

# 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	
<b>All students:</b>  Activities that are suitable for <b>Learning Support, Language Support</b> and the <b>Mainstream Subject Class</b> include:	Keywords	3
	Vocabulary File	4-6
	Activating Students' Existing Knowledge	7
	Completing Sentences	13
	Multiple Choice	14
	Wordsearch	18
<b>Learning support and Language support:</b>  Activities suitable for students receiving Learning or Language Support include:	Working with words	8
	Picture Sentences	9
	Odd One Out	10
	CSPE Keywords	11
	Unscramble the letters	12
	Alphaboxes	17
	Play Snap	19-21
<b>Language support:</b>  Additional activities for Language Support:	Grammar points	15-16
<b>Levels for Language Support</b>	<b>A1 – B1</b> The language level of each activity is indicated in an information box.	
<b>Learning focus</b>	Using CSPE textbooks and accessing curriculum content and learning activities.	
<b>Acknowledgement</b>	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Impact!</i> by Jeanne Barrett & Fiona Richards.	

**Note:** The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

## Making the best use of these units

### Learning Record

A copy of the Learning Record should be distributed to each learning support and language support 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.

**Introduction** of a topic or activity 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 learning/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:



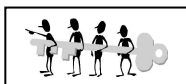
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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 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 also suitable as **homework** tasks or for **self-study**.

## 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

### Vocabulary file 1

Word	Meaning	Note or example*
article		
active		
bullying		
conservation		
convention		
responsible		
declaration		

\* You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.



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

Word	Meaning	Note or example
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.

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### Vocabulary file 3

Word	Meaning	Note or example
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.

**Language Level:** all  
**Type of activity:** whole class  
**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**

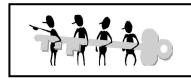
**Protecting the planet**

- Invite newcomer students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage all students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



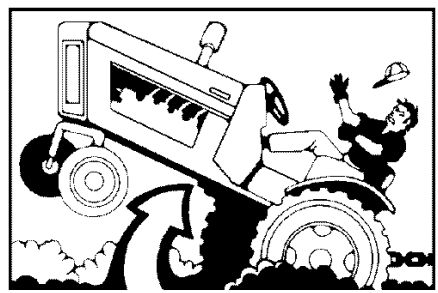
All students should record vocabulary and terms from the spidergram in their personal dictionaries.

Language Level: A1  
 Type of activity: pairs or individual  
 Suggested time: 30 minutes

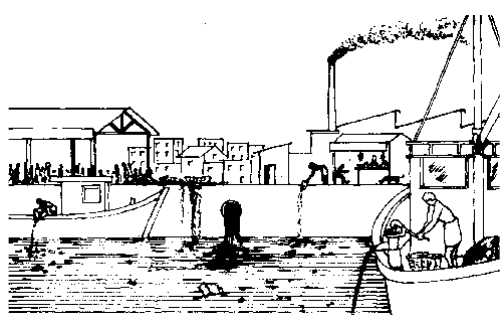


### Working with words

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 a note or example to help you remember the word. Use your dictionary if necessary.

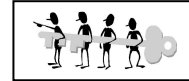
Word	Page in textbook	Explanation	Note or example
an accident			
energy			
packaging			
planet			



Check that these key words are in your personal dictionary.



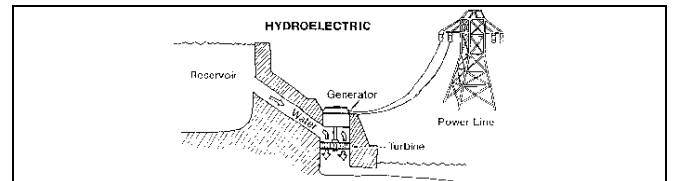
Language Level: A1  
 Type of activity: pairs or individual  
 Suggested time: 20 minutes



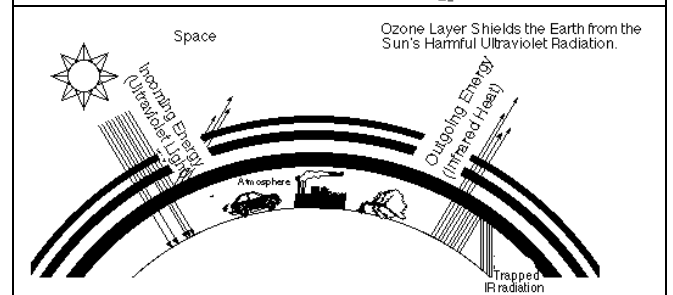
## Picture Sentences

### 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.

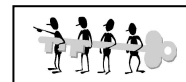
is disgusting litter

\_\_\_\_\_ you plastic pay for bags must

\_\_\_\_\_ used paper again recycled be can

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Language Level: A1 / A2  
Type of activity: pairs or individual  
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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Language Level: A2 / B1  
Type of activity: individual  
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 \_ \_ d fi \_ \_ \_\_\_\_\_

d \_ s \_ \_ sable \_\_\_\_\_

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

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

**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 =

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

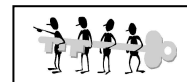
**Word Box:**

sources	conserving	energy
alternative	home	

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

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

Language Level: A2 / B1  
Type of activity: individual  
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?

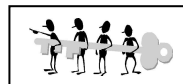
- |        |       |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

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

\_\_\_\_\_

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Language Level: A2 / B1  
Type of activity: pairs / small groups  
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	Note or example
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

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

\_\_\_\_\_



## 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

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 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 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.



<b>fund</b>	<b>fund</b>
<b>landfill</b>	<b>landfill</b>
<b>contamination</b>	<b>contamination</b>

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<b>awareness</b>	<b>awareness</b>
<b>information</b>	<b>information</b>
<b>extinction</b>	<b>extinction</b>

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<b>energy</b>	<b>energy</b>
<b>conservation</b>	<b>conservation</b>
<b>stewardship</b>	<b>stewardship</b>

## 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 G 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 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 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