

# CSPE

## An Introduction to CSPE

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.

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

## Making the best use of these units

- **Introduction** should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.
- 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:



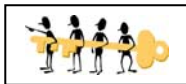
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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.



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

- 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.

## Keywords

The list of keywords for this unit is as follows.

### Nouns

action  
activity/activities  
assessment  
book  
CSPE  
citizen/citizens  
citizenship  
class  
committee  
community  
concept/concepts  
copybook  
democracy  
education  
game/games  
group  
individual (*noun*)  
information  
issue  
laws  
logo  
planet  
population  
poster  
project  
responsibility/ responsibilities  
rights  
school  
society  
subjects  
textbook  
topic  
view/views  
world

day  
week  
year  
decade  
century

### Verbs

to do  
to decide  
to enable  
to get  
to get involved  
to have  
to involve  
to learn  
to listen  
to share

can  
will

### Adjectives

active  
civic  
communal  
concerned  
designated  
global  
human  
individual (*adjective*)  
international  
local  
national  
new  
personal  
political  
responsible  
social

### Other key words

about  
you  
your  
we  
our

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### Vocabulary file 1

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

Word	Meaning	Word in my language
citizens		
active		
action		
social		
topic		
responsible		
assessment		



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

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## Vocabulary file 2

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

Word	Meaning	Word in my language
citizenship		
democracy		
rights		
concept		
project		
community		
logo		



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

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### Vocabulary file 3

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

Word	Meaning	Word in my language
learn		
involve		
decide		
international		
civic		
subjects		
committee		



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

**Level:** All  
**Type of activity:** Whole class

**Focus:** vocabulary, spelling,  
dictionary  
**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 terms for the spidergram:

**project**                      **citizen**                      **democracy**                      **community**

- 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.

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

**Level:** A1  
**Type of activity:** Pairs or individual

**Working with words - Tick the correct answer**



- a) information
- b) international
- c) committee
- d) logo



- a) book
- b) game
- c) planet
- d) poster

Look at these families of words. If you do not know any of the words, check the meaning in your dictionary. Then write the words in your own language.

Families of words	In my language
responsible irresponsible responsibility responsibilities	
active inactive activity activities	

**Scrambled sentences**

Re-arrange these words to make sentences. Do not forget the punctuation.



community for are responsible we our

\_\_\_\_\_

many project our activities has

\_\_\_\_\_

  
 Have you ticked this activity on your Learning Record?

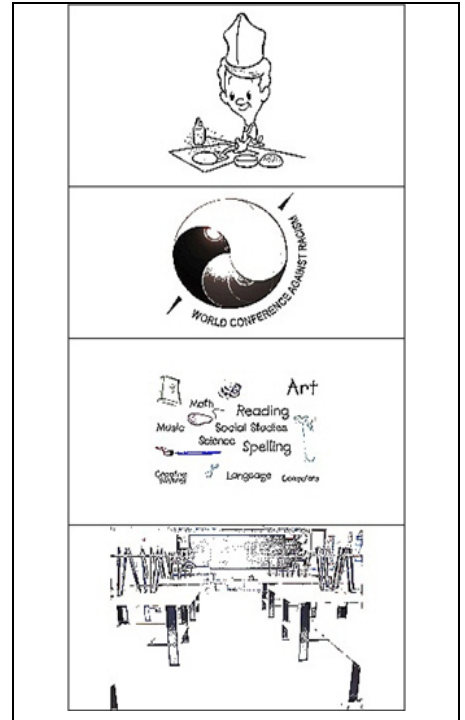


**Level:** A1  
**Type of activity:** Pairs or individual


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

### Picture Sentences - Tick the correct answer

1.
  - a) This is cooking.
  - b) This is a spaceman.
  - c) This is a game.
  
2.
  - a) This is a class.
  - b) This is a planet.
  - c) This is a logo.
  
3.
  - a) These are rights.
  - b) These are citizens.
  - c) These are subjects.
  
4.
  - a) This is a classroom.
  - b) This is a human.
  - c) This is a copybook.



