

ACTIVITY 37. Define the following terms:

- a. Ecosystem:

- b. Biome:

- c. Ecosphere:

- d. Biotope:

- e. Biocenosis:

ACTIVITY 38. Underline the correct option (*italic*):

- *Rivers / Fields* belong to aquatic ecosystems.
- *Ecosphere / Biome* is formed by all ecosystems of the Earth.
- Rocks, air and water belong to *abiotic factors / physical environment*.
- Solar radiation *is a biotic factor / an abiotic factor*.
- The different populations that live together in an ecosystem are *a community / the biotope*.

ACTIVITY 39. Read the following terms and choose the correct words to fill in each column:

- | | | | | |
|----------|-------|-------|-------------|----------|
| FUNGI | ROCKS | WATER | BACTERIA | HUMIDITY |
| PLANTS | AIR | WIND | ANIMALS | RAINFALL |
| SUNLIGHT | ALGAE | LION | TEMPERATURE | WORM |

BIOCENOSIS	BIOTOPE

ACTIVITY 40. Watch and listen to the video to complete the text.



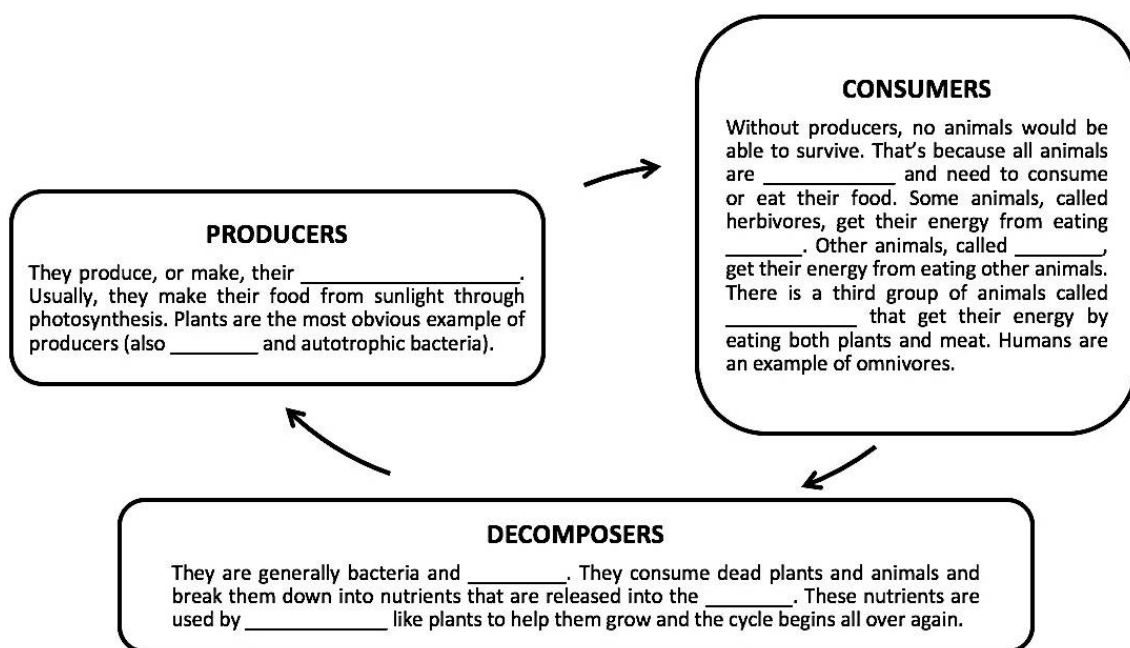
YouTube: [Free School "Understanding Ecosystems for Kids: Producers, Consumers, Decomposers"](#)

The Earth is covered in living things. From very large organisms to the tiniest creatures, all living things on Earth have one thing in common: they cannot survive alone. To grow and flourish, living things need the support of an_____. An ecosystem is what we call all the things that interact in a specific area, both _____and non-living. Ecosystems can be hard to define. They are interconnected in many ways, and it is not always easy to see one ecosystem ends and another begins. Different ecosystems may look very similar or very different from one another, but all ecosystems are made of the same basic parts. Ecosystems have both living and non-living parts:

- The non-living parts of an ecosystem include things like_____and _____, _____and_____, the types and amount of _____available and and (abiotic factors).
- The living parts of an ecosystem are the_____and_____ in it, also fungi, protocists and bacteria (biotic factors).

