

## Leaving Certificate

# Religion

## Aspects and Origins of Religion

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

<b>Levels</b>	Students' English language skills should be developed to <b>Level B1</b> during funded Language Support. Mainstream subject learning will require the development of skills at <b>Level B2</b> if students are to cope with public examinations.	
<b>Language focus</b>	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.	
<b>Learning focus</b>	Using Religion textbooks and accessing curriculum content and learning activities.	
<b>Acknowledgement</b>	The <i>English Language Support Programme</i> gratefully acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Faith in Action</i> by Niall Boyle.	
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## Using this unit

### Language support and mainstream subject class

The sections **Activating students' knowledge**, **Focus on vocabulary**, and **Focus on grammar** have been designed, in particular, for Language Support classes.

**Focus on reading** and **Focus on writing** are suitable for use in either Language Support or subject classes.

### Answer Key

Answers are provided at the end of the unit for all activities except those based on free writing.

### Textbooks

This unit focuses on the sections: *the search for meaning/aspects of religion, origins of religion/religious faith/the existence of God/evil and suffering/life after death*. Students will need to use their textbooks if they are to gain the most benefit from the activities.

### Learning Record

The Learning Record is intended to help students monitor their progress. This can be downloaded or printed from the website in the section *Advising Students and Record of Learning for the Leaving Certificate*. A copy of the Learning Record should be distributed to each student for each unit studied.

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.

### Symbols

Symbols are used throughout the unit to encourage students to develop their own learning and support materials.



prompts students to file the sheet when they have completed the activity. This is used for activities which can be used as a reference in the future e.g. for subject classroom, revision, homework etc.



prompts students to add vocabulary, definitions, or examples of vocabulary in use to their own personal glossary for the topic. A personal glossary makes study and revision more efficient.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
LC RELIGION: Aspects and Origins of Religion

## Keywords

The list of keywords for this unit is as follows:

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
LC RELIGION: Aspects and Origins of Religion

Vocabulary file (1) for the topic  
**Aspects and origins of Religion**

<b>Word</b>	<b>Meaning</b>	<b>Page(s) in my textbook</b>	<b>Note</b>
mortality			
reflection			
philosophy			
wisdom			
spirituality			
argument			
logic			
fallacy			



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
LC RELIGION: Aspects and Origins of Religion

Vocabulary file (2) for the topic  
**Aspects and origins of Religion**

Word	Meaning	Page(s) in my textbook	Note
meditation			
individualism			
divine			
creed			
symbol			
icon			
myth			
ritual			
monotheism			



## Introduction

### 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:

Religions of the world

Spirituality

God

- 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: B1 Individual / pair
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### Focus on vocabulary

#### 1. Matching

Match each expression in Column A with a definition in Column B. Draw a line between the matching expressions.

Column A	Column B
prayer	having neither a beginning nor an end.
faith	life after death.
eternal	that words that you say to a god.
moral	that which is bad in itself because it is harmful or causes harm.
evil	a strong belief in a god or gods.
afterlife	concerning the good or evil of voluntary human actions.

#### 2. Gap-filling

Now check your understanding of the key words and phrases by inserting them into the gaps in the sentences from your textbooks.

- To answer the question *why* bad things happen, we need to explore the nature of \_\_\_\_\_ and suffering.
- The goal of \_\_\_\_\_ is not only to connect with the divine, but also to transform the life of the one who prays.
- Thinkers in Jewish, Christian and Islamic faiths believe that God alone is \_\_\_\_\_, infinite, omnipotent, and omniscient.
- \_\_\_\_\_ involves trust that what one is told is, in fact, true.
- Archaeological records indicate the human belief in some form of \_\_\_\_\_.
- Whether a disagreement is trivial or important, people try to appeal for justice to some higher standard; this higher standard is sometimes referred to as the \_\_\_\_\_ law.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
LC RELIGION: Aspects and Origins of Religion

### 3. Keywords

Study the key words in the box below. Use your textbook and /or your dictionary to find out what they mean.

