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.

Theme	**An introduction to CSPE**
Levels	**A1 – B1**
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
Learning focus	Using CSPE 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 *Impact*! Jeanne Barrett & Fiona Richardson.** 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: 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

- **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:

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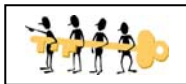
  Indicates that answers may be found at the end of the unit.

- 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

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.

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.

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.

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.
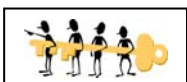
community for are responsible we our

Have you ticked this activity on your Learning Record?

_____

many project our activities has

_____

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.
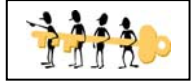   c) This is a copybook.

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
	citizen
ring	chair
democracy	
	rights
action	
project	
dog planet light	

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:

_____

_____

_____

_____

_____

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 <u>information</u>.	noun	verb	adjective
We are <u>learning</u> about citizenship.	noun	verb	adjective
We are making <u>posters</u> for our project.	noun	verb	adjective
I am concerned about the <u>planet</u>.	noun	verb	adjective
Education helps us <u>to understand</u> our rights.	noun	verb	adjective

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

Focus: key vocabulary, pronunciation, spelling
Suggested time: 20 minutes
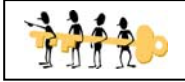
Unscramble the letters

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 <u>spelling</u> correct?
>
> Can you <u>pronounce</u> the word?
>
> Do you know what the word <u>means</u>?
>
> Have you got this word in your <u>personal dictionary</u>?

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)
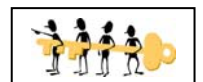
QXBODWDF WL YED =

_____

<table>
<tr>
<td>
Level: A2 / B1
Type of activity: Pairs or individual
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<td>
Focus: reading comprehension, extracting meaning from text, vocabulary
Suggested time: 30 minutes
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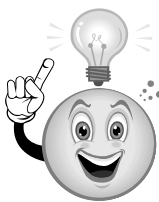
Completing sentences

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

Fill in the past tenses of these verbs!

Highlight the irregular verbs

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

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Level: A2 / B1
Type of activity: Individual

</td><td>

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

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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?

Have you ticked this activity on your Learning Record?

    a)   Yes   b)   No

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

    a)   Yes   b)   No

CSPE: An introduction to CSPE

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:

Introduction

→

What we need for a good community

Important vocabulary   (Use your notes, textbook and dictionary.)

↓

A community that I know (school, home etc.)

↓

Changes that would improve the community that I know
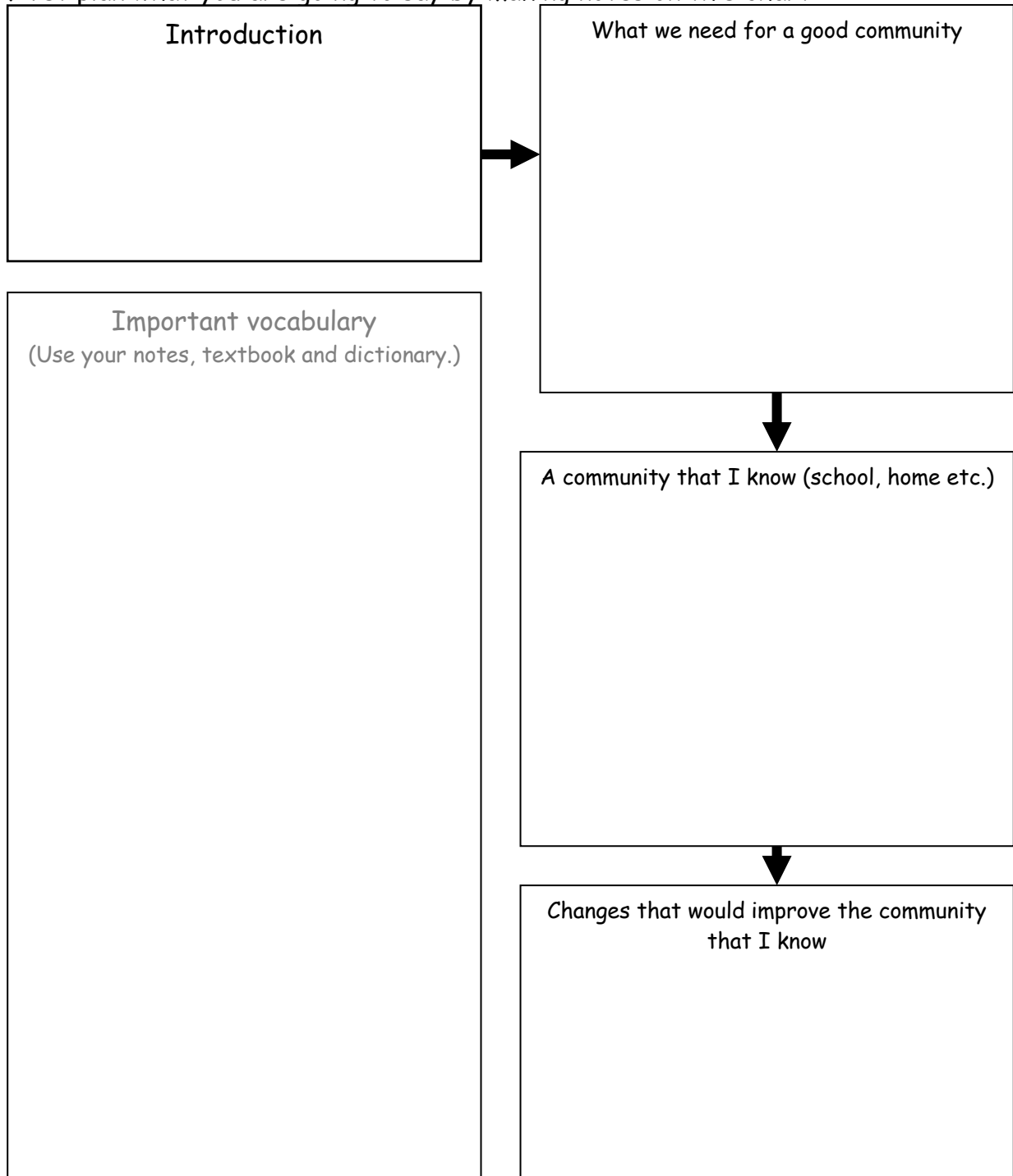
Level: All
Type of activity: Individual

