

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

History: The Legacy of World War 1

# History

## The Legacy of World War 1

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.

<b>Theme</b>	<b>The Legacy of World War 1</b>
<b>Levels</b>	<b>A1 – B1</b>
<b>Language focus</b>	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
<b>Learning focus</b>	Using history textbooks and accessing curriculum content and learning activities.
<b>Activity types</b>	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
<b>Acknowledgement</b>	<b>Extracts from History Revision for Junior Certificate.</b> <b>Desmond O Leary.</b> Gill & Macmillan.  We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
<b>Learning Record</b>	A copy of the Learning Record should be distributed to each student.  Students should: <ol style="list-style-type: none"><li>1. Write the subject and topic on the record.</li><li>2. Tick off/date the different statements as they complete activities.</li><li>3. Keep the record in their files along with the work produced for this unit.</li><li>4. Use this material to support mainstream subject learning.</li></ol>

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## History: The Legacy of World War 1

### Making the best use of these units

- **At the beginning of the class**, make sure that students understand **what** they are doing and **why**. *'We are doing the exercise on page (12) to help you to remember key words / to help your writing skills / to help with grammar'* etc.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students to:**
  - Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
  - Take some **responsibility for their own learning** programmes by:



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

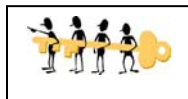


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.

- Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.



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

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## History: The Legacy of World War 1

### Keywords

The list of keywords for this unit is as follows:

**Nouns**

allies	end
armistice	forbid
colonies	
communism	
empire	
fascism	
league	
military	
nation	
peace	
treaty	
war	

### Proper nouns

*(name of person or place)*

Austria  
Britain  
German  
Germany  
Versailles

### adjectives

great  
powerful

### verbs

dominate

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### Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

<b>Word</b>	<b>Meaning</b>	<b>Word in my language</b>
treaty		
fascism		
armistice		
power		
military		
allies		



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

This activity may be done in language support class or in the mainstream subject classroom.

<b>Word</b>	<b>Meaning</b>	<b>Word in my language</b>
nation		
colony		
empire		
war		
league		
powerful		



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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## History: The Legacy of World War 1

**Level:** all

**Type of activity:** whole class

**Focus:** vocabulary, spelling,  
dictionary, writing

**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:

## War

### World War 1

- 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.

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## History: The Legacy of World War 1

**Level:** A1

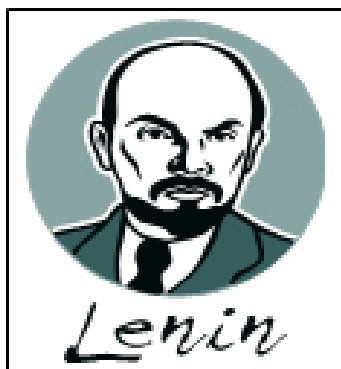
**Type of activity:** pairs or individual

**Focus:** vocabulary, spelling, dictionary

**Suggested time:** 30 minutes

### Working with words

#### 1. Tick the correct answer



- a) This is Barack Obama president of the USA.
- b) This is Abraham Lincoln, former president of the USA.
- c) This is George Bush, former president of the USA.
- d) This is Woodrow Wilson, former president of the USA.
  
- a) This is the leader of Great Britain.
- b) This is a fascist leader
- c) This is a communist leader.
- d) This is a religious leader.

#### 2. Find these words in your textbook.

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

Word	Page in textbook	Explanation	In my language
treaty			
allies			
communism			
fascism			

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## History: The Legacy of World War 1

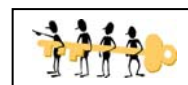
**Level:** A1

**Type of activity:** pairs or individual

**Focus:** vocabulary, basic sentence structure

**Suggested time:** 30 minutes

### Sentences



1. Use your textbook to sort the following countries into two groups.

Allied Powers

Central Powers

Russia  
Germany  
Austria/Hungary  
Britain  
France  
Italy  
Turkey  
The USA

2. **Compete the sentence:**

During World War 1, two groups of countries fought for victory, the Allied Powers ( \_\_\_\_\_ ) and the Central Powers ( \_\_\_\_\_ ).

