



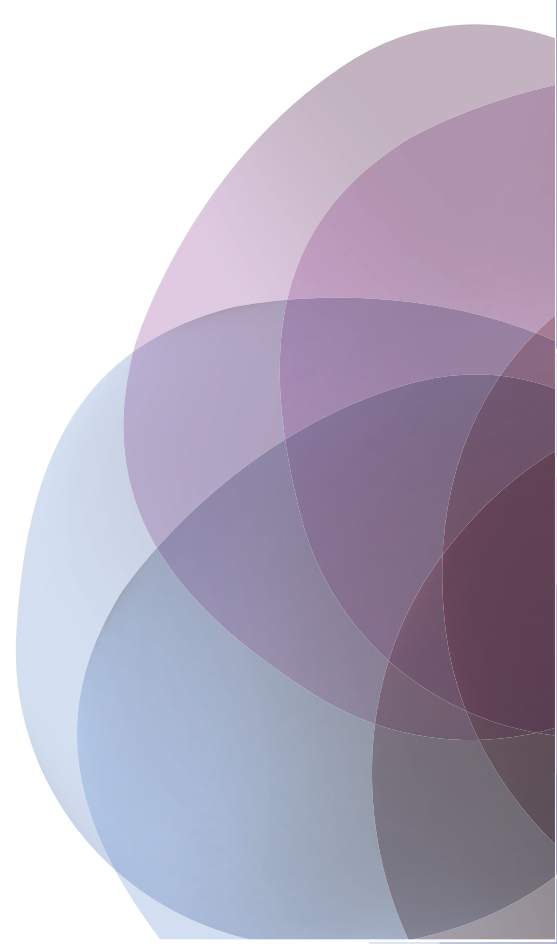
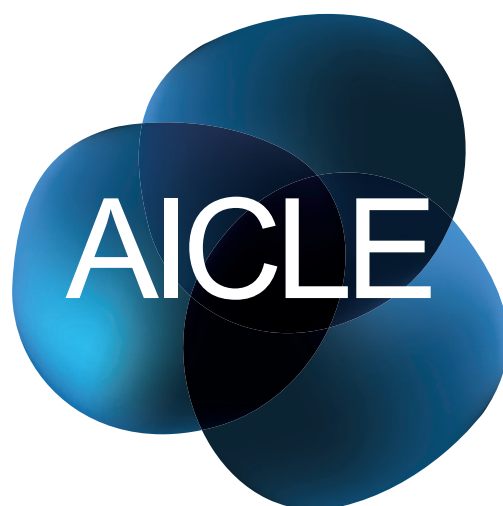
Ciencias Sociales

Secundaria



JUNTA DE ANDALUCÍA

Inglés



Identificación del material AICLE

TÍTULO	World War One. The great war
NIVEL LINGÜÍSTICO SEGÚN MCER	A2.2
IDIOMA	Inglés
ÁREA / MATERIA	Historia
NÚCLEO TEMÁTICO	Los grandes conflictos del siglo XX.
GUIÓN TEMÁTICO	La unidad hace un estudio de las causas profundas de la I Guerra Mundial, de las relaciones internacionales, del desarrollo del conflicto y de la dura vida en las trincheras. Se incluye una actividad de síntesis final y una autoevaluación.
FORMATO	PDF
CORRESPONDENCIA CURRICULAR	4º de Educación Secundaria
AUTORÍA	Alberto de los Ríos Sánchez
TEMPORALIZACIÓN APROXIMADA	5 sesiones. Más una actividad inicial, una actividad de síntesis final y una ficha de autoevaluación de contenidos y destrezas.
COMPETENCIAS BÁSICAS	Lingüística: mediante la lectura comprensiva de textos sobre causas y desarrollo del conflicto. Social y ciudadana: la simulación de situaciones de la vida política y de conflicto. Tratamiento de la información: apreciación de diversas fuentes (escritas, gráficas...) para comprender los conceptos básicos. Aprender a aprender: interpretando las diversas fuentes de información sobre el conflicto para ser capaz de reconstruir lo sucedido.
OBSERVACIONES	Los contenidos de las sesiones pueden exceder de una hora de clase real, especialmente cuando se llevan a cabo algún 'role play' o trabajo grupal. Las actividades de postarea, al final de cada sesión podrían utilizarse todas como actividades finales, junto a la ficha de autoevaluación. Además, cada sesión puede utilizarse de forma independiente.

Tabla de programación AICLE.

OBJETIVOS	<ul style="list-style-type: none"> - Conocer las principales etapas y periodos cronológicos en el mundo, en Europa - Identificar y explicar los factores que influyen en un hecho o proceso histórico significativo - Situar en el tiempo y en el espacio las grandes transformaciones y conflictos mundiales que han tenido lugar en el siglo XX 		
CONTENIDOS DE CURSO / CICLO	<ul style="list-style-type: none"> - Localización en el tiempo y en el espacio de los acontecimientos y procesos históricos más relevantes - Identificación de los factores que intervienen en los procesos de cambio histórico - Grandes cambios y conflictos en la primera mitad del XX. Imperialismo, guerra y revolución social 		
TEMA	<ul style="list-style-type: none"> - Las relaciones internacionales antes de la I Guerra Mundial - Causas de la I Guerra Mundial - El sistema de alianzas y el estallido de la guerra - Desarrollo de la I Guerra Mundial - La vida en las trincheras 		
MODELOS DISCURSIVOS	<ul style="list-style-type: none"> - Expresar opiniones sobre conflictos históricos - Describir imágenes históricas - Expresar acuerdo y desacuerdo sobre conflictos internacionales - Tomar decisiones sobre conflictos - Establecer condiciones para acuerdos entre rivales - Discutir términos de un acuerdo político 		
TAREAS	<ul style="list-style-type: none"> - Análisis de imágenes - Composición de un texto en grupo (roundtable) - Diseño de un póster sobre el estallido de la I Guerra Mundial - Reconstrucción de la vida en las trincheras 		
CONTENIDOS LINGÜÍSTICOS	FUNCIONES: <ul style="list-style-type: none"> - Predecir y tomar decisiones - Establecer acuerdos y condiciones - Comparar - Describir - Hacer hipótesis 	ESTRUCTURAS: <p>If you attack, we will fight They are waiting for, are fighting It may/might I agree/ I don't agree but, however I will, I would It is/isn't worth it What, why, which, where, when...? The most...as...as It may have begun Would you help...?</p>	LÉXICO: <p>dispute, armistice, alliance, struggle, race, colonies, nationalism, conscription, outbreak, committed, blockade, convoy, battleship, poison gas, trenches, truce, patrol, lice, rats, disease...</p>
CRITERIOS DE EVALUACIÓN	<ul style="list-style-type: none"> - Situar en el tiempo y en el espacio los periodos y hechos trascendentes y procesos históricos relevantes - Identificar las causas y consecuencias de hechos y procesos históricos significativos - Caracterizar y situar en el tiempo y en el espacio las grandes transformaciones y conflictos mundiales que han tenido lugar en el siglo XX 		