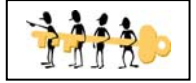
Put a circle around the words that you are learning in CSPE. Use your dictionary or textbook if you are not sure.

responsibilities	lunch	
		world
ring	citizen	chair
	democracy	
		rights
project	action	
	dog	planet
		light

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

Focus: word identification, vocabulary  
Suggested time: 20 minutes

### Odd One Out



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

Example: *apple orange banana taxi*

1. world planet cinema community
2. citizen citizenship responsible pencil
3. cat learning subjects school
4. active dog action project

Write down all the words that you can use to describe the people of a country or city:

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Write 4 sentences about your community. You can write about the community of the school, the community where you live in Ireland or the community in your home country.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Level: A2 / B1  
Type of activity: Individual

Focus: key vocabulary, writing  
descriptive text  
Suggested time: 40 minutes

## CSPE Keywords

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.

1. s\_bj\_\_ts \_\_\_\_\_

2. inf\_\_mat\_on \_\_\_\_\_

3. com\_\_nit\_\_ \_\_\_\_\_

4. res\_\_nsi\_le \_\_\_\_\_

Look at the underlined words in these sentences. Decide whether they are nouns, verbs or adjectives.

Then circle the correct answer.

It is important to share information.                      noun    verb    adjective

We are learning about citizenship.                      noun    verb    adjective

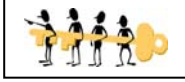
We are making posters for our project.                      noun    verb    adjective

I am concerned about the planet.                      noun    verb    adjective

Education helps us to understand our rights.                      noun    verb    adjective

**Level:** A1 / A2  
**Type of activity:** Pairs or individual

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



## Unscramble the letters

1. We live on this

NELPAT

**Answer** \_\_\_\_\_

2. When someone takes part in something, they are...

VVINOLDE

**Answer** \_\_\_\_\_

3. These are ideas

OCECTSNP

**Answer** \_\_\_\_\_

4. Another way of saying that we are discovering new things

NREINLAG

**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?

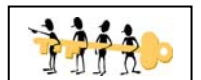
Have you got this word in your personal dictionary?



## Solve the secret code

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

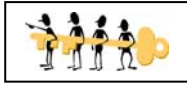
example: (code) DEOLX = NURSE (English)



**QXBODWDF WL YED =**

**Level:** A2 / B1  
**Type of activity:** Pairs or individual

**Focus:** reading comprehension, extracting meaning from text, vocabulary  
**Suggested time:** 30 minutes



### Completing sentences

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

Civic, Social and Political Education aims to prepare students for \_\_\_\_\_ participatory citizenship. It is a course in citizenship based on human \_\_\_\_\_ and social responsibility. \_\_\_\_\_, Social and Political Education enables students to understand the rights and responsibilities of the individual in society, and the workings and nature of \_\_\_\_\_. It is \_\_\_\_\_ with issues at the personal, local, national and global levels.

**Word Box:**

active	rights	civic
democracy	concerned	

	Tenses	
Present		Past
to enable		
to prepare		
to do		
to make		
to have		

**Fill in the past tenses of these verbs!**  
**Highlight the irregular verbs.**

Level: A2 / B1  
Type of activity: Individual

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

## Multiple choice

(Read the text below and choose the best answers)



Text:

### DEMOCRACY

The word democracy comes from the Greek words *demos* meaning people and *kratia* meaning to rule. So, in a democracy rules and laws are made and agreed by the people of a country, for the people of a country. Laws are passed when a majority of the people agree.

The ancient Greeks were the first people to rule by this method. Because the voting population was small (only freemen had the right to vote) in ancient Greece, all freemen had a chance to have a say directly in how the state was run. This was called direct democracy. In Ireland today, with a population of over three and a half million people, it would be impossible to run a system where everyone directly has a say. What we do instead is elect people to Dáil Éireann to represent our views, thoughts and ideas on how the country should be run. This is called representative democracy.

The members of the Dáil represent the different views that people have on the running of the country.

1) What is democracy?

- |                  |                           |
|------------------|---------------------------|
| a) a type of car | b) a form of government   |
| c) a sport       | d) a flavour of ice cream |

2) What must happen in order to pass a law in a democracy?

- |                                  |                              |
|----------------------------------|------------------------------|
| a) society must be destroyed     | b) ancient Greeks must visit |
| c) majority of people must agree | d) nothing                   |

3) What kind of democracy exists in Ireland today?

