a clear statement to sum up the points in the letter.

_____

_____

_____

_____

Sign off. If you address a letter to *Sir or Madam,* sign off with *Yours faithfully.*

Yours sincerely

_____

PCM 34 Plan a dialogue

Name: _____   **Date:** _____

- Use direct speech – no need for quotation marks.
- Write in the first person, using first person pronouns (*I*, *my*, *mine*, *we*, *us*, *ours*).
- The language should suit the character. Colloquial language is acceptable.

Character's name _____ : _____

_____

Character's name _____ : _____

_____

Character's name _____ : _____

_____

Character's name _____ : _____

_____

Character's name _____ : _____

_____

Character's name _____ : _____

_____

Character's name _____ : _____

_____

Character's name _____ : _____

_____

Character's name _____ : _____

_____

Character's name _____ : _____

_____

PCM 35 Write a script

Name: _____   **Date:** _____

The title of the play tells the reader what the play is called and may give some clues as to what the play is about.

An act is a main part of a play. A play can have one or more acts. Each act can have one or more scenes.

Title: _____

Act: _____

The cast list tells the reader who the characters are and how many there are.

Cast	Stage props

The stage props, or properties, are the extra things on the stage like the backdrop, costumes, equipment, etc.

The scene describes the setting. Some acts have more than one scene.

Scene

The stage directions tell the actor how to behave and what expressions to use.

Characters' names are written down the left-hand side of the page.

Dialogue helps to tell the story and develop the characters.

_____: (_____) _____

_____

_____: (_____) _____

_____

_____: (_____) _____

_____

_____: (_____) _____

_____

_____: (_____) _____

_____

_____: (_____) _____

_____

Sequence cards

What to do:

- Cut out the cards.
- Four of the cards are clues that tell you about a number sequence.
- Use the clues to help you sort the cards into four sets: A, B, C and D. There are three cards in each set.
- What are the rules for sequences A, B, C and D?

−25, 0, 25,…	−15, −10, −5,…	30, 28, 26, 24,… is part of sequence A
0, 5, 10,… is part of sequence B	14, 12, 10,…	12, 15, 18,…
0, 3, 6, 9,… is part of sequence C	−100, −95, −90, −85,…	75, 100, 125, 150,… is part of sequence D
875, 900, 925,…	21, 24, 27, 30,…	22, 20, 18, 16,…

Multiple maze

What to do:

- Four aliens must follow a path to reach a treasure chest.
  They can move only horizontally or vertically through the maze.
- Each alien can only move through a multiple of the number on their hat.
  For example,

   can only move through multiples of 6.

- Which treasure chest does each alien find?

7	37	54	12	8	18	29	46	52	48
147	70	14	35	34	9	162	108	19	49
24	37	41	42	43	53	120	54	36	60
8	64	128	56	144	80	96	45	44	48
17	44	22	21	34	88	42	81	38	18
74	70	112	42	54	56	48	72	64	48
24	84	140	120	88	44	91	162	142	32
17	28	42	35	49	140	84	144	36	16
77	64	90	45	48	98	12	60	108	42
112	140	21	36	53	112	32	52	72	92

One-minute tests

Multiply

1 × 2 =	8 × 3 =
2 × 3 =	7 × 0 =
2 × 5 =	8 × 4 =
1 × 4 =	5 × 6 =
3 × 2 =	4 × 7 =
4 × 3 =	8 × 6 =
9 × 1 =	7 × 5 =
6 × 2 =	9 × 4 =
3 × 4 =	8 × 9 =
5 × 3 =	7 × 7 =
7 × 2 =	6 × 9 =
3 × 6 =	8 × 8 =
2 × 8 =	6 × 8 =
4 × 5 =	9 × 9 =
9 × 2 =	9 × 7 =
3 × 7 =	6 × 4 =
3 × 9 =	9 × 5 =

Divide

|	
2 ÷ 1 =	50 ÷ 5 =
4 ÷ 2 =	28 ÷ 4 =
3 ÷ 1 =	32 ÷ 8 =
6 ÷ 3 =	35 ÷ 5 =
8 ÷ 2 =	42 ÷ 6 =
9 ÷ 3 =	45 ÷ 5 =
10 ÷ 2 =	48 ÷ 8 =
12 ÷ 3 =	54 ÷ 6 =
15 ÷ 5 =	36 ÷ 9 =
16 ÷ 4 =	56 ÷ 7 =
18 ÷ 3 =	64 ÷ 8 =
20 ÷ 4 =	63 ÷ 9 =
21 ÷ 3 =	72 ÷ 8 =
24 ÷ 4 =	81 ÷ 9 =
30 ÷ 3 =	88 ÷ 8 =
30 ÷ 5 =	24 ÷ 8 =
27 ÷ 3 =	80 ÷ 8 =

Translation patterns

This is a pattern that uses translation.
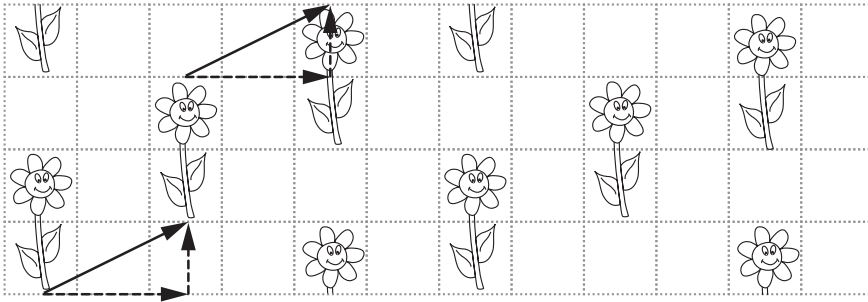
The pattern is made by translating the picture diagonally to the right and up.

