

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.

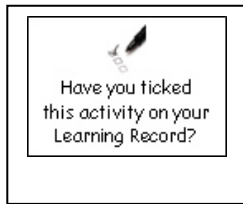
Theme	An Introduction to the Law
Levels	A1 – B1
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
Learning focus	Using CSPE textbooks and accessing curriculum content and learning activities.
Activity types	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
Acknowledgement	Extracts from <i>Impact!</i> 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: <ol style="list-style-type: none">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:**
 - 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:



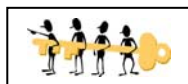
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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.

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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



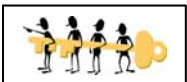
- a) community
- b) courtroom
- c) park
- d) classmates

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

defends barrister client a a



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.

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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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

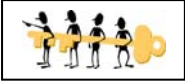
prisons

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?

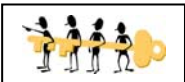


Solve the secret code

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

example: FBGX = LAND

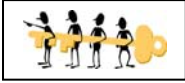
RY GYYX FBRQ =



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

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

Completing sentences



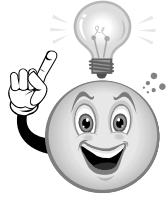
Fill in the blanks in these sentences. Use words from the Word Box below.

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



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.

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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

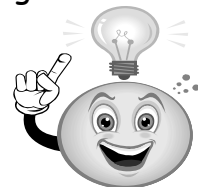
Second paragraph

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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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

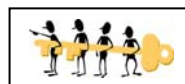
rights

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 3rd person singular (he, she _____) in the present tense; and in the 1st person singular (I _____) in the past tense.

verb	Present tense 3 rd person singular (he or she)	Past tense 1 st 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.

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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.



jury	jury
legal	legal
criminals	criminals

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team	team
consumer	consumer
neighbourhood	neighbourhood

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Gardaí	Gardaí
judge	judge
prison	prison

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rights	rights
legally	legally
decision	decision

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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	