the soul	pursuit	origin	philosophy
logic	myth	insights	cosmology

### 4. Using keywords

Now check your understanding of the key words by putting them into the gaps in the sentences below which are all taken from your textbooks:

- Explain the \_\_\_\_\_ of the term religion.
- What is the difference between religion and \_\_\_\_\_?
- Why is the \_\_\_\_\_ of truth important?
- What are the key \_\_\_\_\_ contained in Plato's 'Allegory of the Cave'.
- \_\_\_\_\_ may be defined as the study of arguments.
- The English word \_\_\_\_\_ comes from the Greek 'mythos' meaning story.
- \_\_\_\_\_ is the study of the origin, evolution and large-scale structure of the universe.
- Judaism, Christianity and Islam teach that \_\_\_\_\_ of each person is created by, and is separate from, God.





Level: B1  
Individual / pair

### Focus on grammar

#### 5. Suffixes

Suffixes are used at the ends of words

A person who studies philosophy is a philosophers.

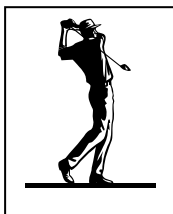
A person who plays the violin is a violinist

A person who acts for a living is an actors.

a) Add a suffix to the following words to describe the person:

work	
Buddhism	
piano	
swim	
socialism	
guitar	
golf	
art	
drive	
sail	
journalism	
art	
conduct	
pharmacy	

b) Now make sentences about 8 of the people in the grid.



Example: Tiger Woods is a famous golfer.

## Focus on reading

### 6. Finding answers

Read the questions first. Then read the text to find answers to the questions.

- a) From which language does the word 'religion' come?
- b) List the powers that people have worshipped.
- c) Do you agree with how the term 'religion' is defined in the text?

#### Religion

Our modern English word '*religion*' is thought by many scholars to be derived from both the Latin word, *religare*, which means literally 'to tie or bind', and its root word *ligare* which has the connotation of acting with care. Thus the term religion may have its origin in ancient people's sense of being tied and bound by obligation and duty to serve and worship whatever powers they believed guided or governed human affairs.

These powers have tended to be understood at different times and in different places as either:

- natural (e.g. the sun) or supernatural (e.g. a spiritual being);
- a personal deity (e.g. Allah in Islam) or an imperfect cosmic force (e.g. Brahman in Hinduism);
- One God (i.e. monotheism) or many gods (i.e. polytheism).

Over time however the term '*religion*' has come to be used in a much broader sense. Today it is commonly understood as referring to:

**...an adherence to a set of beliefs or teachings about the deepest and most elusive of life's mysteries.**

Religious people are those who join with others in a *shared* quest to gain *wisdom*, i.e. insights into whole range of perplexing questions such as:

- What is the origin of life?
- What does it mean to be a human being?
- What is the meaning of evil suffering and death?
- How should a person of good will behave?
- Is life, as we know it, all that there is?
- What happens after death?

Level: B1 / B2  
Individual / pair

## Focus on reading

### 7. Reading to discover information

a) Before reading the text below, discuss with another student, or with your class:

*What do you know about a **Near- Death Experience**?*

b) Read the text in order to find out more about NDEs.

c) Read the text again in order to find words with the following meanings:

- To make someone breathe again when they have stopped breathing: \_\_\_\_\_
- Someone who is one of the first people to do something: \_\_\_\_\_
- Very interested: \_\_\_\_\_
- Very beautiful or perfect: \_\_\_\_\_
- Not good enough, or of a poor quality: \_\_\_\_\_

#### Near-death experiences (NDEs)

In recent times there has been an increasing interest among scientists in what are referred to as near-death experiences or NDEs. These are experiences described by some people who were deemed to have been clinically dead, but who were subsequently resuscitated.

It is largely due to recent improvements in medical technology that NDEs have become a matter for investigation at all. People who, in earlier times, would undoubtedly have died can now be restored to life. Two early pioneers in the field of NDEs were Dr. Elizabeth Kubler-Ross and Dr Raymond Moody. Each conducted separate investigations of the ND phenomenon and make remarkably similar observations about it.