Each part of the picture is translated 2 cm right and 1 cm up.

Check that all of the plants have been translated in the same way: choose the tip of a leaf on one of the plants and measure 2 cm to the right and 1 cm up. You should be at the same point on a different plant.

Complete the translation pattern on the birthday cake wrapping paper below.

Make sure that each part of the cake is translated in the same way.
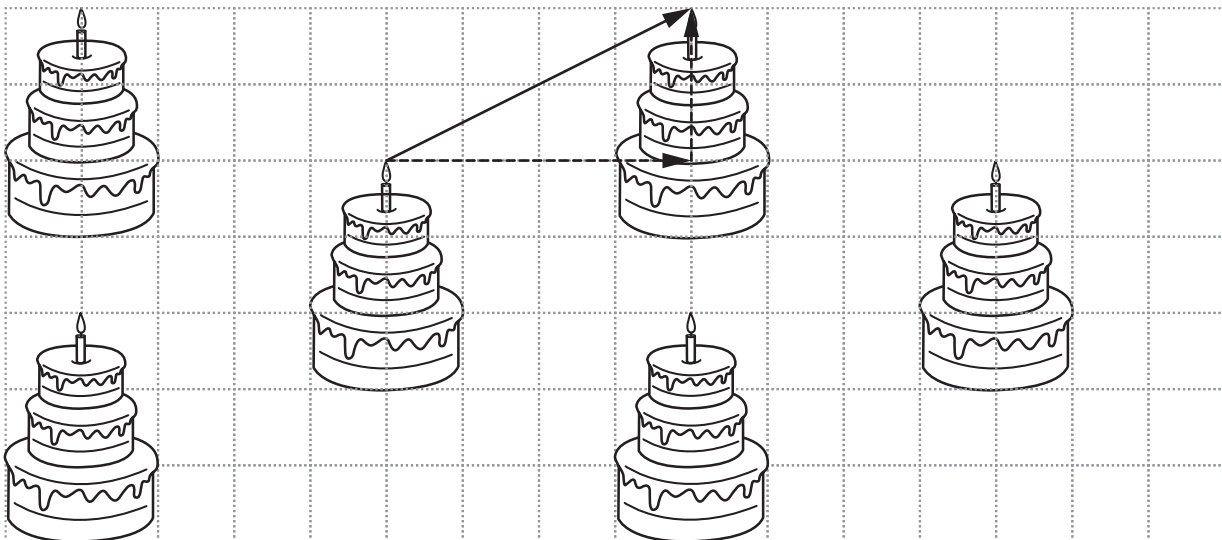
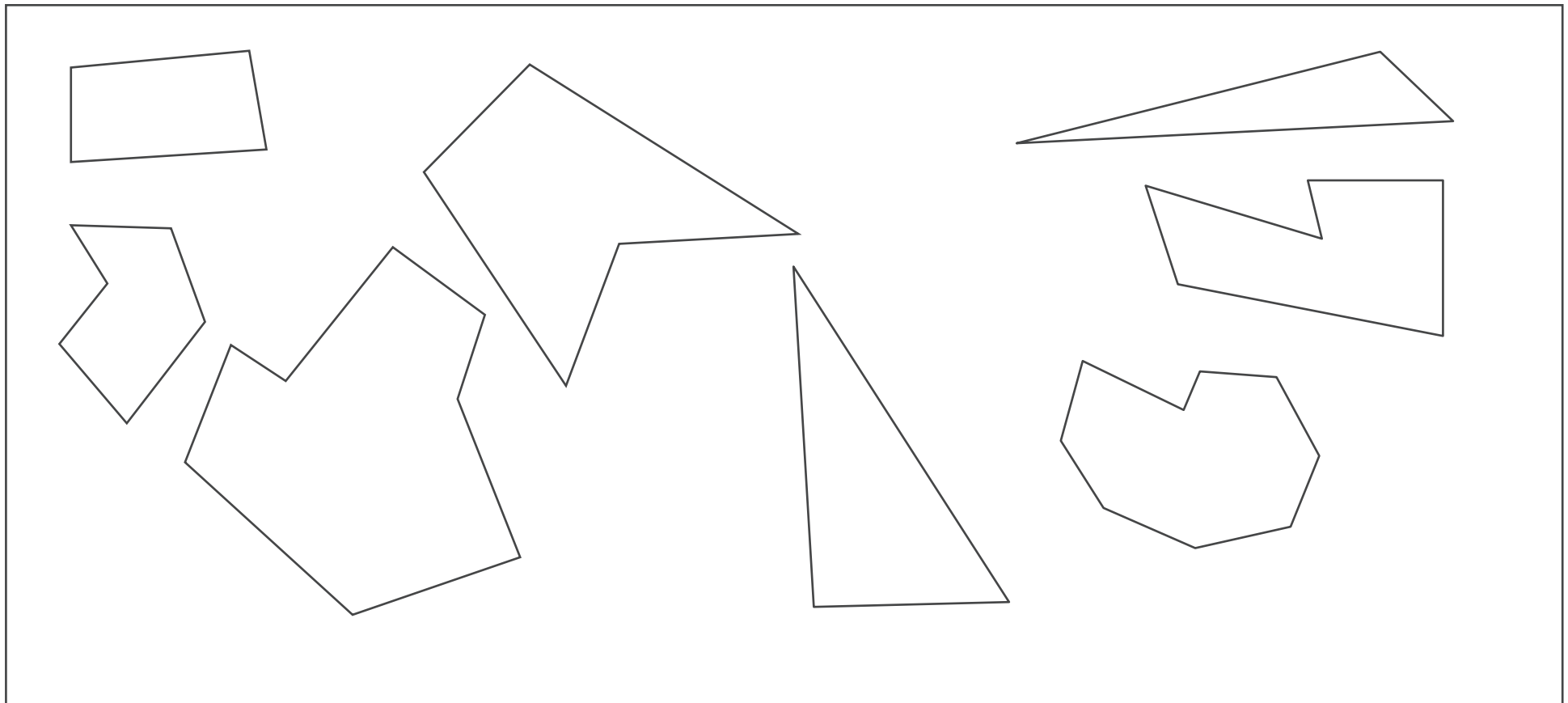Make your own pattern by translating a picture.
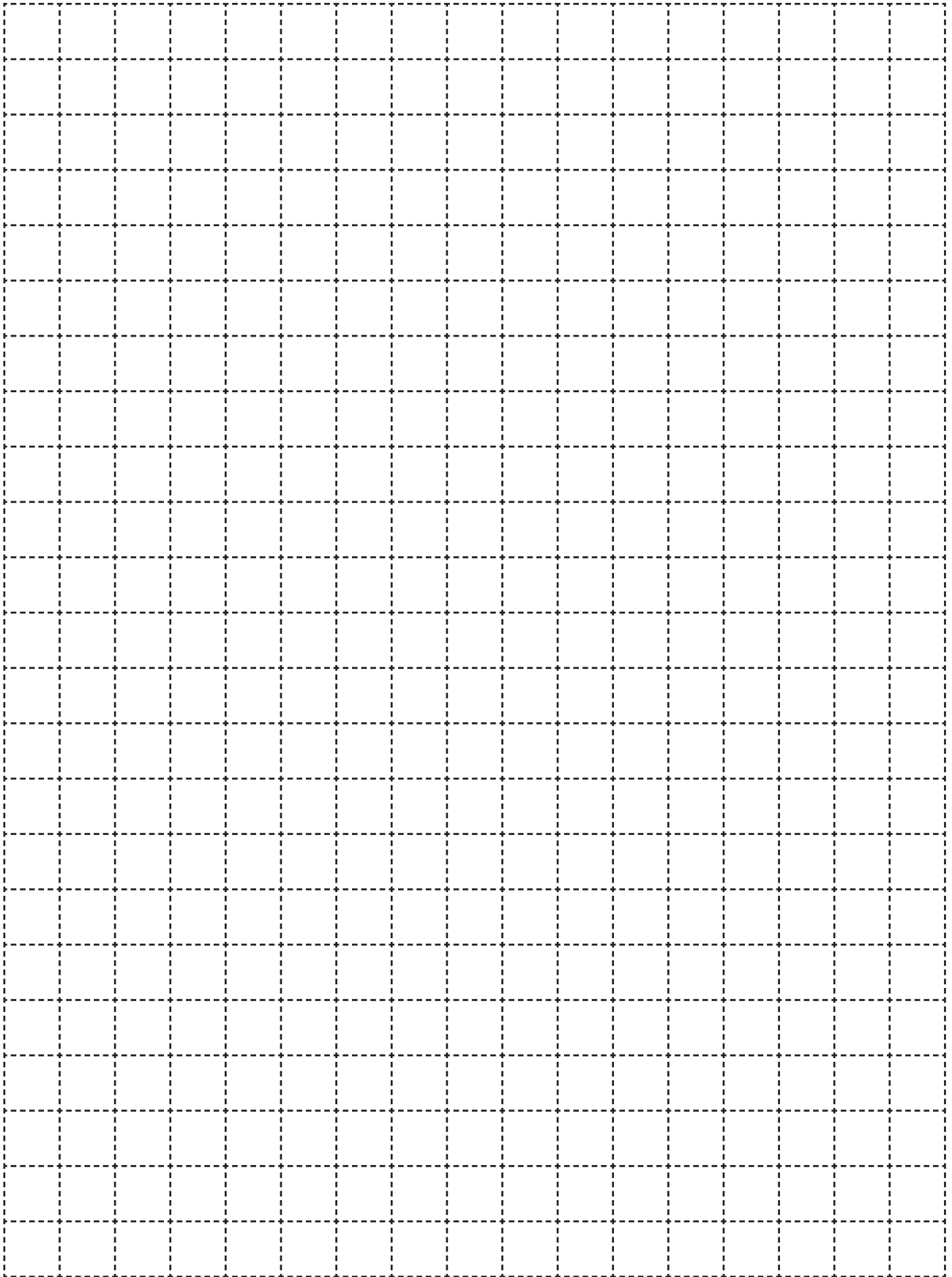
Irregular polygons

All of these shapes are irregular polygons.

