

PLANT AND ANIMAL CELLS**KEY STAGE(S):** 3-4**SUBJECT(S):** Science**TOPIC:** Cell structure and function**LANGUAGE LEVEL:** New to English - Developing competence**RESOURCE CONTENTS**

- Card sort activity cards (3 sets): diagrams (grey), cell part vocabulary (pink), cell part definitions/functions (green)
- Barrier activity: 2 sheets with different elements missing

CURRICULUM OBJECTIVES

- To learn, revise or consolidate the names and functions of the different parts of an animal cell and a plant cell.

Language functions	Useful Language
Describing	<ul style="list-style-type: none"> • The.... Is / are • The function of the..... is / are
Naming	<ul style="list-style-type: none"> • This is... These are...
Asking and answering questions	<ul style="list-style-type: none"> • What part of the cell...? • What is the name of....? • What is the function/role of....?

Vocabulary

- nucleus, cell membrane, cytoplasm, chloroplast, vacuole, cell wall, chlorophyll, photosynthesis, genetic information, cell sap, chemical reactions.

PREPARATION

You will need:

- A set of cards for each group
- Pairs of barrier activity sheets for each pair of learners

You will need to:

- Photocopy and cut out the card sets (or ask the learners to cut them out). Print out the Powerpoint presentation as slides of either two or six to a page depending on the size of the cards you want. You could laminate them if you want them to last longer.
- Photocopy the worksheets – the learners will work in pairs so you need to make sure the A and B sheets are separate. You do not need to print out the answer page (which does not have a letter at the top).

IDEAS FOR USING THE RESOURCE

This resource could be used:

- with the whole class as a series of starters and/or

What to do

Activity 1: Card sort activities / pairs game

- Learners work collaboratively to match the diagram (grey) and vocabulary (pink) flashcards and then match the functions. Show slide 3 in the Instructions for activities PowerPoint to model language to be used.
- Repeat the activity with learners matching all 3 sets of cards (pink, green and grey), inviting learners to remove a few (you decide how many) cards before beginning. Learners work out which cards are missing, and make missing cards. Check back to originals.
- Pairs. When the learners first receive the cards they need to make sure they can correctly match them so check this before you allow them to play pairs. Doing a matching activity first is good. First the vocabulary needs to be matched to the diagrams, then take in the diagrams and give out the definition cards. The learners have to make a correct sentence before being awarded a pair. See the last slide in the Instructions for activities PowerPoint for the answers.
- You could also use 2 sets of cards. You keep the vocabulary cards, and the remaining 24 diagram and functions cards are handed out to class split into groups. e.g. 4 cards each to 6 groups. You pick a vocabulary card and the first group to match all their cards wins.

Activity 2: Barrier game

- Learners work in pairs; one has sheet A, and the other sheet B. It is important that they cannot see their partner's worksheet so that they have to speak to each other. Learners are usually good at entering into the spirit of a barrier game but an exercise book can be stood on end between the pair which stops them from seeing the answers. This game can work well as a starter with learners working in silence for a couple of minutes before being allowed to ask questions
- Learners try to complete their worksheet independently at first.
- They can then ask their partner if they need help with any of the answers. Model the questions and answer structures you want them to use. Model questions are provided in the Instructions for activities PowerPoint.
- The learners can then swap worksheets and mark them. There is a total of nine marks with one mark for vocabulary and a possible two for the definition.
- The answers can also be shown to the whole class using the Instructions PowerPoint.

Other ideas for making the best use of this resource

- It may help if weaker learners are placed with those who have good communication skills as they can help with explaining the answers in both the barrier and matching games.
- Learners could write definitions in their first language if they are still in the first stages of learning English. They could work with a partner who shares the same first language to discuss the vocabulary and definitions if this is possible. If not, they could use a dictionary or an online translation tool to translate their work into English.

