

CSPE

Introduction to stewardship of the planet

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	Introduction to stewardship of the planet
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

- **At the beginning of the class**, make sure that students understand **what** they are doing and **why**. 'We are doing the exercise on page (12) to help you to remember key words / to help your writing skills / to help with grammar' etc.
- 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.

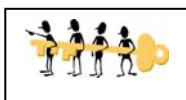


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



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.

- 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.



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

Keywords

The list of keywords for this unit is as follows:

Nouns

accident
acre
action
activity/activities
An Taisce
awareness
bin
bog
cans
coal
conservation
contamination
damage
department
dumps
earth
energy
energy sources
environment
extinction
gas/gases
greenhouse effect
guest
home
individual (*noun*)
information
issue
landfill
life cycle
litter
main sources
management
needs
oil
organisation
ozone layer
packaging
peat
per cent (%)
planet

plastic bags
polystyrene
population
poster
problem
products
recycling
responsibility
responsibilities
rights
risk
rubbish
shopping bag
solar energy
solar power
sources
species
steward
stewardship
waste
water
water power
ways
world

Verbs

to act
to conserve
to consume
to contribute
to educate
to enable
to estimate
to fund
to get involved
to harm
to have
to involve
to keep going
to learn
to listen

to organise
to protect
to run out
to recycle
to share

Adjectives

accidental
active
alternative
average
battery-operated
biodegradable
clean
communal
concerned
disposable
energy efficient
environmental
environmentally-friendly
global
green
human
individual (*adjective*)
international
local
main
modern
national
non- biodegradable
non-renewable
plastic
renewable
responsible
social
sustainable
tidy
unleaded
wrapped

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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
article		
active		
bullying		
conservation		
convention		
responsible		
declaration		



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
discrimination		
extinction		
old people		
population		
prejudice		
racism		
refugee		



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
species		
to bully		
to deny		
to imprison		
to ratify		
to share		
the United Nations		



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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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 environment

managing waste

protecting the planet

- 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.).

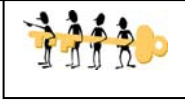


Students should record vocabulary and terms from the spidergram in their personal dictionaries.

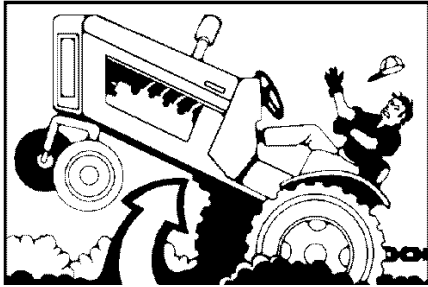
Level: A1
Type of activity: pairs or individual

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

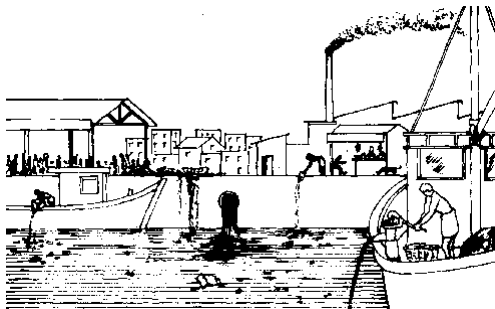
Working with words



1. Tick the correct answer.



- a) acre
- b) coal
- c) accident
- d) life cycle



- a) book
- b) contamination
- c) planet
- d) species

2. Find these words in your textbook.

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

Word	Page in textbook	Explanation	In my language
an accident			
energy			
packaging			
planet			



Check that these key words are in your personal dictionary.

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Level: A1
Type of activity: pairs or individual

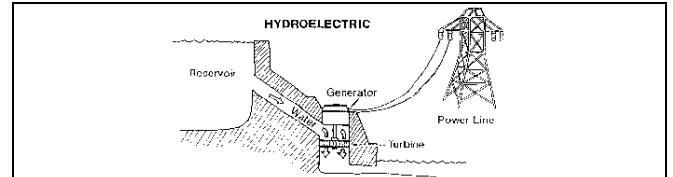
Focus: vocabulary, basic sentence structure
Suggested time: 20 minutes



