

# CSPE

## An Introduction to the Law

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.

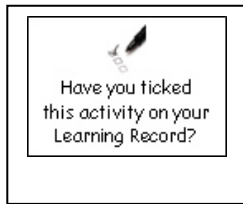
<b>Theme</b>	<b>An Introduction to the Law</b>
<b>Levels</b>	<b>A1 – B1</b>
<b>Language focus</b>	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
<b>Learning focus</b>	Using CSPE textbooks and accessing curriculum content and learning 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.

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
**CSPE: An introduction to the Law**

### Keywords

The list of keywords for this unit is as follows.

#### **Nouns**

advice  
age  
barrister  
case/cases  
citizen/citizens  
claim/claims  
classmates  
client  
compensation  
consumer  
court/courts  
courtroom  
court case  
crime  
criminal/criminals (*noun*)  
decisions  
defendant  
findings  
Garda/Gardaí  
Garda Siochana  
judge/judges  
jury  
law/laws  
lawyer  
neighbourhood  
Neighbourhood Watch  
offence  
ombudsman  
people  
person  
police  
policeman/policewoman  
prison  
problem  
project  
protection  
research  
responsibility/ responsibilities  
rights  
rules  
society  
solicitor  
team  
trial  
visit  
witness

#### **Verbs**

to advise  
to alert  
to charge  
to commit  
to decide  
to enable  
to get involved  
to have  
to hear a court case  
to listen  
to organise  
to protect  
to solve  
to sue  
to take to court  
to visit  
to watch

#### **Adjectives**

active  
civil  
committed  
communal  
concerned  
criminal (*adjective*)  
designated  
guilty  
human  
important  
individual (*adjective*)  
innocent  
isolated  
legal  
local  
national  
personal  
political  
recent  
responsible  
social  
specific

#### **Other key words**

legally

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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
advice		
advise		
court		
courtroom		
legally		
crime		
criminal		



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
decisions		
judge		
rights		
jury		
neighbourhood		
community		
prison		



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
solicitor		
barrister		
lawyer		
legal		
civic		
trial		
police		



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:

### the law

- 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.

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

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

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



- a) a judge
- b) a criminal
- c) a Garda
- d) a shopkeeper



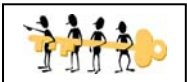
- a) community
- b) courtroom
- c) park
- d) classmates

Look at these two groups of words. Check the meanings of the words that you do not know. Then write the words in your own language.

Families of words	In my language
legal illegal concerned unconcerned	
political non-political specific non-specific	

**Scrambled sentences**

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



hears judge a in cases court

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defends barrister client a a

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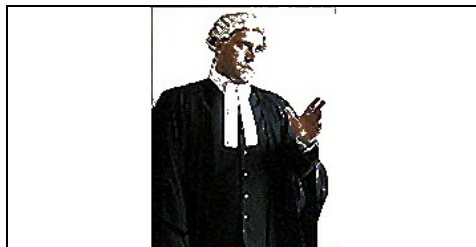
**Level:** A1  
**Type of activity:**  
 Pairs or individual

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

## Picture Sentences

1.

- a). This is an actor.
- b). This is a barrister.
- c). This is a game.



2.

- a). This is a class.
- b). This is a planet.
- c). This is a prison.



3.

- a). This is a witness.
- b). This is a car.
- c). These are subjects.



**Find these words in your textbook.**

Write your own explanations for the words. Then write the word in your own language. Use your dictionary if necessary.

Word	Page in textbook	Explanation	In my language
protect			
decision			
criminal			
legal			

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**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.    solicitor    barrister    gardener    judge
- 2.    court    jury    trial    tree
- 3.    cat    prison    criminal    guilty
- 4.    case    crime    dog    victim

Write down all the words you know that are related to the law.

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Write 4 sentences to explain why we need rules and laws. You should write about the laws and rules you come across in school, the community where you live in Ireland or the community in your home country.

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

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CSPE: An Introduction to the Law

**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. pr\_\_ on \_\_\_\_\_

2. co\_\_ it \_\_\_\_\_

3. nei\_\_bou\_\_ho\_\_d \_\_\_\_\_

4. g\_\_il\_\_y \_\_\_\_\_

Finish these sentences using words from the box. Use each word once:

This is \_\_\_\_\_ .

This \_\_\_\_\_ .

These are \_\_\_\_\_ .

These \_\_\_\_\_ .

\_\_\_\_\_ is \_\_\_\_\_ .

\_\_\_\_\_ are \_\_\_\_\_ .

a is

this

judges

are jury

a these

is criminals

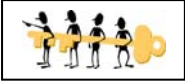
prisons

Garda a

solicitor

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

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



## Unscramble the letters

1. This is where a judge listens to a case OCTUR

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

2. S/he defends people who are accused of a crime LIRCISOOT

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

3. When a person has committed a crime, s/he is... UTYGIL

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

4. People who commit crimes are sometimes sent here IPNRSO

**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?

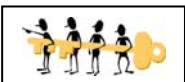


## Solve the secret code

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

example: FBGX = LAND

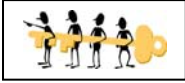
RY GYYX FBRQ =



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.

In recent years special units within the *Gardaí* \_\_\_\_\_ been set up to deal with the specific problems that our society faces, e.g. the Drugs Unit. Within the \_\_\_\_\_ there are also special sections like the Forensic Science Laboratory, which is important in the solving of murders.