POSSIBLE EXTENSION ACTIVITIES

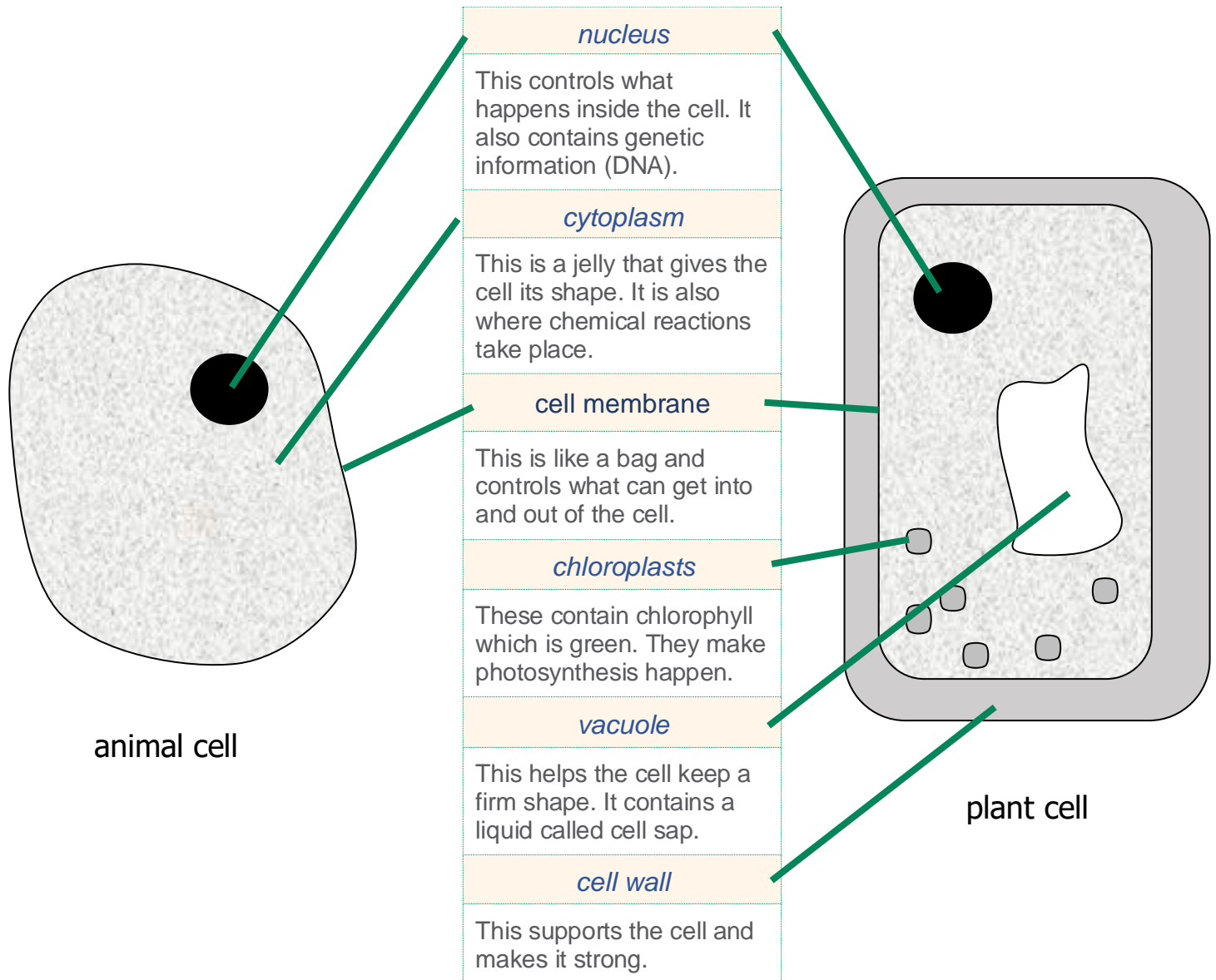
- Learners can write a paragraph using the language they have been practising e.g.

Plant and Animal Cells

The nucleus controls what happens inside the cell. It also contains genetic information (DNA). There is a nucleus in both plant and animal cells.

- Chloroplasts etc.

