



Generalitat de Catalunya
Departament d'Ensenyament

GEneració Plurilingüe 1

GEP session	Session 5 - Reading and Writing in CLIL
Title of the lesson or topic	World War I
Course / year / age	1st BAT
Timing	2 hours
Short description of the session/s <ul style="list-style-type: none">• What is the session about?• What do I want my students to do today?	<p>The session is an introduction to the World War I, the four main causes of this historical fact and how affects to the global world. Lesson focuses mainly on Conflict, Imperialism, Militarism, Nationalism and System of Alliances.</p> <p>Through an important historical fact the students will learn to read different information, learn new vocabulary and create their own material to study.</p>
In terms of academic content, what are the students learning and what are they learning to do?	<p>LEARNING</p> <p>Find out about</p> <ul style="list-style-type: none">• The spread of the war• Causes and consequences of the war• Effects of the war

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	<p>LEARNING TO DO know how to</p> <ul style="list-style-type: none">• Reflect on the achievements of World War I figures• Understand the crucial importance of the war and how affected the global world• Discuss the nature of World War I• Analyse biographies as a source of historical information• Investigate the history on the Internet• Write a biographical profile and an article• Analyse different historical facts• Work in groups to prepare an activity
<p>In terms of language, what are the students practicing or learning to do?</p>	<p>LANGUAGE OF LEARNING</p> <ul style="list-style-type: none">• Terminology related to explain the main causes of the World War I: militarism, imperialism, nationalism, alliances, trenches, outbreak, eyewitness, army, soldiers, ethnic backgrounds, armistice and territory.• Understand and explain the World War I related to the video and different readings• To review and consolidate the form, meaning and use of the past narrative tenses (past simple, past continuous and past perfect) <p>LANGUAGE FOR LEARNING</p> <ul style="list-style-type: none">• Oral presentations• Describing experiences• Writing skills• Ask and answer questions: What causes conflict?, What were the most important causes of WWI? How do you resolve conflicts in your life?• Speaking skills

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	<ul style="list-style-type: none">• Connectors and linking words: <i>Firstly/In the first place, Secondly, Thirdly –Finally - However, Nevertheless, Despite/in spite of - Moreover, Furthermore, In addition, Besides- Therefore – As a result –Thus – Consequently- in conclusion – to sum up – but-because – also.</i>• Giving opinions: <i>In my opinion, In my view.</i>
<p>In what way is this 2-hour lesson plan a good example of what we learnt in the GEP course session?</p>	<p>The lesson plan includes:</p> <ul style="list-style-type: none">• Different types of input: video, different texts and pictures, games• Inputs for multiple intelligences• The interaction and the collaborative work with the students to do different tasks <p>SESSION INSTRUCTIONS</p> <p>1st PART OF THE SESSION (1H)</p> <p>PREPARATION:</p> <p>Students need the computer and Internet access.</p> <p>PROCEDURE:</p> <ol style="list-style-type: none">1. To introduce the topic: I'm going to ask students what they know about World War I. I'm going to use the tool ANSWER GARDEN to create a visual place where the students can share their ideas, it's a brainstorming activity. (5 minutes)

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2. **To work the topic:**

First of all, we are going to discover new vocabulary related to the main topic with a match game. It will be useful for the comprehension of the videos. **Worksheet 1. (15 minutes)**

Then, We are going to watch 2 videos related to the World War I and with groups of 3 they are going to:

-Answer different questions. Oral activity and all the class together. **Worksheet 2. Power Point (10 minutes)**

-Complete a mind map related to the main ideas in the video. **Worksheet 3. (15 minutes)**

After these activities, we are going to review the vocabulary with a speaking activity: *I have, who has.* **Worksheet 4. (10 minutes)**

To sum up, we are going to create a new **ANSWER GARDEN** to share all the new ideas and vocabulary that the students learnt. *(5 minutes)*

2nd PART OF THE SESSION (1h)

PROCEDURE:

Introduction: This lesson uses information gaps to create a speaking, reading and writing activity in which students recount three different eyewitness accounts of the outbreak of war in 1914. Students work in groups, with each describing the experiences of a different person.