- |                     |                             |
|---------------------|-----------------------------|
| a) none             | b) a pretend democracy      |
| c) direct democracy | d) representative democracy |

4) Would direct democracy be possible in Ireland today?

- |        |       |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

5) Do the members of the Dáil represent the people's views?

- |        |       |
|--------|-------|
| a) Yes | b) No |
|--------|-------|



Have you ticked this activity on your Learning Record?

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**Level:** A2 / B1

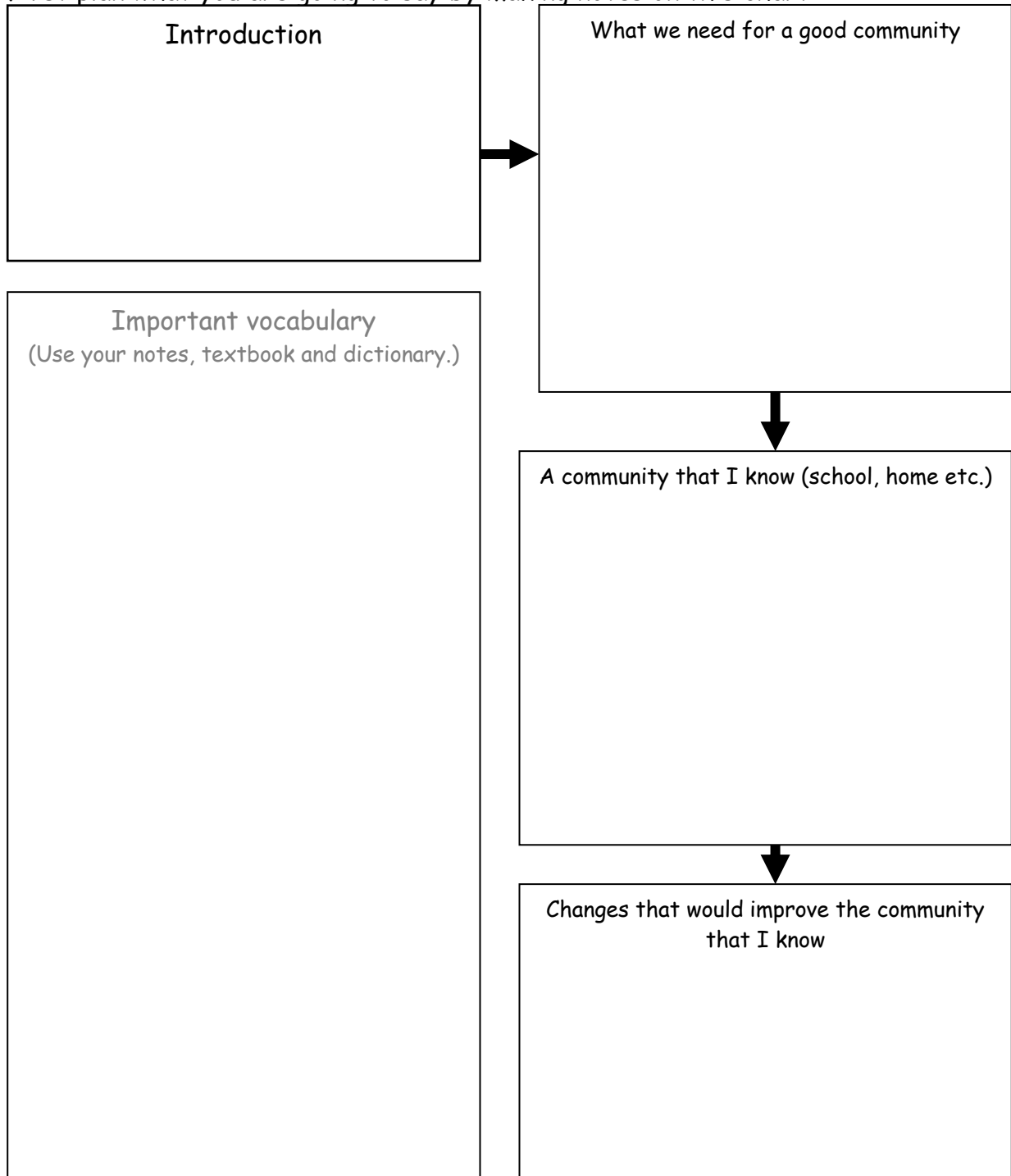
**Type of activity:** Pairs / small groups

**Focus:** vocabulary, structure, creating text

**Suggested time:** 40 minutes

You must give a talk to the other people in your class. The topic of your talk is: How we can make a good community.