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

Have you ticked this activity on your Learning Record?

Score: _____ points

CSPE: An introduction to CSPE
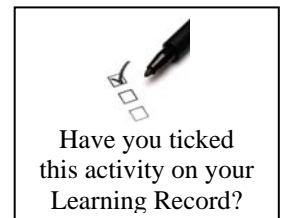
Level: B1 **Type of activity:** Individual/Pair	**Focus:** identifying and using prepositions **Suggested time:** 30 minutes

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.

_____

_____

_____

4. Read out your sentences to one another.

_____

Have you ticked this activity on your Learning Record?
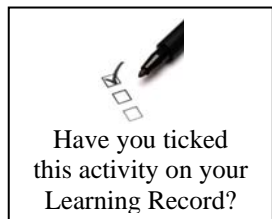
Levels A1 and A2

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.

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	

Play Snap

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

✂

project	**project**
world	**world**
learning	**learning**

citizen	citizen
assessment	assessment
concepts	concepts

school

school

community

community

book

book

rights	**rights**
games	**games**
planet	**planet**

Answer key

Scrambled sentences =
We are responsible for our community.
Our project has many activities.

responsibilities

world

citizen

democracy

rights

action

project
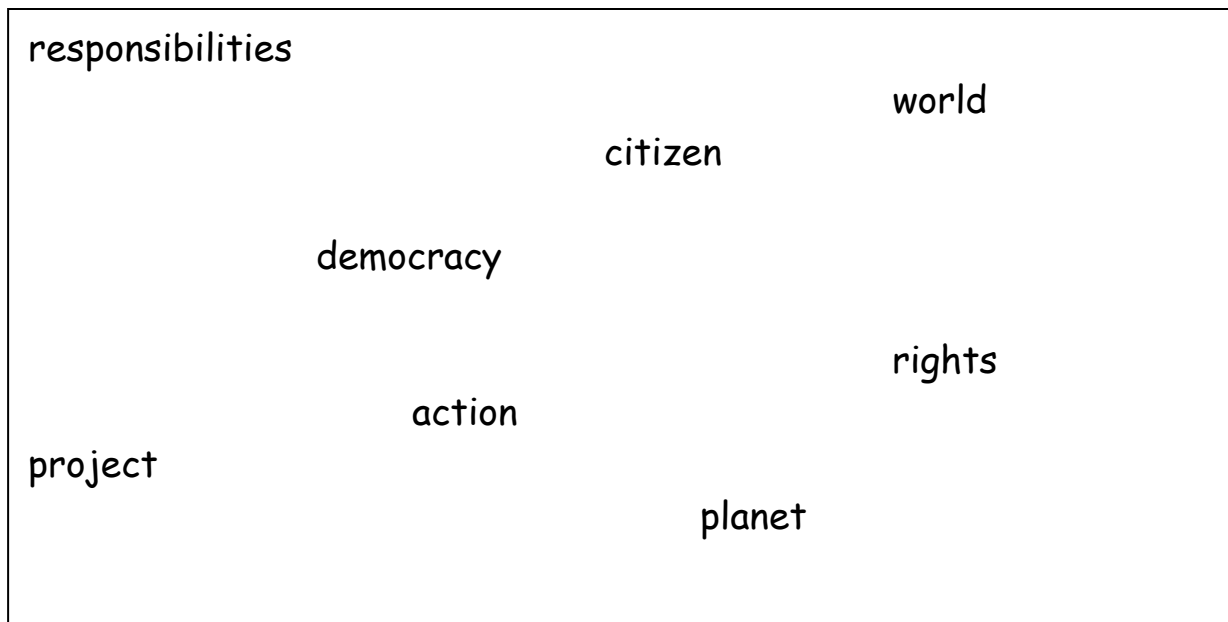
planet

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

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

Word Search:

```
                              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  G  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
```