WORKSHEET 5





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	<p>Task 1 – Reading and note-taking: memories of the start of the First World War (<i>20 minutes</i>)</p> <ul style="list-style-type: none">• I'm going to divide the students in groups of 3 (A,B and C)• Then, I'm going to distribute the worksheets: A to group A, B to group B and C to group C.• The students are all going to read about how three different people experienced the outbreak of war in 1914, and that later they will tell their stories to the other students.• They are going to read their text, and together with others in the same group, to complete the first column of the table.• Then, they are going to create pictures or mind maps to explain the text <p>Task 2 – Speaking and note-taking: memories of the start of the First World War (<i>15 minutes</i>)</p> <ul style="list-style-type: none">• Regroup the students into groups of three, so that each group has one Student A, one Student B and one Student C.• Get them to ask and answer questions about the person they read about, and to complete the chart with the details. <p>Task 3 – Narrative story writing. Brainstorm ideas and the students will produce a piece of writing. (<i>25 minutes</i>)</p>
Other important information	<ul style="list-style-type: none">• Answer garden: https://answergarden.ch/623727• Worksheet 1. Vocabulary match• Worksheet 2. Answer questions• Worksheet 3. Mind map• Worksheet 4. <i>I have, who has</i>

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- Videos:
<https://ed.ted.com/featured/qsJaSVI2#watch>
<https://ed.ted.com/on/jiplX59h#watch>
<https://ed.ted.com/on/4wNyPqyH#review>
- Worksheet 5. Reading, speaking, writing
- Answer garden-to sump: <https://answergarden.ch/623729>



WORKSHEET 1. WWI Vocabulary

Nationalism	pride in one's country
Militarism (arms race)	a competition between countries to see who can create the most powerful weapons.
System of Alliances	when many alliances are made at the same time
Imperialism	building an empire by taking over other countries.
colonies	a country or a region whose government is controlled by another distant country.
empire	a group of nations, territories or people ruled by a single authority, especially an emperor or empress trigger
cause	an event or events that over time lead to a reaction.

alliance	an agreement between countries to help each other in time of need.
trigger	an event that creates an immediate reaction.
air raid	an attack in which bombs are dropped from aircraft
Armistice	an agreement (truce) by both sides to stop fighting
bereaved	when you have lost close friends or relations because they have died
coalition government	this is made up of at least two political parties which govern the country together
counter-strike	a return attack
diphosgene gas	a WW1 chemical poison gas

merchant vessel	a ship that transports cargo (goods) or passengers (people), not part of the Navy or military
munitions	military weapons
neutrality	not supporting or helping either side in a conflict or war
offensive	an aggressive attack
reinforcements	sending more troops in to strengthen your army
score	a score is a group of twenty in number
treaty	a formal, signed agreement between countries

ultimatum

a final demand

WORKSHEET 2.
THINK AND ANSWER

VIDEO 1

1.-Name the man from Austria-Hungary who was assassinated, marking the beginning of WWI.

- a) Archduke Karl Ludwig of Austria
- b) Prince Ernst of Hohenberg
- c) Archduke Franz Ferdinand of Austria
- d) Maximilian, Duke of Hohenberg

2.-Which WWI battle caused more than 80,000 deaths in the first day of the battle?

- a) Battle of Thames
- b) Battle of the Somme
- c) Gettysburg
- d) All of the above

3.-What did Germany use in the water to attack British vessels?

- a) Mines
- b) Planes
- c) Machine guns
- d) U-boats

4.- When did the fighting stop?

a) 10:00 am, January 11th, 1918

b) 9:00 am, July 11th, 1918

c) 4:00 am, May 11th, 1918

d) 11:00 am, November 11th, 1918

VIDEO 2

1.-Which countries became allies through the Triple Entente?

- a) Italy, Britain and France
- b) Britain, France and Russia
- c) Italy, Germany and Austria-Hungary
- d) Austria-Hungary, Russia and Bulgaria

2.- Which countries became allies through The Triple Alliance?

- a) Italy, Germany and the Ottoman Empire
- b) Russia, Serbia and Germany
- c) Germany, Italy and Austria-Hungary
- d) Bulgaria, Serbia, Germany

3.- List and describe the four MAIN causes of World War I.