WORLD WAR ONE. THE GREAT WAR. THE WAR TO END ALL WARS.



Vasily Vereshchagin - The Apotheosis of War (1871), painted after the Franco-Prussian War



People running after the dropping of a napalm bomb, Vietnam, 1972



American corpses on the beach of Tarawa. WW2

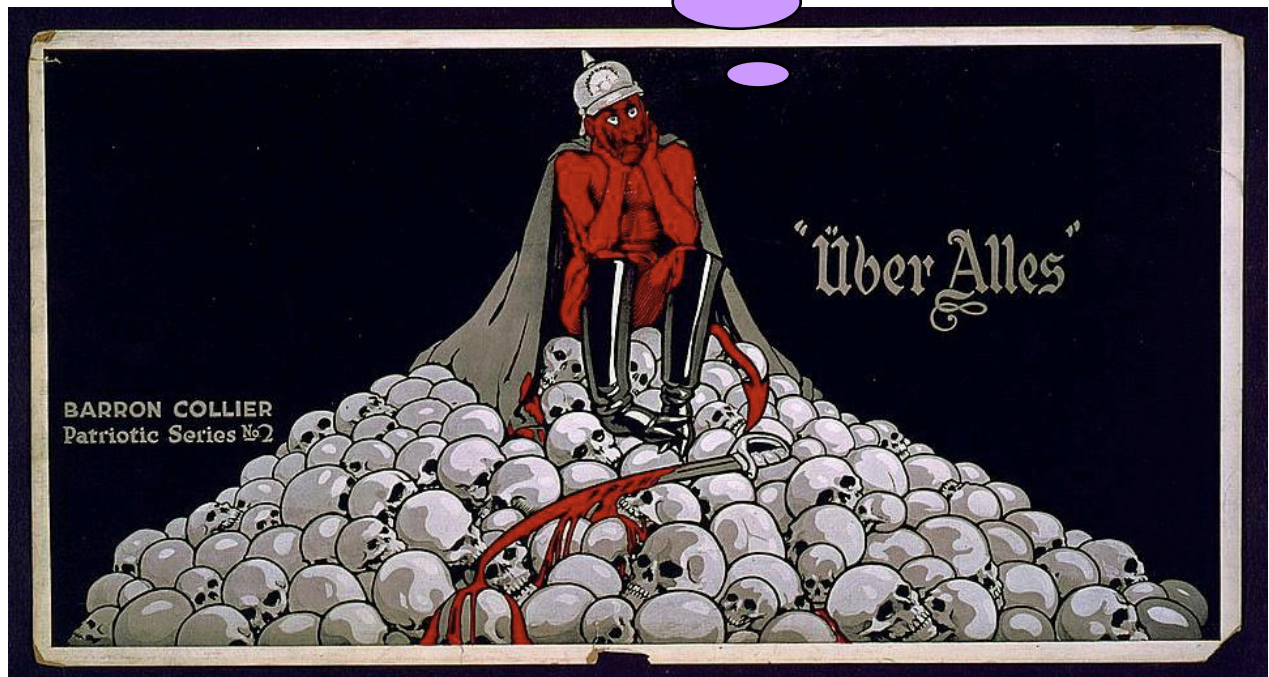


German soldiers dead at the Somme. WW1

“If I live, I mean to spend the rest of my life working for perpetual peace. I have seen war and faced modern artillery and know what an outrage it is against simple men.” Tom Kettle, Irish Poet, killed at the Somme 1916

**WHAT IS HAPPENING IN THE PICTURES? WHAT HAPPENED BEFORE?
DID WWI END ALL WARS?
IS THE END OF ALL WARS POSSIBLE?**

**DID YOU KNOW?
MORE THAN A MILLION SOLDIERS DIED IN JUST ONE
BATTLE (THE SOMME, 1916) TO GAIN A FEW KILOMETRES?**



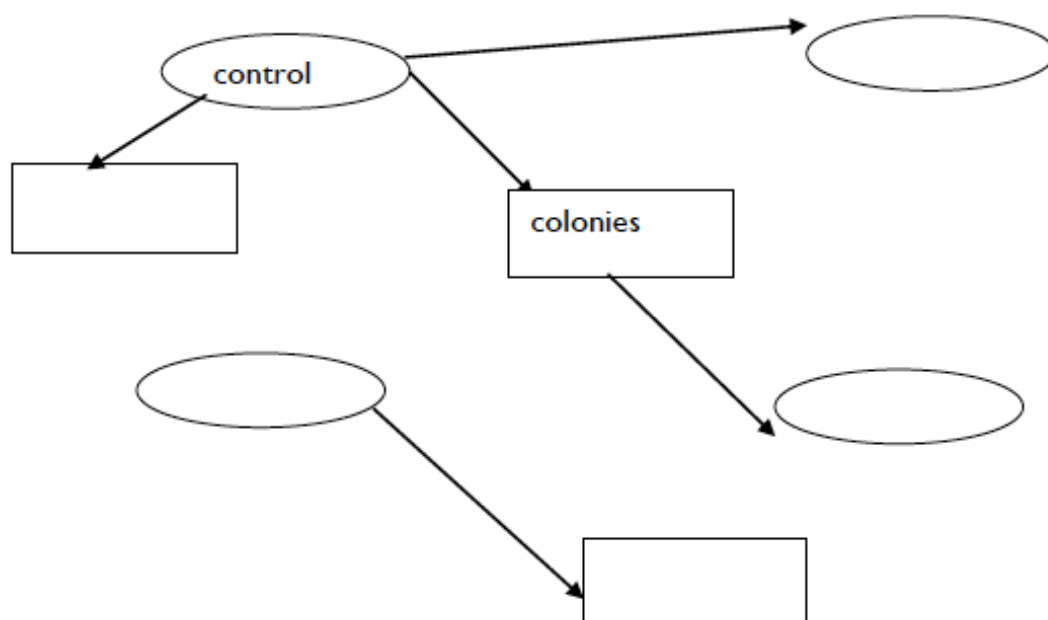
SESSION 1. THE WORLD BEFORE THE GREAT WAR.

