

Yield

Glucose

Palisade Layer

Guard Cell

Osmosis

Dry Matter

Stomata

Transpiration

Root Pressure

Dicotyledon

Active Transport

Performance Testing

Locus

Phenotype

Transgenic Species

Progeny Testing

Heading Date

Genome

Allele

Genetically Modified

Carbon Dioxide

Xylem

Stroma

Respiration

Charles Darwin

Phloem

Photosynthesis

Chloroplast

Humidity

Natural Selection

Sepals

Cisgenic

RNA

Heterozygous

Cotyledon

Homozygous

Tissue Culture

Callus

Disease Resistance

Environmental Impact

Wireworm

Catch crop

Productivity

Dry matter digestibility

Mixed grazing

Kale

Extended grazing

Miscanthus

Palatability

Livestock unit

Paddock grazing

Clover

Silage

Electric fence

Infestation

Strip grazing

Club root

Poaching

Stitching in

Hay

Set stocking

Lactobacillus

Baler

Molasses

Enzymes

Block grazing

Butyric acid

Unpalatable

Tedder

Silage effluent

Zero grazing

Pit silage

Hay

Fermentation

Enzymes

Leader follower system

Bale silage

Haylage

Sulfuric acid

Ensiling

Petals

Internode

Rhizome

Noxious weed

Perennial ryegrass

Micropropagation

Incomplete dominance

Carpel

Stem

Node

Timothy

Herbage

Glas scheme

Dormancy

Stubble cleaning

Meadow foxtail

Brassicaceae

Urticaceae

Germination

Herbicide

Cocksfoot

Daisy

Unpalatable

Biennial

Inbreeding

Scotch grass

Polygonaceae

Stolon

Pollination

Crossbreeding

Cereal

Dock

Rosaceae

Certified seed

Photoperiod

Barley

Dandelion

Solanaceae

Certified seed

Crop rotation

Wheat

Thistle

Biological control

Quarantine

Organic

Oats

Ranunculaceae

Apiaceae

Pest resistance

Tractors

Tillering

Senescence

Soil suitability

Leaf blotch

Goggles

Conservation tillage

Grass corn stage

Powdery mildew

Potato blight

Rotation

Leaf rust

Wireworm

Volunteer

Rotation

Harrow

Net blotch

Leatherjacket

Weed control

Machinery

Roller

Blackleg

Combine harvester

Potatoes

Sprouting

10-10-20

Homeguard

Donegal

Barley yellow dwarf virus

Solanaceae

Harvester

To begin:

- Print out the relevant pages.
- Laminate them.
- Cut them into section.
- Then you will have a class pack forever more.
- They can be used to revise a section or as an introduction to a topic to get students to research the keywords.

Ways to use the cards:

- Give one card to a student and they give the class/smaller group/ individual student clues until they guess the keyword.
- Introduce time restrictions to build a sense of excitement and competition; depending on the ability of the class, you could decide on a time limit of 30 seconds or a minute.
- You can also give the student/group with the card some time to research and write down the clues that they will use or depending on the ability of the student they could come up with it themselves on the spot.
- You can use the cards to introduce a topic-allow the students to research the keywords so that they are empowered in their learning.
- You can even have a few people/groups playing at a time and create a competition within the class.
- It is also a nice idea to begin the class with in sixth year- a good revision technique.