

3.21 Life cycles target vocabulary – same or different?

Topic: Plants

Subtopic: Life cycles

Activity type/skill: Equations

Literacy focus: Vocabulary

Objective

- Process the meaning of target vocabulary.

What you need

- Student worksheet (see next page)

What to do

1. Have students work in pairs using one student worksheet.
2. Suggest that one of them reads or describes what is in the box on the left and the other does the same for the box on the right.
3. They have to decide if both sides mean the same. If they think they are the same, they tick the circle. If they think they mean different things, they put a cross in the circle.
4. Encourage discussion – decisions must be justified.

Activity twenty-one

He repeated the word.	He read the word.	<input type="radio"/>
start	begin	<input type="radio"/>
The table was covered with dust.	The table was very clean.	<input type="radio"/>
Upwards		<input type="radio"/>
I studied the book.	I read the book.	<input type="radio"/>
This protects you from the rain.		<input type="radio"/>
A flower that has bright yellow petals		<input type="radio"/>
	This is where this plant stores food.	<input type="radio"/>
The elephant is pushing a load.		<input type="radio"/>
An important person	The Queen.	<input type="radio"/>
The pattern is repeated.		<input type="radio"/>