PRE-TASK.

1. Vocabulary activation. Listen and repeat.



2. Word map. Draw a word map using the words above and making links between them.



3. Pre- listening. Listen to two texts. Circle the words you hear.

race empire colonies economical religious trenches
disputes front control battle strategic route argument
valuable truce peace gas tensions land Africa struggle

Listen again and choose the best title for each text.



Text 1.

European Empires
European colonies in Africa
European supremacy

Text 2.

The Causes of WWI
Tensions in international relations
International relations at the end of the 19th century

TASK. UNDERSTANDING INTERNATIONAL RELATIONS BEFORE WWI.

READING. THE RACE FOR AFRICA.



SOURCE 1.

Before 1914, the nations of Europe were involved in a race to obtain overseas colonies all over the world, mainly in Africa. This did not help international relations in this period. Africa was the territory where the struggle took place. The map of Africa changed over a short period of time. All these tensions are behind the outbreak of the World War One.

Britain had the most valuable lands in Africa. Egypt was very important because of the Suez Canal but also because it was part of the route to India, the precious British colony, which played a significant role in the British Empire.

France had a large colonial empire in Africa, mainly in the North West where there were several disputes with Britain which led to bad feeling between the two powers.

Germany entered the race late, and the lands obtained were small and not very valuable. However, Germany was determined to build an empire like France and Britain had.

Other European countries were also in the race: Italy gained some colonies in the north, but failed in Abyssinia and faced the opposition of France to its expansion. Belgium managed to get a huge piece of the heart of Africa, the Belgian Congo.

SOURCE 2. Tensions in the international relations.

1 At the end of the 19th century, Britain and France began to argue about African colonies. 2 Egypt and Morocco were the hot spots, because of their strategic locations. 3 But in 1904 the "Entente Cordiale" between the two countries resolved the disputes. 4 Britain retained control of Egypt, and France kept Morocco.

5 Germany did not like this friendly understanding between the two powers. 6 Germany wanted territory in Morocco and this led to international tension. 7 Britain suggested the possibility of a war if Germany did not drop their claims. Although the crisis passed, 8 international relations would never recover from this crisis. 9 War became more likely in European minds.



TEXT ATTACK_i

1. Match colours and numbers in the map below.



Blue	British
Pink	French
Brown	Belgium
Orange	Portuguese
Dark Green	Italian
Yellow	German
Grey	
Bright Green	Spanish



2. Using the information from the texts and looking at the map, fill in the table below.

Empire	Territories
British	Egypt
French	
German	Poor lands



3. Read text 2 again. Some sentences are historical facts, some are causes, and some are consequences. Fill in the table below using the numbers from the text.



Causes	Historical Facts	Consequences
2	1	



4. Write questions:

Questions	Answers
Where did France have a large colonial Empire?	France had a large colonial empire in Africa, mainly in the north west.
	Africa was the territory where the struggle took place.
	Britain had got the most valuable lands in Africa.

	Egypt was the most important because of the Suez Canal but also because it was part of the route to India
	Germany entered the race late, and the lands obtained were small and not very valuable.



GROUP WORK. THE RACE FOR AFRICA.

You are at an international Conference about colonisation in Africa before 1900. You must write a final agreement to share Africa.

Student A: British Prime Minister.

Student B: President of France.

Student C: German Chancellor

Student D: scribe and spokesperson.

Student A: British Prime Minister

The British Empire is already the largest Empire in the world.

You do not want a new power in Africa. You do not want to be challenged by a new power.

You want to build a railway from the Mediterranean Sea to South Africa.

You would like to expel Germany from Africa.

You will fight a war to maintain your supremacy

Student B: President of France

France already has some lands in the North-West.

You would like to break the British line from the Mediterranean Sea to South Africa.

You do not want Germany in Africa.

You will not fight in a war with Britain. You do not want a war with Germany now.

Student C: German Chancellor

You want to enter the race for Africa

You do not have lands in Africa.

You have a strong and large army, an industrial economy. You need territories like Britain and France.

You will fight for new lands. You believe that you would win in a war against Britain and France.

You can use these words and sentences for the discussion.

I	agree	with	you
	don't agree		this idea
If you	occupy	lands,	I will
	help	Britain,	declare
			fight

6

We, the British, French and German nations agree:

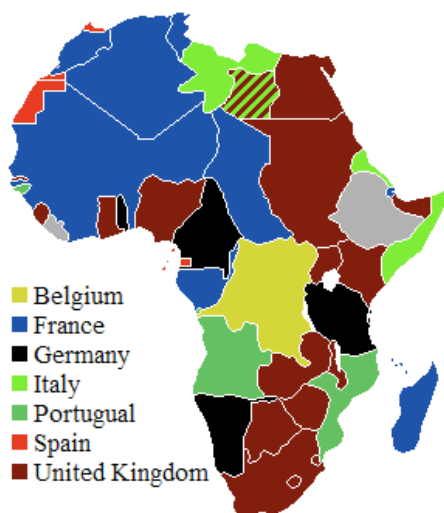
- 1.
- 2.
- 3.
- 4.
- 5.