Measure the length of each side and the perimeter.

Record your results next to the polygon.

Sunflower growth

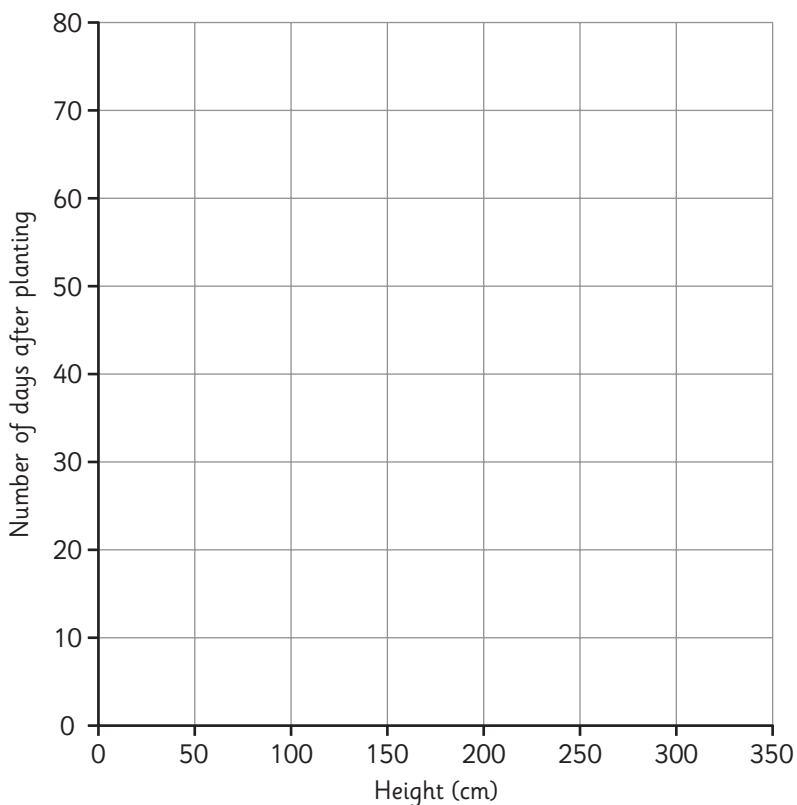Class E planted some sunflower seeds.

They measured the height of the sunflower plant every 10 days.

The table below shows the data they recorded.

| Number of days after planting	10	20	30	40	50	60	70	80
Height of sunflower (cm)	48	50	102	146	200	250	350	350

Use the axes below to plot a line graph to show how the height of the sunflower changed over time.

Fraction, decimal and percentage loop cards

I am one whole	I am one-half	I am 40%	I am 0.75
You are 50%	You are 0.4	You are three-quarters	You are 80%
I am eight-tenths	I am 0.2	I am one-tenth	I am 25%
You are 20%	You are 0.1	You are one-quarter	You are nine-tenths
I am 90%	I am 65%	I am 0.6	I am one-hundredth
You are 0.65	You are 60%	You are 1%	You are 0.7
I am seven-tenths	I am 15%	I am 5%	I am three-tenths
You are 0.15	You are five-hundredths	You are 0.3	You are 100%

