

SCIENCE

Living Things (Animals and Plants)

It is not necessary to carry out all the activities contained in this unit.

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

Theme	Living Things (Animals and Plants)
Levels	A1 – B1
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
Learning focus	Using Science textbooks and accessing curriculum content and learning activities.
Activity types	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
Acknowledgement	Extracts from <i>Science Revision for Junior Certificate</i> . Shea Mullally. Gill & Macmillan. We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
Learning Record	A copy of the Learning Record should be distributed to each student. Students should: <ol style="list-style-type: none">1. Write the subject and topic on the record.2. Tick off/date the different statements as they complete activities.3. Keep the record in their files along with the work produced for this unit.4. Use this material to support mainstream subject learning.

Making the best use of these units

- **At the beginning of the class**, make sure that students understand **what** they are doing and **why**. *'We are doing the exercise on page (12) to help you to remember key words / to help your writing skills / to help with grammar'* etc.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students to:**
 - Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
 - Take some **responsibility for their own learning** programmes by:



Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.

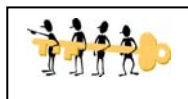


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.

- Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.



Indicates that answers may be found at the end of the unit.

NAME: _____ DATE: _____
SCIENCE: Living Things (Animals and Plants)

Keywords

The list of keywords for this unit is as follows:

Nouns

animals
backbone
biology
cells
cell membrane
characteristics
chlorophyll
chloroplasts
cytoplasm
energy
excretion
features
fluid
food
gravity
groups
growth
humans
invertebrates
key
legs

light
living things
movement
nucleus
organisms
pairs
plants
reproduction
respiration
sensitivity
skin
stimulus/stimuli
things
vertebrates
water

Verbs

to bend
to divide
to enter
to feed
to grow
to identify
to leave
to make
to respond

Adjectives

absent
certain
own
present
simple

Adverbs

slowly

NAME: _____ DATE: _____
SCIENCE: Living Things (Animals and Plants)

Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
biology		
cell		
membrane		
characteristics		
chlorophyll		
energy		
excretion		



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: _____ DATE: _____
SCIENCE: Living Things (Animals and Plants)

Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
growth		
invertebrates		
living things		
nucleus		
reproduction		
respiration		
stimulus		



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: _____ DATE: _____
SCIENCE: Living Things (Animals and Plants)

Vocabulary file 3

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
to divide		
to identify		
to leave		
to respond		
certain		
present		
slowly		



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: _____ DATE: _____
SCIENCE: Living Things (Animals and Plants)

Level: all
Type of activity: whole class

Focus: vocabulary, spelling,
dictionary, categorising
vocabulary
Suggested time: 10 minutes

Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key term for the spidergram:

differences between humans and plants

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

Level: A1
Type of activity: pairs or individual

Focus: vocabulary, spelling, dictionary
Suggested time: 30 minutes

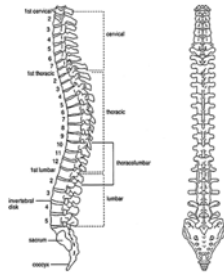


Working with words

1. Tick the correct answer



- a) crayon
- b) lunch box
- c) animal cell
- d) apple



- a) cell fusion
- b) food
- c) backbone
- d) chalk

2. Find these words in your textbook.

Write your own explanation for these words. Then write the word in your own language. Use your dictionary if necessary.

Word	Page in textbook	Explanation	In my language
biology			
vertebrates			
organisms			
stimulus			



Check that these key words are in your personal dictionary.

Level: A1
Type of activity: pairs or individual

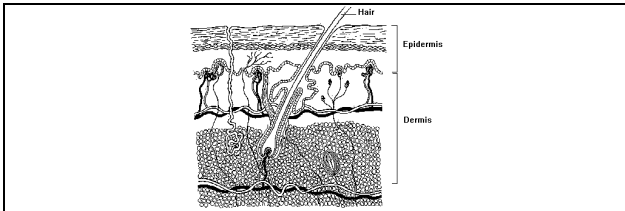
Focus: vocabulary, basic sentence structure
Suggested time: 30 minutes



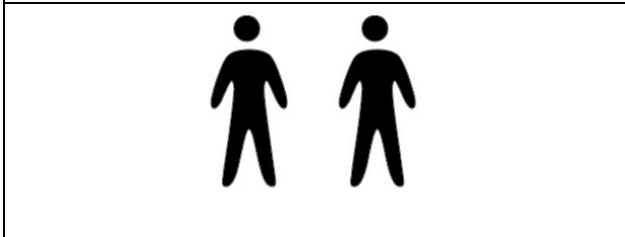
Picture Sentences

1. Tick the correct answer

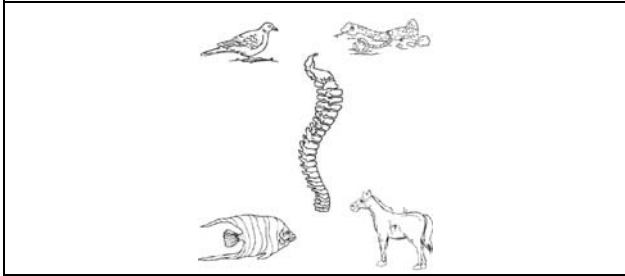
- a) This is a skin.
- b) This is a web.
- c) This is the bicycle.