WHAT I HAVE LEARNED

7

1. Look at the map of Africa in 1914. Did European powers achieve their objectives in the end? Who were the main powers in Africa? Which country broke the British line between the Mediterranean Sea and South Africa?

6



ANSWERS

8

2. Look at the basic vocabulary from this session again. In groups of four, talk about international relations before WWI. You can use sentences from the box below. Choose a spokesperson to share your view with other groups in the class.

disputes
strategic
control
race
land
valuable
war
Colonies
arguments
struggle
crisis
tensions

I think that...

From my point of view...

On one hand... on the other hand

I agree with you/ I don't agree with you

SESSION 2. THE ROAD TO THE GREAT WAR. CAUSES AND OUTBREAK OF WORLD WAR I.

PRE-TASK.



1. Vocabulary activation. Look at the following names, words and chunks. They are all linked with the pictures below. Listen and repeat. Then, match pictures and words.

nationalism battleships independence Serbs naval race
colonial rivalry universal conscription Slavs alliances
race for colonies military spending secret agreements mobilization



a



b



c



d



e



2. Listen again and classify the vocabulary into the following categories:



Colonialism	Army/weapons	Nationalism
	Universal conscription	Slavs

TASK. THE CAUSES OF WORLD WAR ONE.

LISTENING.

Listen to two texts about the causes of WWI. Answer the following questions:



Text 1.

1. True or false:

- After the Congress of Vienna, nationalist feelings died down. T / F
- Strong movements led to the unification of Italy and Germany. T / F
- The Franco-Prussian War started a new era of good relations between France and Germany. T / F
- Nationalist groups in Austria-Hungary were basically Slavs. T / F
- The Serbs were aided by Prussia. T / F



2. Choose a title for text 1:

Austria-Hungary in nationalist crisis
Slav groups

Text 2.

1. True or false:

- France and Germany had doubled their armies between 1870 and 1914. T / F
- Britain and France struggled for supremacy at sea. T / F
- Von Schlieffen had designed a plan to invade the Netherlands and then England. T / F
- Schlieffen's idea was to defeat Britain before invading France. T / F
- The European powers adopted universal conscription before 1914. T / F

2. Choose a title for text 1:

Arms Race National Rivalry Naval Supremacy

READING

Source 1.

Country	Military spending in millions
Italy	10,000,000
Russia	15,500,000
Austria	22,500,000
Germany	60,000,000
France	40,000,000
Britain	50,000,000

Source 2. Imperialism

By 1900 the British Empire extended over five continents and France had control of large areas of Africa. After the Industrial Revolution, European countries needed new markets. The amount of lands controlled by Britain and France increased the rivalry with Germany who had entered the race for new colonies late and only had small pieces of land in Africa. The figures in the chart illustrate the situation:

European Empires around 1914. Population		Colonies. Area in km2
Great Britain	41 million	27 million
France	40 million	11 million
Germany	63 million	1.5 million
Russia	139 million	-----
Austria	50 million	-----

Source 3. The Alliance system

From the end of the Franco-Prussian War, a system of secret alliances developed in Europe. This split the continent into two hostile sides. Many different powers were involved in mutual defence agreements. So, when the war happened, it involved lots of European countries. Because of the alliances, some powers were forced to support policies followed by their partners, which they didn't really like. Moreover, the secret alliances led to suspicion and the belief that more secret agreements existed, (and they often did). By 1914 all the major powers were linked by a system of alliances. These alliances made war more likely to spread. Once the war started, these alliances spread it all over the continent.

The most significant alliances before 1914 were:

- The Dual Alliance (1879): Germany and Austria-Hungary protected themselves from Russia.
- The Triple Alliance (1882): Germany and Austria-Hungary made an alliance with Italy.
- Franco-Russian Alliance (1894): Russia formed an alliance with France to protect herself against Germany and Austria-Hungary.
- The Entente Cordiale (1904): agreement, but not a formal alliance, between France and Britain.
- Anglo-Russian Entente (1907): agreement between Britain and Russia.
- The Triple Entente (1907): Russia, France and Britain agreed to counter the increasing threat from Germany.
- Triple Entente (no separate peace, 1914): Britain, Russia and France agreed not to sign for peace separately in a war against Germany and Austria-Hungary.

TEXT ATTACK



1. **Sorting and grouping.** In groups of four, read the sentences and group them into categories.



1. After the Congress of Vienna, the nations wanted to show their power and independence.
2. Many different powers were involved in mutual defence agreements.
3. This split the continent into two hostile sides.
4. Germany built new battleships to challenge the British naval supremacy.
5. The amount of lands controlled by Britain and France increased the rivalry with Germany
6. By 1900 the British Empire extended over five continents and France had control of large areas of Africa.
7. The European powers adopted universal conscription.
8. The Franco-Prussian war and the loss of Alsace-Lorraine to Germany had created strong nationalist, anti-German feelings in France.
9. In the sea, there was fierce competition between Britain and Germany in building new and powerful battleships.
10. European countries needed new markets.

Imperialism	Arms race	System of alliances	Nationalism



3. **Look at source 4 and try to summarize the alliances before 1914:**

ALLIES _____ France,

CENTRAL POWERS _____ Germany



4. **Pair work. Analysing pictures from WWI.**



BRITONS



JOIN YOUR COUNTRY'S ARMY!
GOD SAVE THE KING

Reproduced by permission of LONDON OFFICIN

Look at the picture. What is it? What is it for?

Give a synonym for Briton:

Which of these words fit the poster best?

Imperialism Colonialism Nationalism

Is it a command or a request?



GROUP WORK. MAKING AGREEMENTS AND ALLIANCES. A SIMULATION.



In groups of four, you are going to make an agreement or defensive alliance. Each speaker takes the role of a country involved in WWI. You need to discuss common interests and needs and find the perfect ally.