3. Put these words in the correct order to form sentences about what Germany had to do after the Treaty of Versailles. (You can use your textbooks to help you).

had to /Germany/ reduce/ to 100,000 men/ its army

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accept blame/ had to /for/ Germany/ starting the war

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in compensation/ pay/ €8.4 billion/ had to/ Germany

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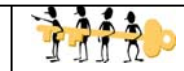


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History: The Legacy of World War 1

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

Focus: word identification, vocabulary  
Suggested time: 20 minutes



### Odd One Out

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

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

France                      Germany    cat                                      war

window                      peace    nations                                      empire

powers                      garden    world                                      fascism

hot                              armistice    treaty                                      Britain

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

to dominate \_\_\_\_\_

to colonise \_\_\_\_\_

to end \_\_\_\_\_

to forbid \_\_\_\_\_

to sign \_\_\_\_\_



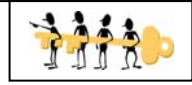
Check that these key words are in your personal dictionary.

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History: The Legacy of World War 1

Level: A2 / B1  
Type of activity: individual

Focus: key vocabulary  
Suggested time: 20 minutes



### History 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.

F\_a\_n\_e \_\_\_\_\_

ar\_i\_t\_ce \_\_\_\_\_

t\_ea\_y \_\_\_\_\_

p\_a\_e \_\_\_\_\_

2. Write as many words as possible related to **World War 1**. You have 3 minutes!

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Check that these key words are in your personal dictionary.

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## History: The Legacy of World War 1

**Level:** A1 / A2

**Type of activity:** pairs or individual

**Focus:** key vocabulary, pronunciation, spelling

**Suggested time:** 20 minutes



### Unscramble the letters

1. Versailles is located in this country FNRAEC

**Answer** \_\_\_\_\_

2. The treaty was signed at the palace of LLVERAIESS

**Answer** \_\_\_\_\_

3. A European country GMERNAY

**Answer** \_\_\_\_\_

4. This league was set up in 1920 NTAOINS

**Answer** \_\_\_\_\_

### Solve the secret code

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

ex: EAWYFRA = STUDENT

FOBQXF \_\_\_\_\_

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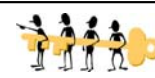
## History: The Legacy of World War 1

**Level:** A2 / B1

**Type of activity:** pairs or individual

**Focus:** reading comprehension, extracting meaning from text, vocabulary

**Suggested time:** 30 minutes



### Completing sentences

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

The Great War

1. World War I lasted from August 1914 to November 1918.
2. It was not the longest \_\_\_\_\_ ever fought but, until World War II, no war had ever caused so much suffering or so much damage. It was often simply \_\_\_\_\_ as 'the Great War' or 'the war to end all wars'.  
The Western \_\_\_\_\_ (Britain, France, the USA, etc.) defeated the Central Powers (Germany, Austria-Hungary, etc) and forced them to accept the \_\_\_\_\_ of Versailles.

Under the Treaty of Versailles the Germans (i) lost territory to \_\_\_\_\_ and Poland; (ii) were forced to pay reparations; (iii) had to limit their armed forces and (iv) had to leave the Rhineland demilitarised.

*Word Box:*

treaty	described	allies	war	France
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## History: The Legacy of World War 1

**Level:** A2 / B1

**Type of activity:** individual

**Focus:** key vocabulary, topic information, reading comprehension, multiple choice  
**Suggested time:** 40 minutes



### Multiple choice

*Read the text below and choose the best answers.*

Under the Treaty of Versailles the Germans (i) lost territory to France and Poland; were forced to pay reparations (*money to spend on repairs*); (iii) had to limit their armed forces and (iv) had to leave the Rhineland demilitarised.

The Austro-Hungarian empire was divided into several small states.

Most Germans resented the Treaty of Versailles and were determined to overthrow it if ever they got the chance.

The Russian empire was destroyed by the war and the Revolution of 1917. It lost territory to other countries

1) What was the Treaty called?

- |          |                             |
|----------|-----------------------------|
| a) peace | b) the Treaty of Versailles |
| c) war   | d) friendship               |

2) Who lost to France and Poland?

- |            |            |
|------------|------------|
| a) Germany | b) Ireland |
| c) Spain   | d) Italy   |

3) What were the Germans forced to pay?