First plan what you are going to say by making notes on this chart:



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Level: All  
Type of activity: Individual

**Focus:** content words,  
dictionary work, word  
identification  
**Suggested time:** 30 minutes

## Grammar points

In this Unit, we came across the following nouns:

- **action**
- **project**
- **citizens**

Check these words in your dictionary.

### Noun Hunt

Circle the 10 nouns in these columns. Score 4 points for each correct answer.  
Who will score the highest? Perhaps you will. Good luck!

active

committee

school

do

copybook

game

will

get

topic

involved

responsible

you

rights

civic

day

about

assessment

logo

class

international

decide



Score: \_\_\_\_\_ points



Level: B1  
Type of activity: Individual/Pair

Focus: identifying and using prepositions  
Suggested time: 30 minutes

### Grammar Points

#### Prepositions

1. Below are sentences from your textbook. However, some of the prepositions are missing. Read the sentences and decide where the following prepositions could go:

**during      in      on      in front of      to**

- Martin Luther King was born \_\_\_ Atlanta, Georgia \_\_\_ 1929.
- In America \_\_\_\_\_ the 1950s there were many laws that were unfair to black people.
- Black people refused to get \_\_\_ any public buses, they walked \_\_\_ work instead.
- \_\_\_ 1963 Martin Luther King led a demonstration of nearly 500,000 people \_\_\_\_\_ - \_\_\_\_\_ the White House \_\_\_ Washington.

#### 2. Practice

Can you recall the exact place and time of an event in your life?

For example:

*I was in my home in Dublin at five o' clock in the evening on a Tuesday in January 2009 when I saw Barack Obama being sworn in as the forty fourth president of the United States.*

Note write similar sentences about international or personal events during your life. First make notes under the following headings

**event                  place      hour                  day                  year**

Next, write out a complete sentence. Check that you are using the correct prepositions.

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#### 4. Read out your sentences to one another.

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Levels A1 and 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

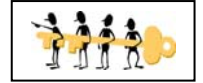
Do you understand all these words?



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

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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.

H X G

S F J F S J J E Z

A C T I V E G O P Z J H A

P M C I V I C S G R H Y J Q E D D

N V J T G A J O V Z N J C I T I Z E N

B B C I T I Z E N S B Q B M C O N C E P T

U X I X Y Q H O V Y G H U M A N P K V X Z

I D A I S J N M I F E Y O F B M G

C N X X P M W S L Q R T A I U Z J

U W H R H M D E B P R O J E C T X O M C S P E Q B

N F C X G M H Q B H I N F O R M A T I O N S Y I U

C O M M U N I T Y K W O C R I C O M M I T T E E Z

A B H L S L G X H M R I G H T S Z D C A H O I X R U K

R O A I G M O E N V M Z A L X J I V W S G B B B K K G

N P W O U B B B H F E O B U N Q I L A W Y S F M Q V K

E F J H J T K P J V X J J W E H J G Z U N M F

U Z B T A C T I O N O O B T R Y Q P O M T

F F X E G H W U T C D V D C M S D U F R B

X R S G X D I M L A

Q V T A C K Z U Z E C B

G H R D N C L A S S C O N C E P T S J Y L

J U A N R L X E C I T I Z E N S H I P V P

U I N T E R N A T I O N A L O S R S V

Y J S F C K N B Z V I F J N L M Z

U V M T B Q T L E X S P T

I C B B L L N P L

U A H

- |             |           |               |
|-------------|-----------|---------------|
| ACTION      | CLASS     | HUMAN         |
| ACTIVE      | COMMITTEE | INFORMATION   |
| CITIZEN     | COMMUNITY | INTERNATIONAL |
| CITIZENS    | CONCEPT   | PROJECT       |
| CITIZENSHIP | CONCEPTS  | RIGHTS        |
| CIVIC       | CSPE      |               |