Student 1	Student 2	Student 3	Student 4
Your country does not have any colonial land. Your country is looking for colonies.	Your country has the largest Empire in the world. Your country wants to keep control of its colonies.	Your country has a very old Empire with many nations and languages. It does not have any colonies.	Your country has a large Empire and wants to keep control of its colonies.
Your country is the biggest industrial economy in the world.	Your country is not the biggest industrial country in the world any more.	Your country is not industrial, but it is rich anyway.	Your country is developing. Industry is one of the biggest in the world.
Your country is new and powerful.	Your country is an old and powerful Empire.	Your country is an old and declining Empire in the middle of Europe.	Your country is an old and powerful Empire.
Your country is between two powerful enemies.	Your country doesn't want to be involved in other countries' conflicts, but does not like new challenges.	Your country is in the middle of the Continent. You have enemies inside and outside your country.	Your country's worst enemy is next to it. It has already lost a war fighting this enemy.
Your country is building a powerful fleet to be powerful at the sea.	Your country has control of the seas.	Your country has no fleet at all.	Your country has a fleet used for trade to the colonies.

To find your ideal ally you might need questions and answers like these:

Would you help me in case of war?
 Would you fight in a war because of African colonies?
 Will you enter a war if I am attacked?
 Will you fight our enemy at sea?

Yes, I would/ No, I wouldn't
 Yes I will/No, I won't

FINAL ALLIANCES:

A final question: Which countries are they?

Country 1

Country 2

Country 3

Country 4

WHAT I HAVE LEARNED



1. Summarise the main causes of WW1. Look at the sources again and write short explanations

CAUSES OF WWI

The causes of World War 1 are complex. Historians say the war had been building up for some time before 1914. Some of the causes of the “Great War” were:

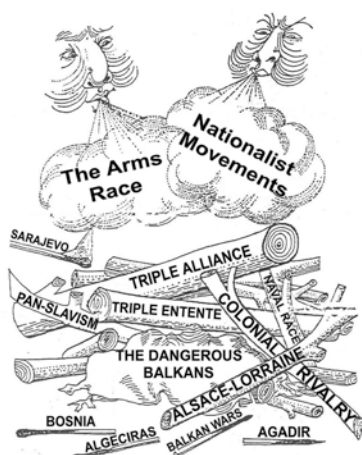
Alliance Systems: _____

Arms race: _____

Nationalism: _____

Imperialism: _____

2. Look at the following picture. In groups of four, decide what caused the Great War. A spokesperson will share your ideas with the rest of the class. The sentences in the box might be helpful.



In my opinion the most important cause was...

I don't agree. I don't think it is as important as... / I think it is less important than...

Besides...as well.

There are several causes...

LISTENING TRANSCRIPTION

TEXT 1

After the Congress of Vienna, the nations wanted to show their power and independence. Strong movements led to the unification of Italy and Germany in 1861 and 1871. The Franco-Prussian war and the loss of Alsace-Lorraine to Germany had created strong nationalist, anti-German feelings in France. Large areas of Austria-Hungary and Serbia were home to different nationalist groups, who wanted freedom from Austrian rule. They were basically Slavs, who were aided by Serbia and Russia.

Nationalistic speeches and writings depicted the war as the best way to demonstrate national superiority or get independence.

TEXT 2

Tensions in international relations had led to an arms race between the European powers. France and Germany had doubled their armies between 1870 and 1914, after the Franco-Prussian war. In the sea, there was fierce competition between Britain and Germany in building new and powerful battleships, like the British battleship, the 'Dreadnought'. The goal was naval supremacy. Germany built new battleships to challenge the British supremacy. In Germany, Von Schlieffen designed a plan to attack France through Belgium, avoiding the French defensive lines. The idea was to defeat France before fighting Russia.

The European powers, like Germany before them, adopted universal conscription. They all had detailed plans for mobilization and attacks on the other countries before 1914.

SESSION 3. THE OUTBREAK OF THE GREAT WAR.

PRE-TASK.

1. Vocabulary activation. Listen and repeat.



2. Listen again and classify the words into the following categories:

Beginning of a war	Alliances	Role in a war

3. Finish the sequence using the following words:

ultimatum war treaty mobilisation declaration allies neutral committed declare outbreak

treaty — allies — committed

TASK. UNDERSTANDING THE OUTBREAK OF WORLD WAR ONE.

In session 2 we saw that Europe was moving towards war. The spark which ignited the flame happened in the Balkans. On June 28th, 1914, Archduke Francis Ferdinand of Austria was assassinated in Sarajevo. It could have been another 'Balkan crisis'. But it was the outbreak of the Great War.

STEPS ON THE ROAD TO THE WAR

1. In groups of four, put the sentences in order. To help you, the first and last texts are numbered:

STUDENTS WORKSHEET

__1__ Austria-Hungary had given Serbia an ultimatum. Serbia's response did not satisfy Austria-Hungary and it declared war on Serbia on 28th July 1914.

_____ All the British colonies and 'dominions' entered the war, including Australia, Canada, India, New Zealand and the Union of South Africa.

_____ Germany, allied to Austria-Hungary, viewed the Russian mobilisation as the beginning of a war against Austria-Hungary, and declared war on Russia on 1st August.

__9__ The United States declared absolute neutrality. President Woodrow Wilson defended his position until 1917 when Germany's policy of submarine war involved America's commercial shipping towards Britain and France. This forced the U.S.A. to enter the war on 6th April 1917.

_____ Britain was obliged to defend neutral Belgium by an old treaty. The Belgian king appealed to Britain for assistance on 4th August. Britain was also allied to France in a more general treaty. Britain was at war against Germany, and, by extension, to Austria-Hungary on 4th August.

_____ France went to war against Germany and Austria-Hungary after the German declaration on 3rd August. Germany invaded neutral Belgium following her 'Schlieffen Plan' to avoid French defences.

_____ Japan, which had a military agreement with Britain, declared war on Germany on 23rd August 1914. On 25th Austria-Hungary also declared war on Japan.

_____ Russia, because of a treaty with Serbia, her ally, started a general mobilisation of its enormous army.

_____ Italy, allied to Germany and Austria-Hungary avoided entering the war thanks to a clause in a treaty. Italy was committed to a defensive war and argued that the war was offensive and declared her neutrality. In May 1915, Italy joined the war in the Allies side against her former allies, Germany and Austria-Hungary.

Make a poster showing how the war started.