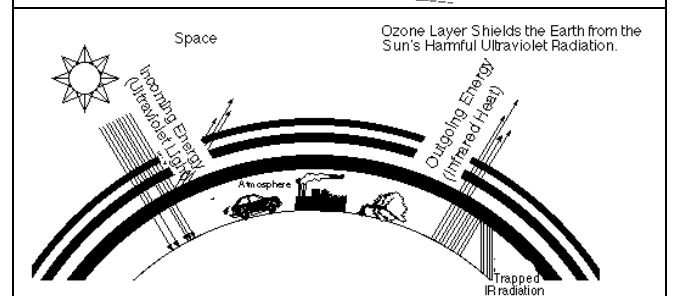
Picture Sentences

1. Tick the correct answer.

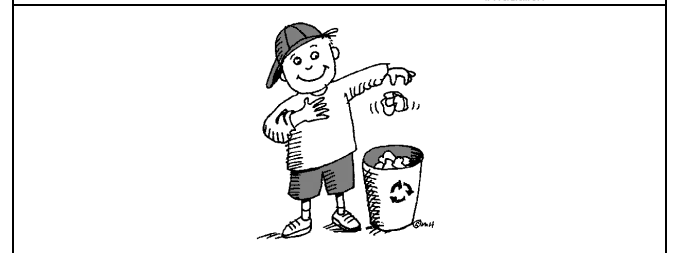
- a) This is a bog.
- b) This is an energy source.
- c) This is a shopping bag.



- a) This is the greenhouse effect.
- b) This is a speaker.
- c) This is steward.



- a) These are gases.
- b) This is recycling.
- c) These are guests.



2. Put these words in the correct order to form sentences.

is disgusting litter

you plastic pay for bags must

used paper again recycled be can

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

Focus: word identification, vocabulary
Suggested time: 20 minutes



Odd One Out

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

Example: *apple* *orange* *banana* **taxi**

recycle bin landfill music

stewardship management party earth

residents cat local committee

dump waste pizza landfill

2. Find these words in your textbook. Then put them in short sentences in your own words. Use a dictionary if necessary.

to consume _____

to harm _____

population _____

species _____

to recycle _____



Check that these key words are in your personal dictionary.

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Level: A2 / B1
Type of activity: individual

Focus: key vocabulary, writing descriptive text
Suggested time: 20 minutes



CSPE Keywords

1. 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.

u _ _ _ aded _____

en _ _ ron _ _ _ t _____

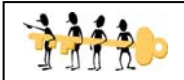
l _ _ dfi _ _ _____

d _ s _ _ sable _____

2. Write as many words as possible related to **recycling**. You have 3 minutes!

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

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



Unscramble the letters

1. This protects us from dangerous sun rays EONZO ELRAY

Answer _____

2. This happens when water gets dirty ONCIOTNTIAAMN

Answer _____

3. We do this when we give things to others to use YRCCLEE

Answer _____

4. Something that will work now and in the future is:
 AIBSTNUSALE

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?

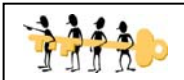
Have you got this word in your personal dictionary?



Solve the secret code

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

example: (code) OYLEF = NURSE (English)



LFXWXRQOM QE FBEW =

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

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

Completing sentences



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

Our modern world depends on energy to keep it going. In Ireland the main sources of _____ are coal, gas, oil, peat and water. Coal, gas and oil are non-renewable sources of energy. This means that one day they will run out. It is estimated that the world's supply of oil will run out by the end of this century. _____ energy sources such as solar power, wind and water power could be used more in transport, industry and the _____.

But how can we help to conserve the energy _____ we use at the moment? Energy used in the home accounts for 35 per cent of the energy consumed in Ireland. We can all contribute to _____ energy at home.

Word Box:

sources	conserving	energy
alternative	home	

2. Note all the ways you can conserve energy in your daily life:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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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

Environmentally Friendly Products

Another way that you can be a good steward of the planet is by buying environmentally friendly products. Think about the following the next time you are buying something.

- Consider the type of packaging used. Is the product wrapped in plastic, polystyrene or paper? Look for products that are wrapped in biodegradable packaging.
- Does the product have a short life cycle or is it disposable? For example, battery-operated products, disposable nappies and disposable razors have a short life span. Look for products that last.
- Check to see if the appliances you buy are energy efficient.
- Take your own shopping bag to the supermarket. Billions of plastic bags that are non-biodegradable are often only used once. The average European family has 17 plastic bags stored in kitchen presses. How many plastic bags are stuffed in your kitchen drawers?
- No matter what you buy, recycle what you can.

