Name _____ Class_____Date_____

Skills Worksheet

Chapter Review

USING KEY TERMS

Complete each of the following sentences by choosing the correct term from the word bank.

conservation	pollution	nonrenewable resource
biodiversity	overpopulation	renewable resource
recycling		

1. A(n) _____ is a resource that is replaced at a much slower rate than it is used.
2. The presence of too many individuals in a population for available resources is called _____.
3. _____ is an unwanted change in the environment caused by wastes.
4. The preservation and wise use of natural resources is called _____.
5. _____ is the number and variety of organisms in an area.

UNDERSTANDING KEY IDEAS

Multiple Choice

_____ 6. Preventing habitat destruction is important because
   a. organisms do not live independently of each other.
   b. protection of habitats is a way to promote biodiversity.
   c. the balance of nature could be disrupted if habitats were destroyed.
   d. All of the above

_____ 7. Exotic species
   a. do not affect native species.
   b. are species that make a home for themselves in a new place.
   c. are not introduced by human activity.
   d. do not take over an area.

_____ 8. A renewable resource
   a. is a natural resource that can be replaced as quickly as it is used.
   b. is a natural resource that takes thousands or millions of years to be replaced.
   c. includes fossil fuels, such as coal or oil.
   d. will eventually run out.

Short Answer

9. Describe how you can use the three Rs to conserve resources.

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10. What are five kinds of pollutants?

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11. Explain why human population growth has increased.

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12. What are two things that can be done to maintain biodiversity?

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13. List five environmental strategies.

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CRITICAL THINKING

14. **Concept Mapping** Use the following terms to create a concept map: *pollution, radioactive wastes, gases, pollutants, CFCs, PCBs, hazardous wastes, chemicals*, *noise*, and *garbage.*

15 **Analyzing Ideas** How might deforestation have contributed to the extinction of some species?

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16. **Predicting Consequences** Imagine that the supply of fossil fuels is going to run out in 50 years. What will happen if people are not prepared when the supply runs out? What might be done to prepare for such an event?

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17. **Evaluating Conclusions** A scientist thinks that farms should be planted with many different kinds of crops instead of a single crop. Based on what you learned about biodiversity, evaluate the scientist's conclusion. What problems might this cause?

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18. **Applying Concepts** Imagine that a new species has moved into a local habitat. The species feeds on some of the same plants that the native species do, but it has no natural predators. Describe what might happen to local habitats as a result.

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19. **Making Inferences** Many scientists think that forests are nonrenewable resources. Explain why they might have this opinion.

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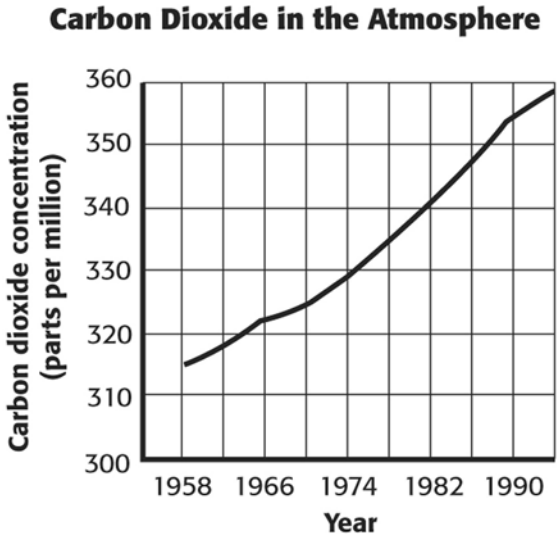
INTERPRETING GRAPHICS

The line graph below shows the concentration of carbon dioxide in the atmosphere between 1958 and 1994. Use this graph to answer the questions that follow.



20. What was the concentration of carbon dioxide in parts per million in 1960? in 1994?

_____

_____

21. What is the average change in carbon dioxide concentration every 4 years?

_____

_____

22. If the concentration of carbon dioxide continues to change at the rate shown in the graph, what will the concentration be in 2010?

_____

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