THE BEGINNING OF WW1

1914-1918

6

On June 28th, 1914, Archduke Francis Ferdinand of Austria was assassinated in Sarajevo.



Austria-Hungary gave Serbia an ultimatum.



WHAT I HAVE LEARNED



1. Pair work. Slow thinking time.

Why did World War One begin in August 1914?

Why did the murder of Archduke Franz Ferdinand lead to the outbreak of a major European War so quickly?

Use the vocabulary from this session; think about nationalism and the system of alliances:

Word cloud containing the following terms: outbreak, war, mobilisation, declare, allies, treaty, declaration, assistance, ultimatum, neutral, committed.

SESSION 4. THE DEVELOPMENT OF THE WAR. 1914-1918.

PRE-TASK.

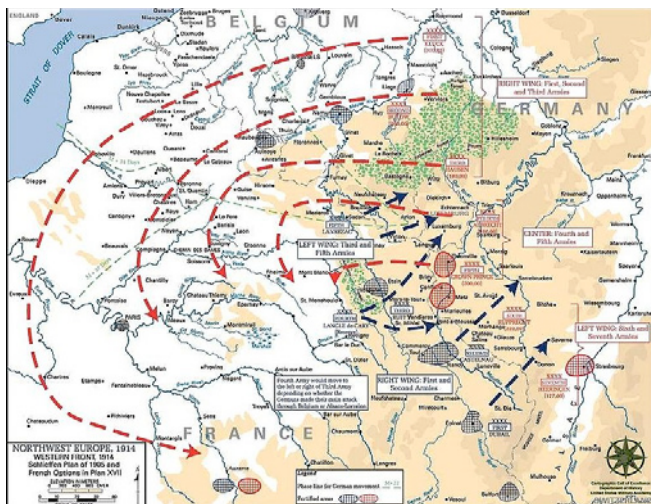


1. Vocabulary activation. Match the words with the pictures below.



battle campaign trench system poison gas front line blockade
submarine U-boat Zeppelin airship conscription tank
convoy system invasion





2. Answer these questions (in groups of four).

Was WWI more destructive and bloody than previous wars?

What new weapons were used in the war?

Were civilians affected by the war?

More or less than in previous wars?

I think that...

From my point of view...

On one hand... on the other hand

I agree with you/ I don't agree with you

TASK. THE DEVELOPMENT OF THE GREAT WAR. JIGSAW READING.



Work in groups of 5. Each student will have a text about the development of WWI (battles, campaigns, different sides etc). Each of you will read your text aloud to the others. Use the information from your texts to build a time line.



STUDENT 1. 1914

On 28 June, in Sarajevo, a Slav nationalist assassinated Archduke Franz Ferdinand, heir to the throne of Austria-Hungary. Austria-Hungary blamed Serbia and Europe found itself at war, because of the diplomatic alliances: Austria-Hungary, Germany and Italy (Central Powers); and Britain, France and Russia (Triple Entente or Allies).

On 4 August, Germany invaded neutral Belgium, and Britain declared war - fearing the occupation of the Channel. On 7 August, Britain sent the British Expeditionary Force to France to stop the German advance. The French and British were successful in their objective in the Battle of Marne (September). Each side tried to get to the coast in a sort of race to the sea. A huge trench system was built from the Swiss border to the north of France. Because of this system, defending was easier than attacking.

The conflict became a 'world' war when Japan entered the war allied to the Entente; and the Ottoman Empire joined the Central Powers. Africa and Asia were the 'theatres' of war of imperial forces.

At sea, a new well equipped German fleet challenged the British fleet, the largest in the world.

STUDENT 2. 1915

At the beginning of the year the competing powers realised that the conflict was going to be longer than expected. In Britain, the Government extended their war powers on the economy and recruited women for traditional 'men's work'. On the Western Front the trench system made the conflict a 'lines war', and innovations like poison gas achieved almost nothing except for killing more soldiers. Battles such as Loos (September) were indecisive and led to little movements in the lines of trenches.

In the east, Bulgaria joined the Central Powers. Attacks continued on Serbia and Russia. In April, the French and British attempted to open a new front in Turkey at Gallipoli. It was a terrible battle – it lasted 9 months. In the end, the Allies forces did not achieve their objectives.

At sea, Britain imposed a blockade on the German ports. In response, the German fleet started the submarine war. On 7 May, the Lusitania, a passenger liner travelling from the United States, was sunk by the German submarines and Americans were killed.

New types of war were introduced. At the end of May, London suffered the first attack from the air. Bombs were dropped from German Zeppelin airships.

STUDENT 3. 1916

The British government decided to create a mass popular army. The War Minister, Lord Kitchener had called Britons to war ('Your country needs you'), giving rise to a million volunteers, but conscription (starting on 9 February) brought 4.5 million Britons into the army.

Germany launched a huge offensive at Verdun in February, trying to hit France deeply. During the next ten months nearly a million soldiers died. The British and French embarked on a new offensive at the Somme (July) using new innovations such as tanks.

At sea, the battle went on. The most significant and decisive battle took place in the North Sea at Jutland on 31 May 1916. Although the British lost more ships, the German fleet was more heavily damaged. It spent most of the rest of the war at home bases. The British fleet controlled the seas and imperial troops and supplies could reach Europe much more easily.

STUDENT 4. 1917

1917 was a very significant year in the Great War. The course of the war was changing. In February, the German Army retreated to the Hindenburg line, a defensive line.

The October Revolution took Russia out of the war in December (armistice), and after the Brest-Litovsk Treaty (March 1918), the German forces could concentrate on the Western Front.

On 6 April the USA declared war on Germany. New ships, new troops and supplies came to Europe to help the Allied nations.

On the Western Front, the Allied forces pushed the German lines in the battle of Arras. In July, the Allies used mustard gas to break the German lines at Ypres. In November, at Cambrai, the Allies used a massive force of tanks for the first time, succeeding in the offensive, but German counter-attack re-occupied the ground gained.

Outside Europe, the Allied forces were taking control of the war. By June, British forces had taken Baghdad and Jerusalem from the Ottoman Empire. Lawrence of Arabia and the Arab forces attacked Akkaba.