- a) This is a pair.
- b) This is a book.
- c) This is a blackboard.



- a) This is a brush.
- b) These are vertebrates.
- c) These are insects.



2. Put these words in the correct order to form sentences.

things living food need

animals plants release energy and food from

move can place place to animals from

Level: A1 / A2
Type of activity: pairs or individual

Focus: word identification, vocabulary, structuring answer
Suggested time: 20 minutes



Odd One Out

1. Circle the word which does not fit with the other words in each line.

Example: chair desk book **train**

- | | | | |
|------------|--------|--------------|-------|
| window | door | animal | house |
| plants | car | wood | metal |
| organism | animal | invertebrate | shop |
| vertebrate | cold | warm | hot |

2. Find these words in your textbook. Then put them in short sentences in your own words. Use a dictionary if necessary.

to bend _____

to divide _____

to feed _____

to identify _____

to respond _____



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____
SCIENCE: Living Things (Animals and Plants)

Level: A2 / B1
Type of activity: individual

Focus: key vocabulary,
structuring sentences
Suggested time: 20 minutes



Hidden Keywords

1. Fill in the missing letters of the keywords listed below.
On the line beside each word, write whether the word is a noun, an adjective or a verb.

bi_l_gy _____

pl_n_ _____

hu_a_ _____

f_o_ _____

2. Write as many words as possible related to **Living Things**. You have 3 minutes!



Check that these keywords are in your personal dictionary.

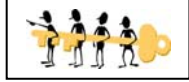
Have you ticked this activity on your Learning Record?

A small illustration of a black pen with a white checkmark next to it, positioned above a vertical list of three empty square boxes. The text below asks if the activity has been ticked on the Learning Record.

NAME: _____ DATE: _____
SCIENCE: Living Things (Animals and Plants)

Level: A1 / A2
Type of activity: pairs or individual

Focus: key vocabulary, pronunciation, spelling
Suggested time: 20 minutes



Unscramble the letters

- This is not a human but an ANMILA
Answer _____
- The study of living organisms is called BILOGOY
Answer _____
- In order to survive a living organism needs FDOO
Answer _____
- The word vertebrates means BAKCBOEN
Answer _____

Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

Do you know what the word means?

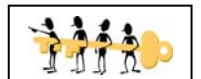
Have you got this word in your personal dictionary?



Solve the secret code

English=	M	R	D	E	A	I	N	G	O	S	T	U
Code=	B	X	Y	F	G	Q	R	O	L	E	A	W

example: (code) EAWYFRA = STUDENT (English)



LXOGRQEB =

NAME: _____ DATE: _____
SCIENCE: Living Things (Animals and Plants)

Level: A2 / B1
Type of activity: pairs or individual

Focus: reading comprehension, extracting meaning from text, vocabulary
Suggested time: 40 minutes



Completing text

1. Fill in the blanks in these sentences. Use words from the Word Box below.

Basic Life Processes and Characteristics of Living Things

- Feeding: All living things need food for energy. Plants make their own food, while animals eat plants and other _____ for food.
- _____: All animals and _____ release energy from food.
- Movement and sensitivity: Animals respond quickly to stimuli and can move about from place to place. Plants respond to stimuli like light, water and gravity by growing slowly towards the stimulus. For example, plants bend towards the light.
- Growth: All _____ things grow.
- Reproduction: All living reproduce, otherwise life would not exist.
- _____: All living things get rid of poisonous substances. This is called excretion.
- Cells: All living things are made of cells. Some organisms are made up of only one cell.

Word Box

excretion	plants	
respiration	animals	living

2. Examine the following list of words. Divide them into two groups - nouns and verbs.

excrete	respiration
reproduction	respire
excretion	reproduce

NAME: _____ **DATE:** _____

SCIENCE: Living Things (Animals and Plants)

Level: A2 / B1

Type of activity: pairs or individual

Focus: key vocabulary, topic information, reading comprehension, multiple choice
Suggested time: 30 minutes



Multiple choice

1. Read the text below and choose the best answers.

Plant and animal cells have certain features in common with each other as well as features that are different. Cell membrane is a thin skin that controls what enters and leaves the cell. Nucleus controls the cell's activities. Cytoplasm is a jelly-like fluid in which food, minerals and salts are dissolved. Chloroplasts contain chlorophyll which plants use to make food

1. What do plant and animals have?

- a) cells
- b) pencils
- c) books
- d). sweets

2. What is a thin skin that controls what enters and leaves the cell called?

- a) Maths
- b) cell membrane
- c) English
- d) brain

3. What does the nucleus control?

- a) cell's activities
- b) talk
- c) paint
- d) movement

4. Cytoplasm is a jelly like food?

- a) true
- b) false

5. Chloroplasts contain chlorophyll?

- a) true
- b) false

2. Match the following terms to the meanings below:

cell membrane

nucleus

cytoplasm

- The brain of the cell that controls its activities
- A thin skin that holds the cell together
- A watery fluid

NAME: _____ DATE: _____
SCIENCE: Living Things (Animals and Plants)

Level: B1
Type of activity: pairs / small groups

Focus: vocabulary, planning and structuring text
Suggested time: 40 minutes

Planning a text

Use this chart to plan a short text on the topic, 'Differences between humans and plants.'