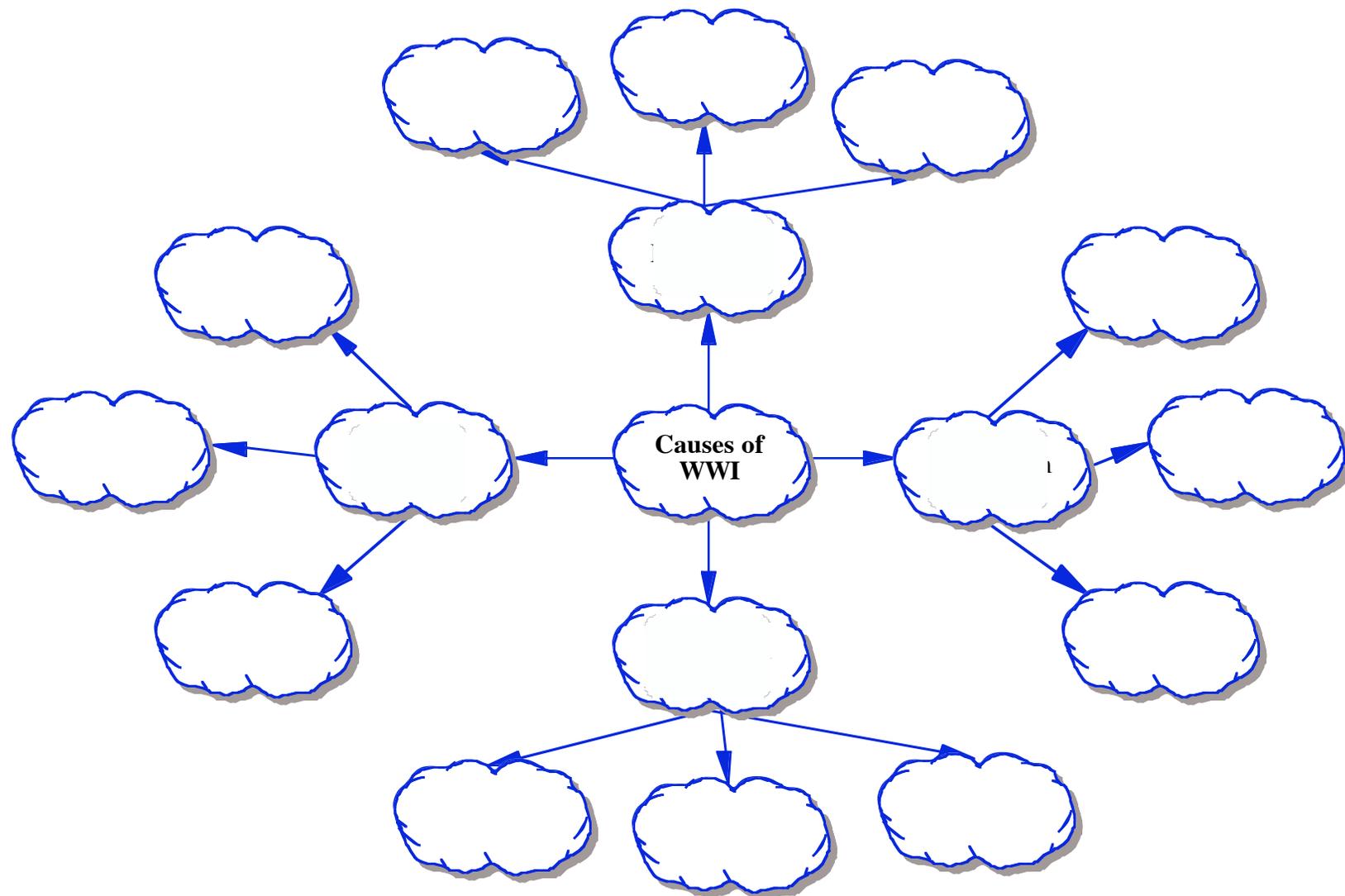
1)

2)

3)

4)

WORKSHEET 3



WORKSHEET 4.

WWI Vocabulary. I have, who has

<p>I have the first card. Who has pride in one's country?</p>
<p>I have Nationalism. Who has a competition between countries to see who can create the most powerful weapons?</p>
<p>I have Militarism. (arms race) Who has when many alliances are made at the same time?</p>
<p>I have System of Alliances. Who has building an empire by taking over other countries?</p>
<p>I have Imperialism. Who has a country or a region whose government is controlled by another distant country?</p>
<p>I have colonies. Who has a group of nations, territories or people ruled by a single authority, especially an emperor or empress trigger?</p>
<p>I have empire. Who has an event or events that over time lead to a reaction?</p>
<p>I have cause. Who has an agreement between countries to help each other in time of need?</p>
<p>I have alliance. Who has an event that creates an immediate reaction?</p>
<p>I have trigger. Who has the first card?</p>

Student A worksheets



Task 1 – Reading and note-taking: memories of the start of the First World War

You're going to read and talk about people's experiences of the start of the First World War in 1914.

Read **Text A** about Heinrich Beutow, who was a schoolboy in Germany in 1914. Then add the information about him to the table.