STUDENT 1918

German forces from the East launched an offensive on the Western Front in the spring of 1918. In July the Germans had failed to break the Allied lines. Counter-offensives at the Marne and Amiens in August were successful and at the beginning of autumn Germans retreated far behind the Hindenburg line. On 11 November in the Forest of Compi gne, an armistice between both sides was signed. By October 1918, the Ottoman Empire had agreed to an armistice. But the Treaty of Versailles was signed much later, in 28 June 1919. It was the official ending of the war.



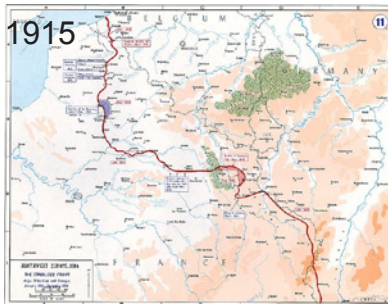
TIMELINE OF WWI

CHRONOLOGY FACTS.

CAMPAIGNS. BATTLES. HISTORICAL



28th June. Franz Ferdinand, heir of Austria-Hungary is assassinated.



Terrible Gallipoli campaign, from April to the end of the year.



1917



WHAT I HAVE LEARNED

1. You will hear two texts. Circle the year they refer to.

Text 1. 1914 1915 1916 1917 1918

Text 2. 1914 1915 1916 1917 1918



2. Pair work. Reflection time. Look at the figures in the chart and the picture below. Look back at the maps in the timeline you built. Was it worth it? Talk to your partner and write down your answers.

Comparison of Casualties from
Major Western Front Battles

Battle	Year	Allies	German
1st Marne	1914	263,000	250,000
Verdun	1916	377,000	336,000
Somme	1916	623,907	465,000
2nd Aisne	1917	187,000	168,000
3rd Ypres	1917	448,000	260,000
Spring Offensive	1918	851,374	688,341
Hundred Days Offensive	1918	1,069,636	785,733
Total Casualties from Major Western Front Battles	1914-1918	3,819,917	2,953,074

It was (not) worth it
because...



SESSION 5. A DAY IN THE LIFE IN THE GREAT WAR.

PRE-TASK

1. Vocabulary activation. Listen and repeat.

fire death dirty lice patrol gas
latrines fight fever diseases
trenches gangrenous
inspection rats
cleaning wire
burying

2. Match the words with the pictures below:



a



b



c

3. Listen to two texts. Circle the words you hear:

attacks submarine tanks cleaning zeppelin inspection
U-boat offensive burying latrines battleship patrol armistice
fight truce rats lice fever diseases dirty outbreak
gangrenous death gas neutral wire fire conscription

5. Write a title for both texts

TASK. THE DAILY LIFE OF A SOLDIER DURING WWI.



Source 1. Life in trenches.



A soldier usually spent 4 days in the front line, then 4 days in reserve and 4 days at rest. In local reserve, men had to be ready to reinforce the line. The relief of a unit was a dangerous time, when the enemy could increase attacks. Men in the trenches had to wear their equipment all the time, keeping their bayonets fixed during hours of darkness. They could not leave their position without permission.

The daily routine started with machine gun fire, shelling and small arms fire, directed at their front. Later on, they cleaned their rifles and equipment.

Each side had adopted an unofficial truce while they were having breakfast.

After breakfast the men were inspected. Afterwards, officers assigned daily duties to each soldier, such as refilling sandbags, draining trenches, rebuilding trench walls, the preparation of latrines or burying the dead. After finishing all their work, they were free for personal matters, such as washing, reading and writing letters home, preparing meals and entertainment.

By night, activity went on in the trenches. Supply and maintenance began. Men were sent to get more rations and water. Men were on sentry duty for two hours, no longer because of the risk of falling asleep on duty.

Some men were sent to patrol 'No Man's Land'. Some had to repair wire on the front line. They often had to fight enemy patrols hand to hand. They could not use guns because they could attract machine gun fire.

Source 2. The other side of trench life.

Millions of rats infested the trenches. Brown rats were especially feared because they could grow to the size of a cat. Lice were another problem. They caused Trench fever, a painful disease that began suddenly with severe pain followed by high fever.

Trench Foot was another medical condition peculiar to trench life. It was a fungal infection of the feet caused by cold, wet and dirty trench conditions. It could turn gangrenous and soldiers could lose the foot.

In addition to all of these things, the environment where soldiers lived was filthy, full of pieces of guns, bullets, overflowing latrines... Add the smell of poison gas and it became a disgusting atmosphere.

Death was always present for those serving in the front line, even when there was no attack. Constant fire directed by the enemy killed soldiers. Diseases contributed too.

TEXT ATTACK



1. Put the following sentences into four groups and write the numbers in the boxes.



Diseases	Risks	Daily routine	Leisure

1. The relief of a unit was a dangerous time, when the enemy could increase attacks.
2. Men in the trenches had to wear their equipment all the time.
3. After finishing all their work, they were free for personal matters, such as washing, reading and writing letters home, preparing meals and entertainment.
4. Millions of rats infested the trenches.
5. They often had to fight enemy patrols hand to hand.
6. Each side had adopted an unofficial truce while they were having breakfast.
7. Officers assigned daily duties to each soldier, such as refilling sandbags, draining trenches, rebuilding trench walls, the preparation of latrines or burying the dead
8. Men were on sentry duty for two hours, no longer because of the risk of falling asleep on duty.
9. It was a fungal infection of the feet caused by cold, wet and dirty trench conditions.
10. Death was always present at the front line, even when there was no attack.



2. Look at the following pictures. Talk about them with your partner and write down which aspects of daily life you can see.



a



b



In picture A, I can see ...

They are waiting for...

He is suffering from...



3. Roundtable. Group work.

Your teacher will dictate the beginning of a text about the life of the soldier shown in the picture. Each member of the group must write a short paragraph. When the teacher claps hands, students pass their piece of paper to the student on their right, who reads the paragraph and continues the text. The worksheet rotates until it gets back to the person who started the text, who writes the final paragraph. The spokesperson will read the final version.