Reflecting triangles

Chapter 29 Reflecting triangles
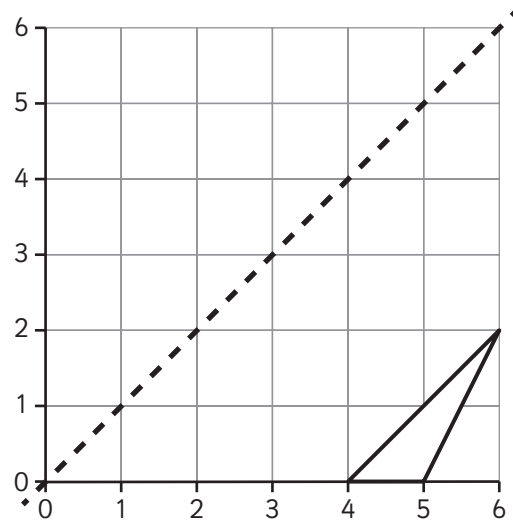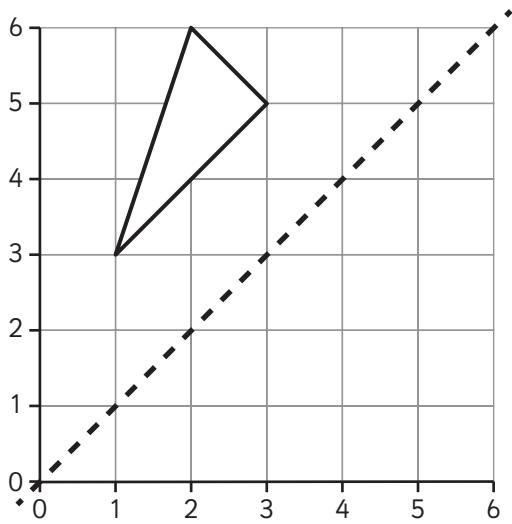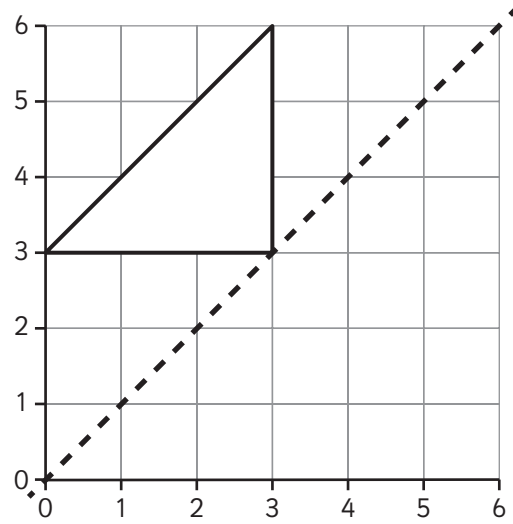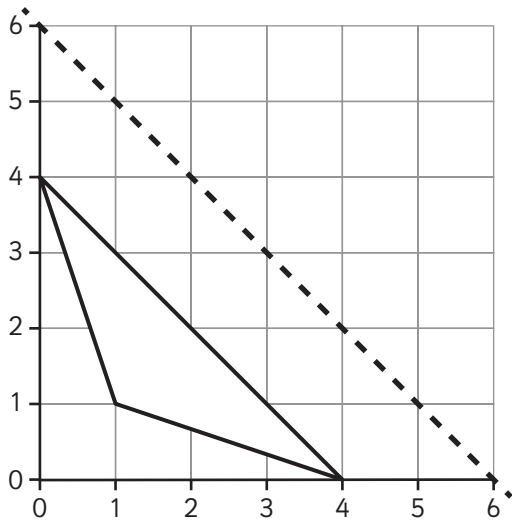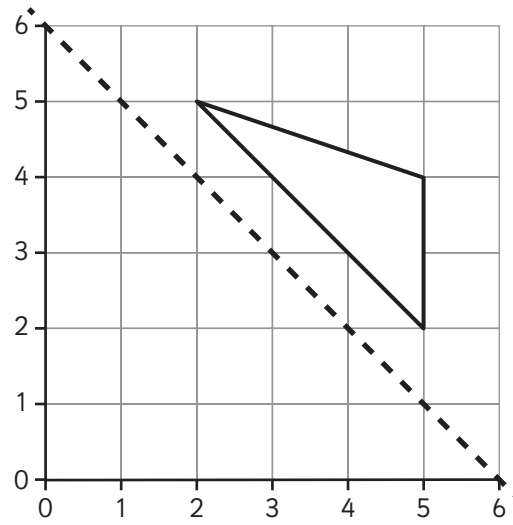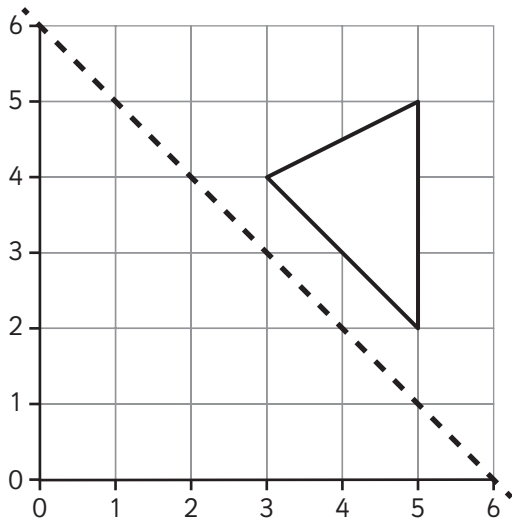
Worksheet 2.1

Draw a bar chart of flower colours

Name: _____   Date: _____

Dineo and Jojo counted the number of flowers of different colours. These are their results.

