

CHAPTER REVIEW**Describing the Living World****I. Using Vocabulary**

Match each item in Column I with the most appropriate item in Column II. Write the letter for that item in the blank at the left.

Column I	Column II
_____ 1. a trait that helps a specific group of organisms to survive	a. species
_____ 2. a system for grouping things based on similarities	b. classification
_____ 3. the largest category for grouping animals	c. reproduction
_____ 4. the smallest, most distinct category for grouping	d. kingdom
_____ 5. anything an organism may respond to	e. adaptation
_____ 6. process by which organisms make more organisms of the same kind	f. organism
_____ 7. living thing	g. stimulus

II. Understanding Concepts

If the underscored word or phrase makes the sentence true, write "TRUE" in the space provided. If the underscored word or phrase makes the sentence false, write the correct term or phrase in the space provided.

- _____ 8. Any species that can't reproduce will not survive.
- _____ 9. Organisms in the same genus are not necessarily members of the same family.
- _____ 10. The common name for peach is *Prunus persica*.
- _____ 11. Yeast must be alive because they produce wastes in the form of carbon dioxide gas.
- _____ 12. Some animals are like plants because they can make their own food.
- _____ 13. In windy areas, some trees may grow bent in the direction the wind is blowing. To identify this tree, a dichotomous key should be used that doesn't rely on tree shape.
- _____ 14. The major difference between monerans and protists is that monerans have nuclei.

In the blank at the left, write the letter of the choice that best completes the statement or answers the question.

- _____ 15. A car CANNOT be classified as a living thing because it does NOT _____.
- a.** use fuel **b.** give off wastes **c.** grow **d.** use water

Chapter Review 7 (continued)

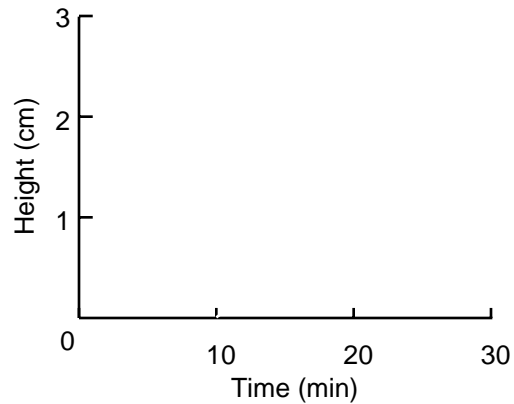
- _____ **16.** Giant pandas have been shown to be more closely related to bears than to raccoons because _____.
- a.** the fossil evidence shows common ancestry
 - b.** they share the same habitat
 - c.** the body structures and chemical composition of their cells are similar
 - d.** electron microscope studies of barbules on the fur have shown they are related

III. Skills/Process Review

Answer the following questions in the spaces provided.

Test tube contents	Time			
	0 min	10 min	20 min	30 min
A. yeast without sugar	0 cm	0 cm	1 cm	1 cm
B. yeast + 1 pinch of sugar	0 cm	0 cm	1 cm	2 cm
C. yeast + 2 pinches of sugar	0 cm	1 cm	2 cm	3 cm

17. In an Investigate! activity, you inferred that yeast is living because it produces carbon dioxide, a waste gas. In an experiment, you measure the height of the gas bubbles produced in three test tubes and record your results in the table above. Plot the data on the graph in Figure 1.



18. What can you infer from the results shown on the graph in Figure 1? _____

IV. EYV Review

19. Science and Society: Endangered Species Explain this statement: “You are likely to see many more species become extinct in your lifetime.” _____