Crime prevention through schemes such as Neighbourhood Watch and Community Alert give better protection to people living in isolated and rural areas. A TV programme like *Crimeline* shows how citizens \_\_\_\_\_ help the *Gardaí* with \_\_\_\_\_ detection. It asks us as members of the \_\_\_\_\_ to become involved where possible.

#### Word Box:

crime      can      community      *Gardaí*      have



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

#### Tenses

##### Present

to enable  
to prepare  
to do  
to make  
to have

##### Past

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:*

### The Courts System

Laws are made by the government to protect the citizens of the country.

- Criminal Law is when a person is charged by the Gardaí with an offence e.g. robbery, assault or murder.
- Civil law is the law of the state used for civilian and private matters. If someone feels they have been wronged and wishes a court to decide on the issue, civil law is used.

Simple examples of such cases might be where a person who has fallen on the wet floor of a supermarket, takes the owner to court, to sue him for the injury caused by the fall, and seek compensation. Or a person unhappy with a holiday, who takes the travel company to court, claiming that their accommodation was not of similar standard to the one advertised in the company's brochure.

(Impact!, page 105)

1. Who are laws made to protect?  
a) consumers  
b) the government  
c) the citizens of the country  
d) the Gardaí
2. In Ireland, what kind of law is used to charge a person with an offence?  
a) consumer law  
b) civil law  
c) criminal law  
d) land law
3. What is civil law used for?  
a) the government  
b) civilian and private matters  
c) murder  
d) assault
4. Is robbery a crime?  
a) Yes  
b) No
5. Is it possible to use civil law if you fall on a wet floor in a supermarket?  
a) Yes  
b) No

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**Level:** A2 / B1

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

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

**Suggested time:** 40 minutes

**Planning text**

Use this chart to plan a short text on the topic, 'What happens in a court case'.

Introduction

First paragraph

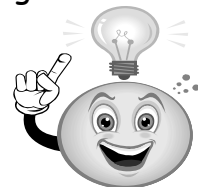
Second paragraph

Concluding points

Important words for this topic.

What is the difference between guilty and innocent?

Look carefully at the spelling.



Have you ticked this activity on your Learning Record?

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Use your plan and your textbook to write about:  
**'What happens in a court case'.**

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 When your teacher has checked this, file it in your folder so you can use it in the future.



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**CSPE: An Introduction to the Law**

**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 verbs:

- to organise
- to get
- to make

Check these verbs in your dictionary.

Write one sentence using each verb. Sentences should be in the past tense.

to organise	
to get	
to make	

**Verb Hunt**

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

can

visit

legal

your

decisions

getting

rules

decides

advice

have

trial

crime

park

watch

hears

community

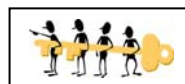
rights

guilty

innocent

are

committing



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

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**Level:** All  
**Type of activity:** Individual

**Focus:** regular and irregular verbs  
**Suggested time:** 40 minutes

### Grammar Points

In this Unit, we came across many verbs.

Write the below verbs in the 3<sup>rd</sup> person singular (he, she \_\_\_\_\_) in the present tense; and in the 1st person singular (I \_\_\_\_\_) in the past tense.

verb	Present tense 3 <sup>rd</sup> person singular (he or she)	Past tense 1 <sup>st</sup> person singular (I)
Example: to read	He reads	I read
to hear		
to be		
to decide		
to organise		
to make		
to have		
to get		
to judge		
to watch		

Put these words into two boxes to show past and present tense.

heard      committed      organised      had      got      was  
 am      gets      decided      watch      are      has  
 were      commits      get      watched      made  
 judged      can      have      listened

Present tense

Past tense

## Alphaboxes

### Levels A1 and A2

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

Find the words in the box below. When you have found all the words, write each word in your own language.

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

ADVICE CASES COMMITTED COMMUNITY CONSUMER COURT CRIME CRIMINAL DECISIONS GARDAI	GUILTY JUDGE JURY LAW LAWS LEGALLY NEIGHBOURHOOD OMBUDSMAN ORGANISE PEOPLE	PRISON RIGHTS SOLICITOR WATCH WITNESS
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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>jury</b>	<b>jury</b>
<b>legal</b>	<b>legal</b>
<b>criminals</b>	<b>criminals</b>

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<b>team</b>	<b>team</b>
<b>consumer</b>	<b>consumer</b>
<b>neighbourhood</b>	<b>neighbourhood</b>

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<b>Gardaí</b>	<b>Gardaí</b>
<b>judge</b>	<b>judge</b>
<b>prison</b>	<b>prison</b>

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<b>rights</b>	<b>rights</b>
<b>legally</b>	<b>legally</b>
<b>decision</b>	<b>decision</b>



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## Answer key

**Scrambled sentences =**

a judge hears cases in court.

a barrister defends a client.

**Odd One Out =**

gardener, tree, cat, dog

**Letter Scramble =**

court

solicitor

guilty

prison

**Secret Code =**

we need laws

**Completing Text =**

In recent years special units within the Gardaí have been set up to deal with the specific problems that our society faces, e.g. the Drugs Unit. Within the Gardaí there are also special sections like the Forensic Science Laboratory, which is important in the solving of murders.

Crime prevention through schemes such as Neighbourhood Watch and Community Alert give better protection to people living in isolated and rural areas. A TV programme like *Crimeline* shows how citizens can help the Gardaí with crime detection. It asks us as members of the community to become involved where possible.

*(Impact!, page 104)*

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**Multiple Choice =** c, c, b, a, a

**Grammar Points =** can, visit, getting (to get), decides (to decide), have, park, watch, hears (to hear), are (to be), committing (to commit)

**Word Search:**

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