Flower colour	Number of flowers counted
pink	7
white	10
red	4
blue	2
brown	1

1   Draw a bar chart of their results.

Number of flowers
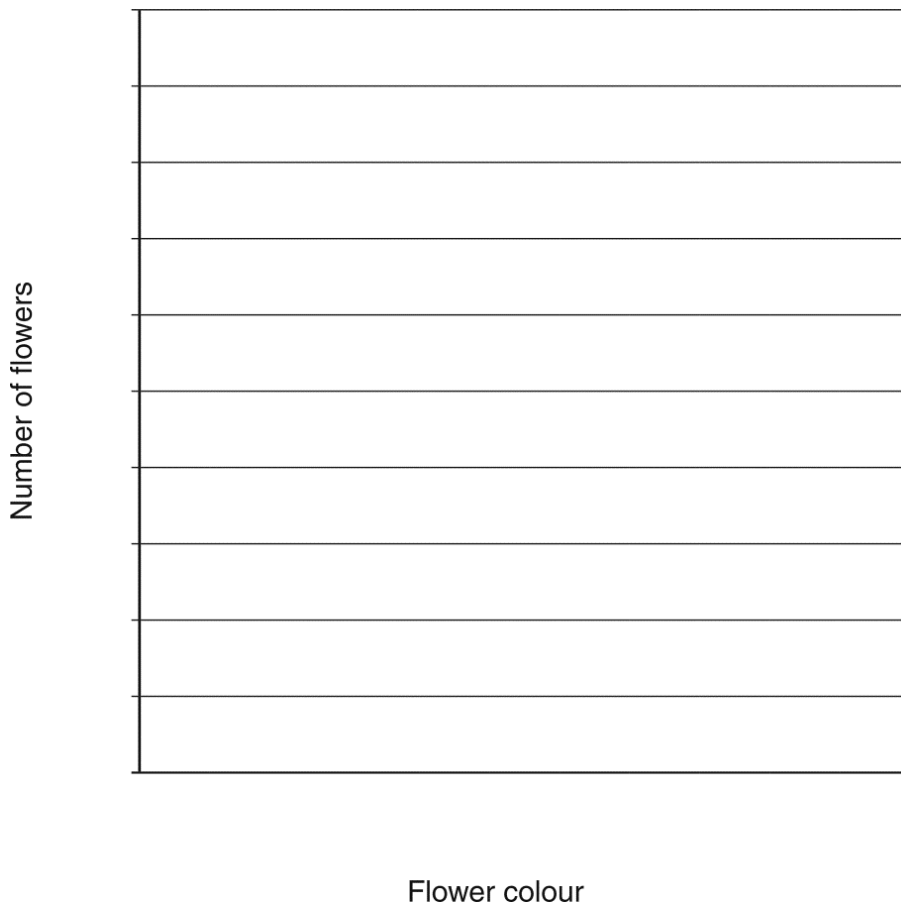
Flower colour

2 Which flower colour is the most common?

_____

3 Which flower colour is the least common?

_____

4 How many flowers were red?

_____

5 Go outside and find as many yellow flowers as you can in ten minutes. Count them and draw another bar on your chart to show the number.

6 Do you think you have enough evidence to form a conclusion about flower colours? Say why or why not.

_____

_____

_____

Worksheet 2.4a

Draw and press a flower

Name: _____ Date: _____

In this practical activity, you will observe
and press a flower.

You will need:
- a flower
- heavy books
- newspaper
- clear sticky tape
- a hand lens.

1 a Observe the flower carefully. Use the hand lens
   if the flower is small

  b Make a drawing of the flower. Label these parts:
   petals, sepals, stamens, carpel.

2 Put the flower on a piece of newspaper. Spread out the petals.

3 Put another piece of newspaper on top of the flower.

4 Put the flower inside a book and put a pile of books on top.

5 Leave your flower for a minimum of two weeks until it is dry. Lift it carefully off the paper.

6 Use sticky tape to stick your flower onto this page.

Worksheet 2.4b

Look for patterns and make a prediction about flowers

Name: _____   Date: _____

In this activity, you will look for patterns in the number of flower parts and make predictions about them.

Bo and Fang observed and counted the parts of different flowers. They recorded their results in a table.

Flower	Number of sepals	Number of petals	Number of stamens	Number of stigmas
1	5	5	5	5
2	6	6	6	1
3	4	8	8	1
4	3	6	6	3
5	5	10	10	5

1   Did all the flowers contain the same number of sepals, petals, stamens and stigmas?

   _____

2   What pattern do you notice in the numbers of sepals and petals?

   _____

3   What pattern do you notice in the numbers of petals and stamens?

   _____

4   What do you notice about the numbers of stigmas?

   _____

   _____

5 A flower has eight sepals. Predict the number of petals and stamens that the flower could have.

_____

6 **a** What **two** conclusions can you form from the results?

_____

_____

   b How can you make sure that your conclusions are correct?

_____

_____

Worksheet 2.6

Which colour flowers do pollinators visit most?

Name: _____   Date: _____

In this activity, you will look at a table of results and make a prediction and drawing.

Class 5 observed which coloured flowers insect pollinators visited.
These are their results.

Pollinators	Number of visits to different coloured flowers		
	White	Green	Yellow
bees	15	2	10
butterflies	8	5	9
beetles	4	12	8

1 a Which colour flowers did bees visit most? _____

   b Which colour flowers did butterflies visit most? _____

   c Which colour flowers did beetles visit most? _____

2 a Which pollinator visited the most flowers?

      _____

   b Which pollinator visited the fewest flowers?

      _____

3 a Is colour the only way that flowers attract pollinators?