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## Play Snap

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



<b>project</b>	<b>project</b>
<b>world</b>	<b>world</b>
<b>learning</b>	<b>learning</b>

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<b>citizen</b>	<b>citizen</b>
<b>assessment</b>	<b>assessment</b>
<b>concepts</b>	<b>concepts</b>

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<b>school</b>	<b>school</b>
<b>community</b>	<b>community</b>
<b>book</b>	<b>book</b>

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<b>rights</b>	<b>rights</b>
<b>games</b>	<b>games</b>
<b>planet</b>	<b>planet</b>

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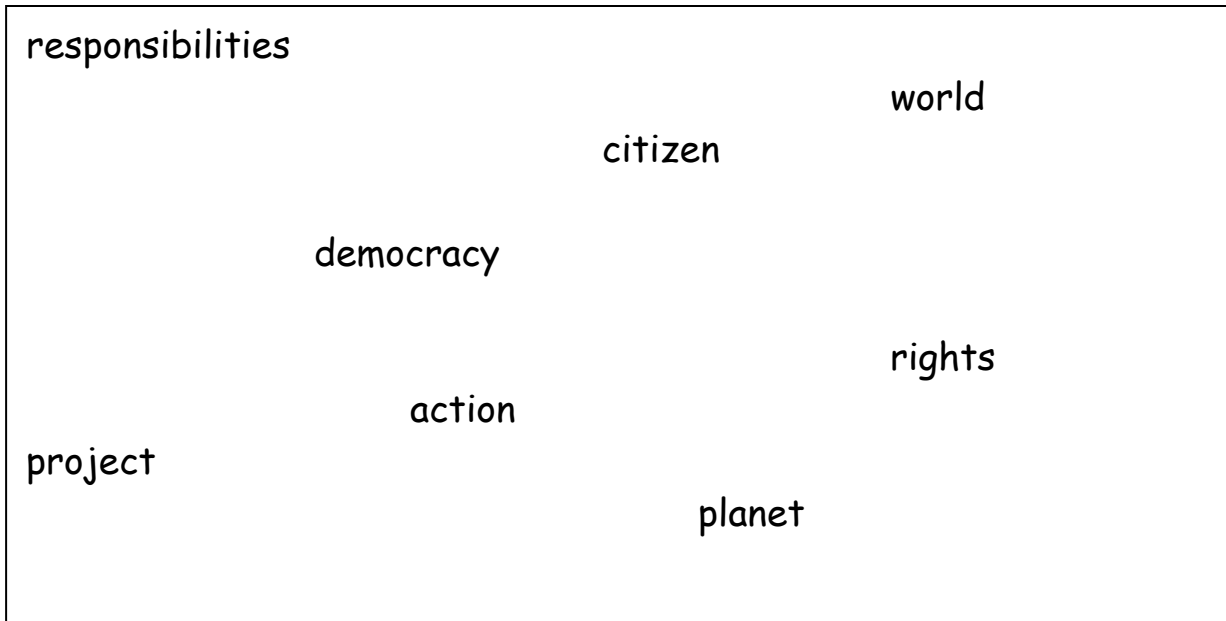
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## Answer key

**Scrambled sentences =**

We are responsible for our community.

Our project has many activities.



**Odd One Out =** cinema, pencil, cat, dog

**Suggestions for words that relate to the people of a country or city:**  
citizens, inhabitants, residents, population, subjects, community etc.

**Letter Scramble =** planet, involved, concepts, learning

**Secret Code =** learning is fun



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**Completing Text =**

Civic, Social and Political Education aims to prepare students for active participatory citizenship. It is a course in citizenship based on human rights and social responsibility.

Civic, Social and Political Education enables students to understand the rights and responsibilities of the individual in society, and the workings and nature of democracy. It is concerned with issues at the personal, local, national and global levels.

*(Impact!, page vii)*

**Multiple Choice =**

b, c, d, b, a

**Grammar Points =** committee, school, copybook, game, topic, rights, day, assessment, logo, class

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**Word Search:**

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