Plant and animal cells: answers

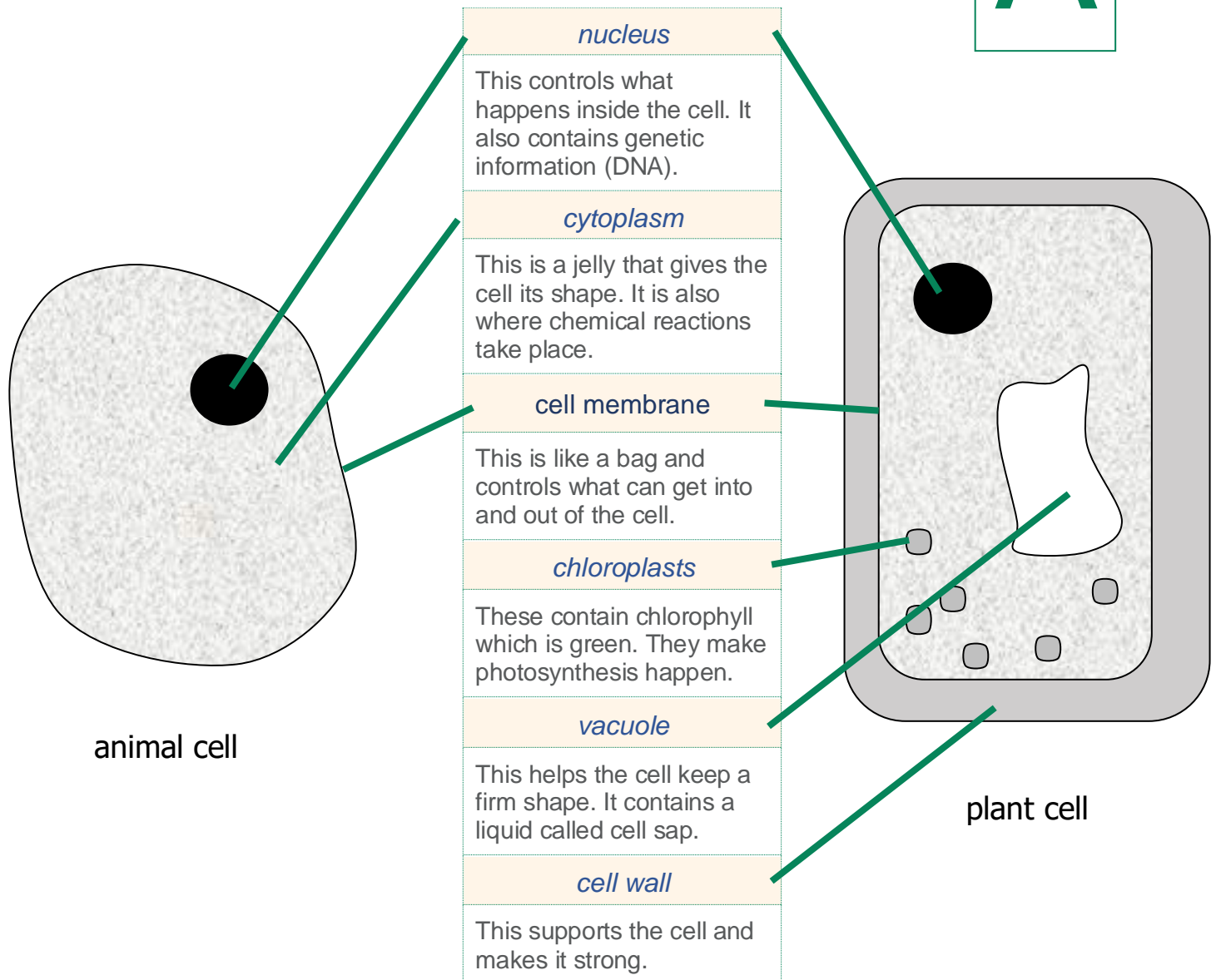


Score: /9

Plant and animal cells

You are going to complete this worksheet with the help of your partner. Label the parts of the cells correctly and write in the correct definitions. If you are not sure, you can ask your partner, who has the correct answer.