_____

b Name **two** other ways that flowers attract pollinators.

_____

_____

4 Beetles are heavy insects that need flowers that can hold their weight.

a Predict how a flowers pollinated by beetles might look.

_____

_____

b Draw, label and colour in the flower you predicted.

Worksheet 3.3

Draw a graph of evaporation

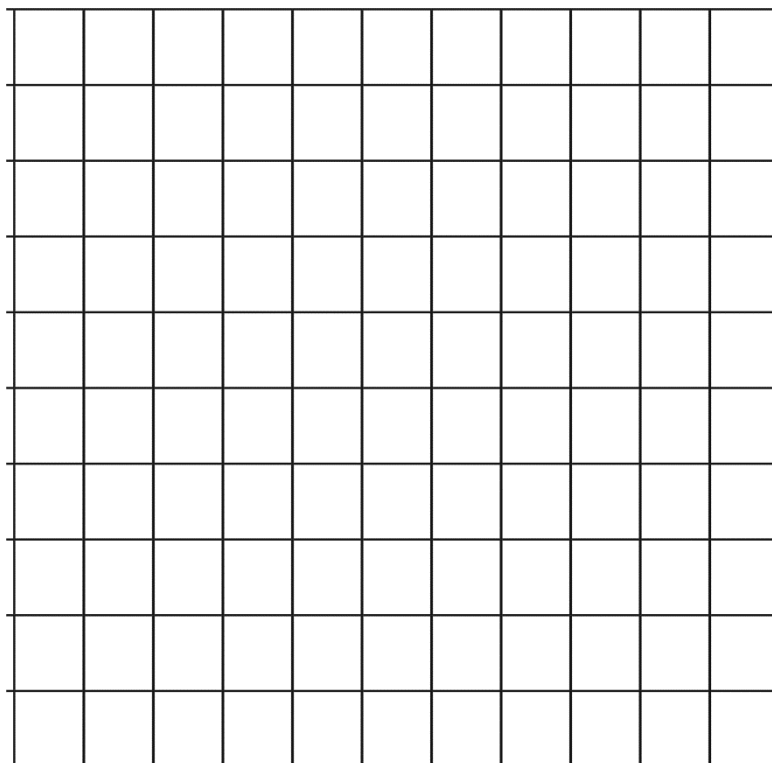Name: _____   Date: _____

In this activity, you will draw a graph, look for patterns and interpret results.

Lena and Ari measured evaporation from a puddle of rainwater one morning.

These are their results:

Time on clock	Amount of water evaporated in ml
7.00	0
8.00	30
9.00	100
10.00	200
11.00	400
12.00	800

1 Draw a graph of their results.

2 a How long did it take for 100 ml of water to evaporate?

_____

b How long did it take for 400 ml of water to evaporate?

_____

c How long did it take for 800 ml of water to evaporate?

_____

3 a Between which times was evaporation the slowest?

_____

b Between which times was evaporation the fastest?

_____

4 a What pattern can you see in the results?

_____

_____

_____

b Explain the pattern.

_____

_____

_____

5 Would the puddle dry faster or slower on a windy day? Say why.

_____

_____

_____

Worksheet 3.6

Design a fresh water system

Name: _____ Date: _____

In this practical activity, you will be making a system to give you fresh water. You will have to apply your knowledge about evaporation and condensation in the water cycle.
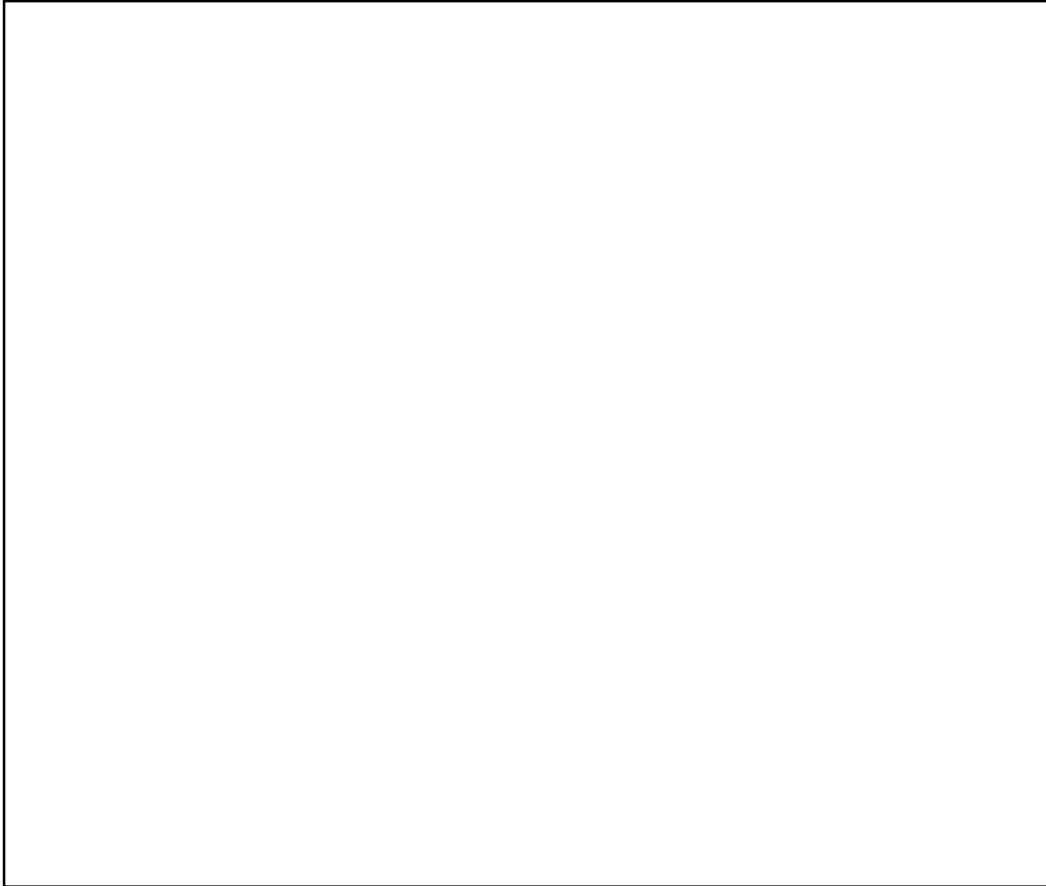