Text A – Heinrich Beutow, a German schoolboy

My parents and I were living in a small German town in 1914. I remember everybody seemed really pleased when they heard about the declaration of war. Our teacher told us all about the war, and he was really enthusiastic that the war had started the day before. Naturally, we schoolboys were all brainwashed with great patriotism when war broke out. My father was an active army officer and I will never



forget the day when German soldiers were marching out to the trains. They were all decorated with flowers. Even horses and guns were beautifully decorated. And of course all the people were following them. Bands were playing the music, flags were flying everywhere. There was a strong feeling that Germany now would go into this war and win it very quickly.

	Text A	Text B	Text C
Name of the storyteller	Heinrich Beutow		
Place he lived in at the outbreak of war			
How he heard about the beginning of the First World War			
How he described people's reaction to war in his area			

Task 2 – Speaking and note-taking: memories of the start of the First World War

Now you're going to find out about two more people in different countries, and how they experienced the start of World War I.

Speak with students who read Text B and Text C. Ask questions to complete the table.



What was the name of the person you read about?



How do you spell that?

Task 3 – Narrative story writing

a. Choose one of the people in the pictures. Now imagine that you are the person you've chosen. Write about your memories of the outbreak of the war. Try to use the three tenses you have learnt about in this lesson.

Example: On the day when war was declared in 1914, I was ...

Student B worksheets



Task 1 – Reading and note-taking: memories of the start of the First World War

You're going to read and talk about people's experiences of the start of World War I in 1914.

Read **Text B** about Charles Chabot, a 14-year-old from London in 1914. Then add the information about him to the table.

Text B – Charles Chabot, a British civilian living in Thailand

When the First World War broke out in 1914, my family and I were living in Bangkok, Thailand. That night I was in a restaurant because we had just finished playing a rugby game with some German friends and we were all sitting together.

We were obviously mixed up. Germans were sitting next to the English, the English were sitting next to the French and so on. Everyone was chatting around the table.

Suddenly we heard a loud bang at the door. It was a courier from the French Embassy with the shocking news of the outbreak of war. None of us here had seen a declaration of war before and we didn't know what to do. Should we now get a knife from the table and fight one another or what? After a bit of discussion we decided that for us war was going to start tomorrow not tonight, and so we just continued with our party.



	Text B	Text A	Text C
Name of the storyteller	Charles Chabot		
Place he lived in at the outbreak of war			
How he heard about the beginning of the First World War			
How he described people's reaction to war in his area			

Task 2 – Speaking and note-taking: memories of the start of the First World War

Now you're going to find out about two more people in different countries, and how they experienced the start of World War I.

Speak with students who read Text A and Text C. Ask questions to complete the table.

What was the name of the person you read about?

How do you spell that?

Task 3 – Narrative story writing

a. *Choose one of the people in the pictures. Now imagine that you are the person you've chosen. Write about your memories of the outbreak of the war. Try to use the three tenses you have learnt about in this lesson.*

Example: On the day when war was declared in 1914, I was ...

Student C worksheets



Task 1 – Reading and note-taking: memories of the start of the First World War

You're going to read and talk about people's experiences of the start of World War I in 1914.

Read **Text C** about Horace Calvert, a 14-year-old from London in 1914. Then add the information about him to the table.

Text C – Horace Calvert, a 14-year-old from London

I can remember how I found out about the war. It was a lovely August morning and I was going to work for seven o'clock. As I got to the end of Richmond Road, there was a newsagent's shop and outside there was a big poster saying that Britain had declared war on Germany the day before. Later on that day I went into central London, and outside Buckingham Palace, all the crowds were cheering outside as the King and Queen came out on the balcony. Everybody was excited. It was very patriotic. People were having a good time – they were singing 'Rule Britannia', 'God Save the King' and many other national songs. I thought it was really good that Britain had joined the war.



	Text C	Text A	Text B
Name of the storyteller	Horace Calvert		
Place he lived in at the outbreak of war			
How he heard about the beginning of the First World War			
How he described people's reaction to war in his area			

Task 2 – Speaking and note-taking: memories of the start of the First World War

Now you're going to find out about two more people in different countries, and how they experienced the

start of World War I.

Speak with students who read Text A and Text B. Ask questions to complete the table.

What was the name of the person you read about?

How do you spell that?

Task 3 – Narrative story writing

a. Choose one of the people in the pictures. Now imagine that you are the person you've chosen. Write about your memories of the outbreak of the war. Try to use the three tenses you have learnt about in this lesson.

Example: On the day when war was declared in 1914, I was....