Teacher dictation

My name is Wilhelm Manheim, I'm a German soldier...



Student 1 text



Student 2 text

Student 3 text

Student 4 text

Student 1 text (final text)

WHAT I HAVE LEARNED



1. Look at the pictures below. Picture A was taken in France, in the trenches. Picture B comes from a British magazine.



A



B

In groups of four discuss the following questions:

What are the differences between them?

Do you think picture B is realistic?

Why?

While in picture A...
in picture B...

Probably...

Picture B may/might try to show...



2. Pair work. Read the following poem from 'The Mad Soldier', by Edward Tennant¹ a WWI poet. Discuss the following questions:

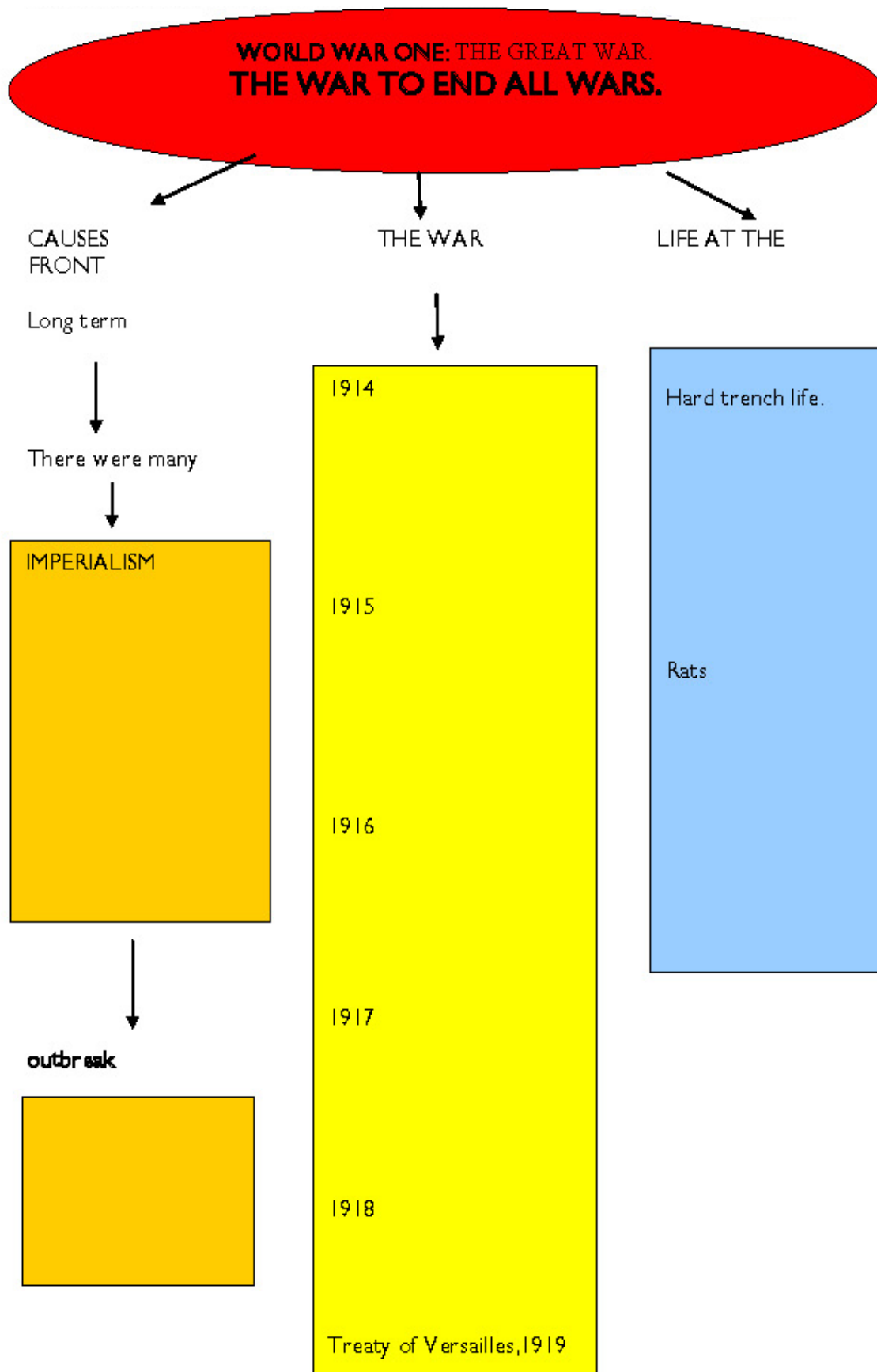
What is the poet trying to say?

"It's a sin to say that Hell is hot ~
'cause it's not: Mind you, I know very well
we're in hell."

Hell may/might mean
He was trying to show...
Perhaps...

HOMEWORK. FINAL SUMMARY.

Revise the previous sessions and fill in this diagram.



WORLD WAR ONE. ASSESSMENT WORKSHEET.

Think about what you have learned. Read the following statements about skills and knowledge during the project. Circle one of these options: YES NO NOT YET.

Self- assessment chart

I CAN...	Organize vocabulary into categories	YES	NO	NOT YET
	Identify the topic listening to a text	YES	NO	NOT YET
	Take notes from a listening	YES	NO	NOT YET
	Get valuable information from different sources	YES	NO	NOT YET
	Describe images and pictures	YES	NO	NOT YET
	Summarize the main ideas from a text	YES	NO	NOT YET
	Participate in group decisions	YES	NO	NOT YET
	Write a text after analyzing a picture	YES	NO	NOT YET
	Participate in a role play	YES	NO	NOT YET

I KNOW	How WWI began	YES	NO	NOT YET
	The main causes of WWI	YES	NO	NOT YET
	The situation of international relations	YES	NO	NOT YET
	The role of the alliance system	YES	NO	NOT YET
	What life was like in the trenches	YES	NO	NOT YET
	How campaigns and battles developed during WWI	YES	NO	NOT YET
	About the new weapons used during the Great War	YES	NO	NOT YET

2. FEEDBACK

Contents	
Developed skills	
Advice to improve	