1. What type of packaging is most environmentally friendly?

- | | |
|-----------------|------------------|
| a) plastic bags | b) biodegradable |
| c) polystyrene | d) metal |

2. What happens to a disposable product?

- | | |
|--------------------------|----------------------------|
| a) the lights don't work | b) it has a long life span |
| c) it does not last | d) it is orange |

3. Which of these should you take with you to the supermarket?

- | | |
|--------------------|-----------------------|
| a) shopping bags | b) kitchen presses |
| c) kitchen drawers | d) disposable nappies |

4. Should you recycle what you can?

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

5. Should you check if any appliances you buy are energy efficient?

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

We can use the adjective 'friendly' for many different things. Give some examples of how you use it: _____

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Level: A2 / B1

Type of activity: pairs / small groups

Focus: vocabulary, word identification

Suggested time: 40 minutes



Grammar points

In this Unit, we came across the following important nouns:

- awareness
- conservation
- recycling

1. Look up these words up in your dictionary and write your own definitions:

Word	Meaning	In my language
awareness		
conservation		
recycling		

2. Noun Hunt

Circle the 10 nouns below that are related to how we take care of our planet. Score 4 points for each correct answer. Who will score the highest? Perhaps you will. Good luck!

national

protect

contamination

power

biodegradable

think

consume

choose

litter

energy

conserve

landfill

environment

waste

this

communal

responsibilities

dumps

packaging

educate

do

Score: _____ points

Level: A2 / B1
Type of activity: individual/pair

Focus: using question forms
Suggested time: 40 minutes

Grammar points

Question forms

When we think about how to protect our planet we must ask many questions.
Make a question based on each of the words below.

Questions you can use: **how? how many? why? when? where? who?**

You can also form a question by changing the order of words:
does it? is it?

Example: **It is right** to put so many things into dumps.

dumps *Is it right to put so many things into dumps?*

Use your textbook to help you.

packaging _____

waste _____

litter _____

contamination _____

coal _____

damage _____

recycling _____

rubbish _____

Is there another question that you would like to ask?

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

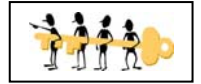
Do you understand all these words?



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 from the list below.

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

BOG	LOCAL	RESIDENTS
CAMPAIGN	OZONE	RISKS
DAMAGE	PLASTIC	STEWARDSHIP
DISPOSE	PROJECT	SUSTAINABLE
DUMPS	RECYCLED	TAISCE
EARTH	RECYCLING	UNLEADED
ENVIRONMENT		WASTE
LANDFILL		
LITTER		

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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.



fund	fund
landfill	landfill
contamination	contamination

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awareness	awareness
information	information
extinction	extinction

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energy	energy
conservation	conservation
stewardship	stewardship

Answer key

Working with words, page 8

c, b

Picture sentences, page 9

1b,2a,3b.

Litter is disgusting.

You must pay for plastic bags.

Recycled paper can be used again.

Odd One Out, page 10

Music, party, cat, pizza

CSPE key words, page 11

Unleaded (adjective), environment (noun), landfill (noun), disposable (adjective)

Unscramble the letters, page 12

Ozone layer, contamination, recycle, sustainable.

Secret Code: recycling is easy.

Completing text, page 13

1. Our modern world depends on energy to keep it going. In Ireland the main sources of **energy** are coal, gas, oil, peat and water. Coal, gas and oil are non-renewable sources of energy. This means that one day they will run out. It is estimated that the world's supply of oil will run out by the end of this century. **Alternative** energy sources such as solar power, wind and water power could be used more in transport, industry and the **home**.

But how can we help to conserve the energy **sources** we use at the moment? Energy used in the home accounts for 35 per cent of the energy consumed in Ireland. We can all contribute to **conserving** energy at home.

Multiple Choice, page 14

1b,2c,3a,4a,5a.

Grammar, page 15

Noun Hunt: contamination, litter, environment, responsibilities, packaging, power, energy, landfill, waste, dumps.

Word Search, page 18

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