Imagine that that you are shipwrecked on an island. There is no fresh water on the island. The only water is seawater. You have with you:

- a plastic bag
- a jam jar
- a small bucket
- an elastic band.

1 **a** Design a system that will help you get fresh water from the sea.

b Make drawing of your design. Label the parts of the system to show what they are made from.

2 Explain how your system works to give you fresh water.

Worksheet 3.7

How fast does water boil?

Name: _____   Date: _____

In this activity, you will compare water temperatures, complete a line graph and look for patterns.

Mrs Martinez investigated boiling with her class. She heated water and measured its temperature. The class recorded these results.

Time in minutes	2	4	6	8	10	12	14
Temperature in °C	30	45	60	75	90	100	100

Mr Li's class carried out the same investigation. These are their results.

Time in minutes	2	4	6	8	10	12	14
Temperature in °C	40	60	80	100	100	100	100

Both classes started drawing line graphs of their results.
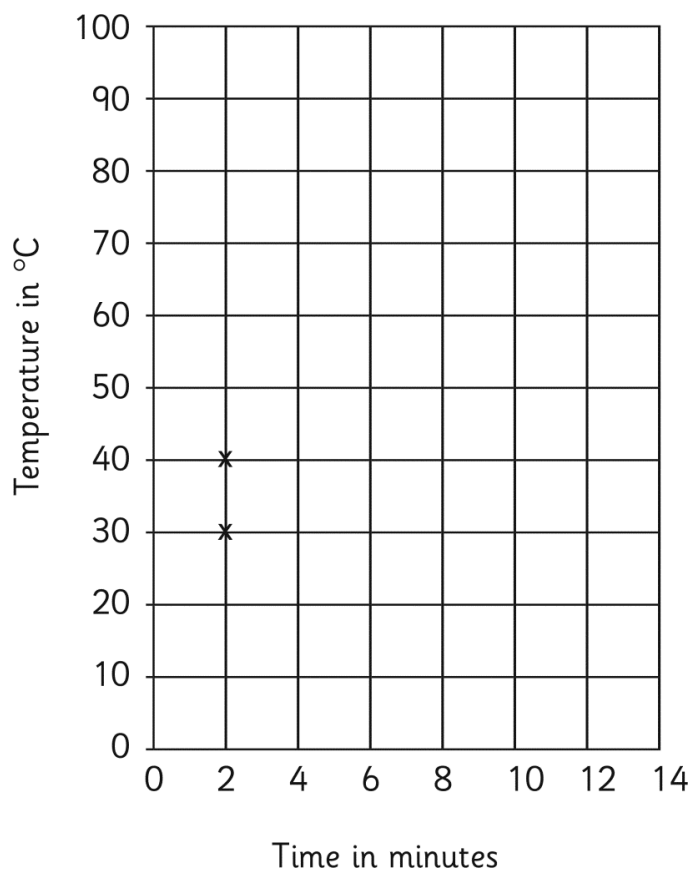
1 Complete the line graphs.

2 a Are the line graphs identical? _____

   b What difference do you notice in the patterns of the two line graphs?

     _____

     _____

     _____

   c Suggest a reason for this difference.

     _____

     _____

2 a What is the boiling point of water? _____

   b Do the two line graphs support this conclusion? _____

   c How could you find out if water always boils at this temperature?

     _____

     _____

3 How would know when the water boiled if you did not measure its temperature? Suggest two ways.

   _____

   _____

Worksheet 3.8a

Draw a line graph of melting

Name: _____   Date: _____

In this activity, you will draw a line graph and make a prediction.

Mrs Campbell's class melted ice and measured its temperature. These are their results.

Time in minutes	0	2	4	6	8	10	12	14
Temperature in °C	-5	-4	-2	0	0	2	3	5

1   Draw the line graph.

Time in minutes