Introduction
General introduction to topic of humans and plants

First paragraph
Characteristics of humans

Second paragraph
Characteristics of plants

Concluding points
Summary of differences, conclusions

Important words for this topic.



NAME: _____ DATE: _____
SCIENCE: Living Things (Animals and Plants)

Level: A2/B1
Type of activity: individual and pairs

Focus: content words (nouns), word identification and structure
Suggested time: 30 minutes



Grammar Points

Nouns

1. There are two types of nouns - *abstract nouns* and *concrete nouns*.

Look at the two definitions, and decide which is which.

A noun which refers to a material object.

A noun which refers to a thing that does not exist as a material object.

2. Look at the list of nouns and decide if they are concrete or abstract:

animal food beauty human water happiness skin
explanation organism human comparison difference

3. Many abstract nouns are made from verbs, using the endings -tion, -sion, -ance, -ence, -ure, or -ment. Change the following verbs into abstract nouns. You can use your dictionary to check your answers!

Add, agree, appear, compare, concentrate, conclude, decide, declare, differ, distinguish, divide, enter, excrete, explain, identify, interfere, multiply, observe, proceed, repeat, reproduce, respire, simplify, solve, vary

NAME: _____ DATE: _____
SCIENCE: Living Things (Animals and Plants)

Levels: A1 / A2

Alphaboxes

Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

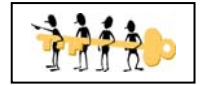
Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: _____ DATE: _____
SCIENCE: Living Things (Animals and Plants)

Word search



Level: All levels

Find the words in the box below.

When you have found all the words, write each word in your own language.

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

BLOOD	LENS	STAIN
CELL	MICROSCOPE	TOGETHER
CHLOROPLASTS	OBJECT	VACUOLE
COVER	OBJECTIVE	
EYEPIECE	PLANT	
KNOB	SLIDE	

NAME: _____ DATE: _____
SCIENCE: Living Things (Animals and Plants)

Play Snap

Make Snap cards with 2 sets of the same keywords. See *Notes for teachers* for ideas about how to use the cards.



organism	organism
characteristics	characteristics
respiration	respiration

NAME: _____ DATE: _____
SCIENCE: Living Things (Animals and Plants)

excretion	excretion
pairs	pairs
groups	groups

NAME: _____ DATE: _____
SCIENCE: Living Things (Animals and Plants)

biology	biology
vertebrate	vertebrate
invertebrate	invertebrate

Answer key

Working with words, page 8

1. c,c

Picture Sentences, page 9

1. a,a,b

2. Living things need food.

Animals and plants release energy from food.

Animals can move from place to place.

Odd one out, page 10

Animal, plants, shop, vertebrate

Key words, page 11

Biology (noun), plant (noun), human (noun) food (noun)

Unscramble the letters, page 12

animal, biology, food, backbone

Secret code: organism

Completing text, page 13

1. Basic Life Processes and Characteristics of Living Things

- **Feeding:** All living things need food for energy. Plants make their own food, while animals eat plants and other **animals** for food.
- **Respiration:** All animals and plants release energy from food.
- **Movement and sensitivity:** Animals respond quickly to stimuli and can move about from place to place. Plants respond to stimuli like light, water and gravity by growing slowly towards the stimulus. For example, plants bend towards the light.
- **Growth:** All **living** things grow.
- **Reproduction:** All living reproduce, otherwise life would not exist.
- **Excretion:** All living things get rid of poisonous substances. This is called excretion.
- **Cells:** All living things are made of cells. Some organisms are made up of only one cell.

2. **Verbs:** excrete, respire, reproduce

Nouns: excretion, respiration, reproduction

NAME: _____ DATE: _____
SCIENCE: Living Things (Animals and Plants)

Multiple Choice, page 14

1a, 2b, 3a, 4a, 5a

Nucleus - the brain of the cell that controls its activities

Cell membrane - a thin skin that holds the cell together

Cytoplasm - a watery fluid

Grammar points, page 17

Concrete noun: A noun which refers to a material object.

Animal, food, human, water, skin, organism

Abstract noun: A noun which refers to a thing that does not exist as a material object

Beauty, happiness, comparison, difference

Addition, agreement, appearance, comparison, concentration, conclusion, decision, declaration, difference, division, explanation, identification, interference, multiplication, observation, procedure, repetition, reproduction, respiration, simplification, solution, variation

Word Search, page 19

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