Both Kubler-Ross and Moody were intrigued by a common reaction to the NDE among the people they interviewed. Those who had been declared clinically dead but who were subsequently resuscitated often complained about being brought back to life because their experiences of a life beyond this life were so exquisite. As Dr Moody sifted through 150 case stories, he repeatedly encountered the same difficulty; all his interviewees stated that human language is simply inadequate as a means of describing what they had experienced.

Level: B1 / B2  
Individual / pair

### Focus on writing

**8. Rewrite the following sentences so that they create a paragraph on philosophy. The first sentence is done for you.**

a) wonder/the origin/identified/as/Aristotle/of philosophy/and root  
Aristotle identified wonder as the origin and root of philosophy.

b) means/ philosophy/ of wisdom/ the word/ the love

---

c) who seeks/ is one/ wisdom /a philosopher

---

d) for many centuries/ /of education/ has been considered / the study of  
philosophy/ an important part

---

e) patterns of thinking/ the development/ encourages/of clear and orderly/  
philosophy

---

f) to important life issues/ philosophy/ / the adoption/ encourages / of a calm,  
balanced,/ and reflective approach

---

g) medieval/ the study of philosophy/ and modern periods/ the study of great  
thinkers/ of the ancient,/ involves

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## Answer key

### 1. Matching

Column A	Column B
prayer	that words that you say to a god
faith	a strong belief in a god or gods
eternal	having neither a beginning nor an end
moral	concerning the good or evil of voluntary human actions.
evil	that which is had in itself because it is harmful or causes harm
afterlife	life after death

### 2. Gap-filling

- The goal of prayer is not only to connect with the divine, but also to transform the life of the one who prays.
- Faith involves trust that what one is told is, in fact, true.
- Thinkers in Jewish, Christian and Islamic faiths believe that God alone is eternal, infinite, omnipotent, omniscient.
- Whether a disagreement is trivial or important, people try to appeal for justice to some higher standard; this higher standard is sometimes referred to as the moral law.
- To answer the question *why* bad things happen, we need to explore the nature of evil and suffering.
- Archaeological records indicate the human belief in some form of afterlife.

### 4. Using keywords

- Explain the origin of the term religion.
- What is the difference between religion and philosophy?
- Why is the pursuit of truth important?
- What are the key insights contained in Plato's 'Allegory of the Cave'.
- Logic may be defined as the study of arguments
- The English word myth comes from the Greek 'mythos' meaning story.
- Cosmology is the study of the origin, evolution and large-scale structure of the universe.
- Judaism, Christianity and Islam teach that the soul of each person is created by, and is separate from, God.

5. Suffixes

work	worker
Buddhism	Buddhist
piano	pianist
swim	swimmer
socialism	socialist
guitar	guitarist
golf	golfer
art	artist
drive	driver
sail	sailor
journalism	journalist
art	artist
conduct	conductor
pharmacy	pharmacist

6 Finding answers

a) from Latin                      b) 3 powers - natural or supernatural,/ a personal deity or an imperfect cosmic force /one God or many gods

7. Reading for information

c).

- To make someone breathe again when they have stopped breathing: **resuscitated:**
- Someone who is one of the first people to do something: **pioneers**
- Intrigued: **very interested**
- Exquisite: **very beautiful or perfect**
- Inadequate: **not good enough, or of a poor quality**

8. Writing

- Aristotle identified wonder as the origin and root of philosophy.
- The word philosophy means the love of wisdom.
- A philosopher is one who seeks wisdom.
- The study of philosophy has been considered an important part of education for many centuries.
- Philosophy encourages the development of clear and orderly patterns of thinking.
- Philosophy encourages the adoption of a calm, balanced and reflective approach/ to important life issues.
- The study of philosophy involves/ the study of great thinkers of the ancient medieval and modern periods.