A



Examples of questions you could ask:

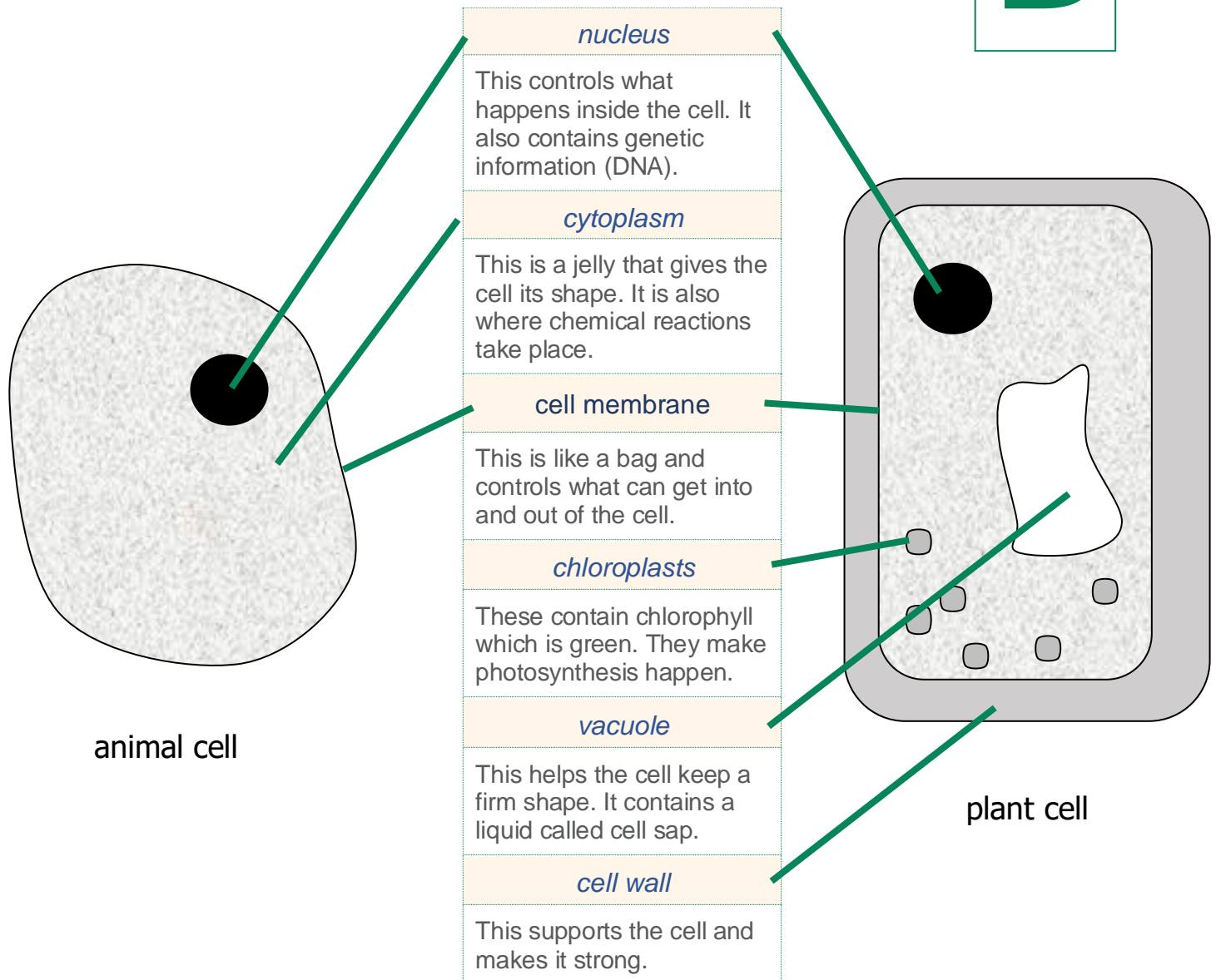
What is the role of the nucleus in a cell? What is the name of the jelly in the cell?

Score: /9

Plant and animal cells

You are going to complete this worksheet with the help of your partner. Label the parts of the cells correctly and write in the correct definitions. If you are not sure, you can ask your partner, who has the correct answer.

B



Examples of questions you could ask:

What is the role of the nucleus in a cell? What is the name of the jelly in the cell?

Score: /9