The non-living parts of an ecosystem combine to create the conditions that will determine what kinds of living things will be able to_____there. You won't find a coral reef in the desert or cactus in the ocean, because the conditions are wrong for them to live and grow.

There are three main types of living things in an ecosystem: producers, consumers and decomposers:

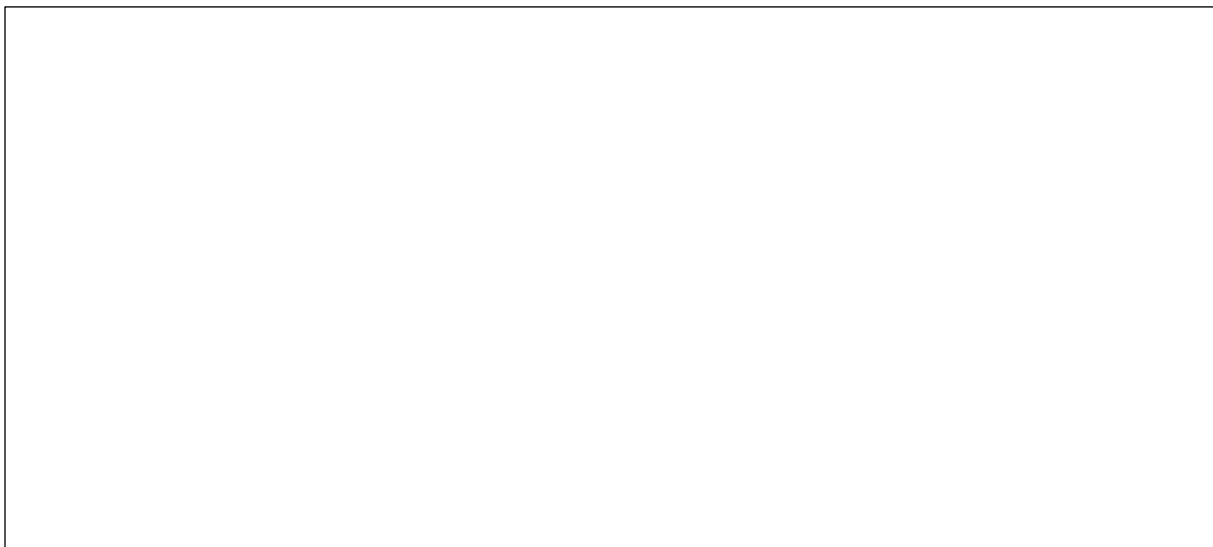


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All the parts of an ecosystem must work _____ to reach a balance that allows each of the members of the system to thrive.

- For example, in a _____ **ECOSYSTEM** predators _____ the population of _____ from growing too large because when there are too many rabbits they eat too many _____. If rabbits ate too many plants, the plants would not be able to grow back fast enough and other animals that _____ the plants would not have enough to eat. _____ enough plants the animals that depend on them for food would start to die and the soil begins to erode, or wash away, which makes it harder for new plants to _____ in the future.
- **ECOSYSTEMS** can become _____ when something _____ their normal workings. Anything from bad weather to diseases to an erupting volcano can disturb an ecosystem. _____ activity can also _____ the balance of natural ecosystems. By cutting down trees and clearing forests, building roads and cities, killing some animals, introducing new ones or creating pollution, it can become impossible for the plants and animals in an _____ to grow and thrive.

ACTIVITY 41. Draw an ecosystem of a LITTLE LAKE with 5 biotic elements and 5 abiotic elements (use two colours to differentiate biotic and abiotic factors); name each element. Explain two **relationships** between biotope and biocenosis of your picture.



ACTIVITY 42. Underline actions that unbalance an ecosystem:

Cutting down trees	Oil spills	Indiscriminate hunting
Fire	Invasive species	Building roads
Rain	Extensive crops	Living inside a trunk

ACTIVITY 43

A. Which actions do prevent negative impacts on the environment?

- Adopt innocuous agro-ecological practices for the environment.
- Rehabilitate sites contaminated by mining waste.
- Devise hybrid and electric vehicles and implement their use.
- Reduce emissions from important industrial and manufacturing sources.
- Increase the treatment, recycling and reuse of wastewater.

B. Read again the actions above and circle the ones about soil pollution:

a. b. c. d. e.

ACTIVITY 44

A. Explain the following sentence: Soil is not only made of stones.

B. Draw a picture of the soil which represents your explanation.