- |                |             |
|----------------|-------------|
| a) reparations | b) nothing  |
| c) people      | d) not sure |

4. Was the Austro-Hungarian empire divided into several states?

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

5. Was the Russian empire destroyed by the war?

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

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## History: The Legacy of World War 1

**Level:** A2 / B1

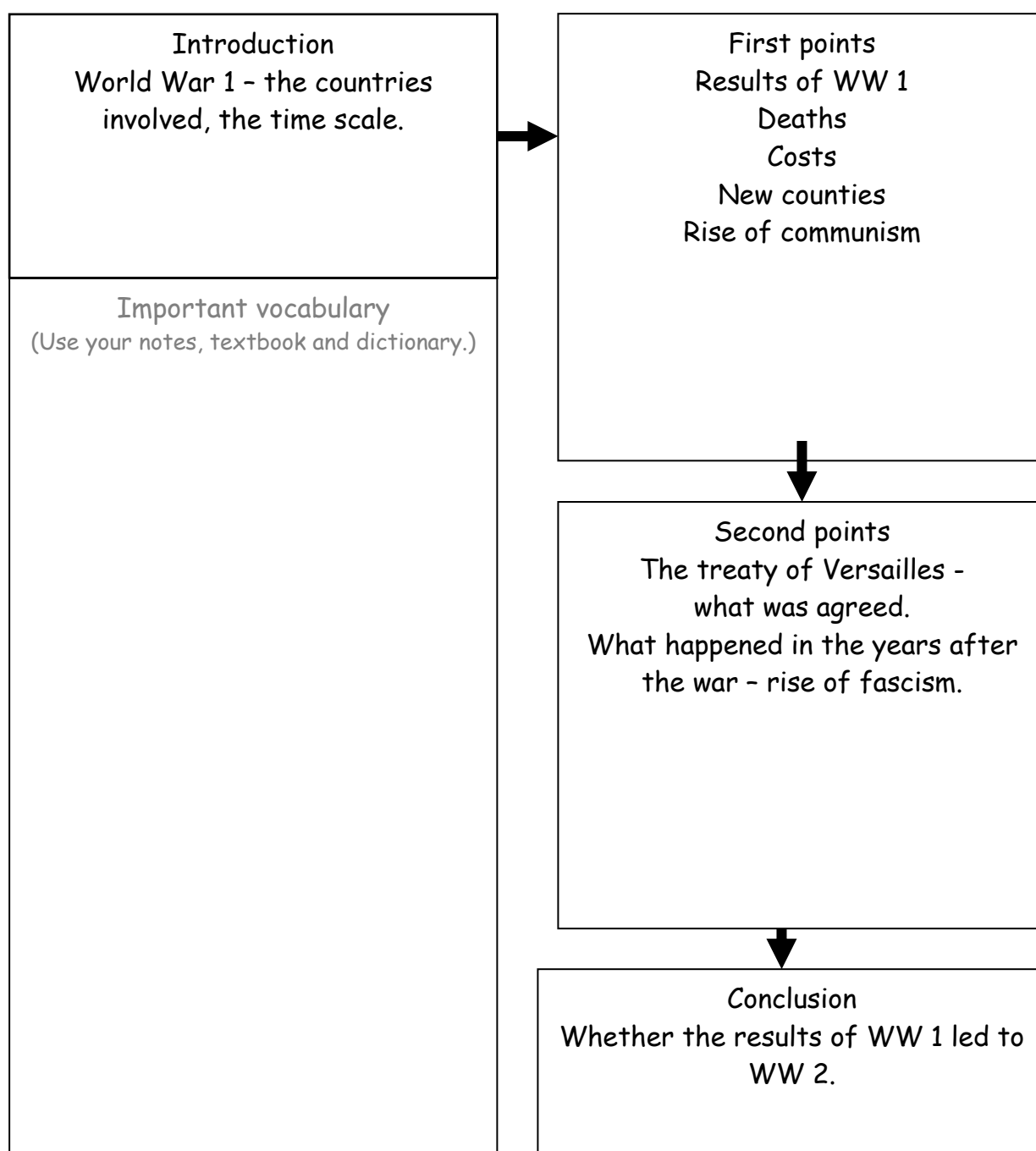
**Type of activity:** pairs / small groups

**Focus:** vocabulary, planning and creating text

**Suggested time:** 40 minutes

You are going to write revision notes on **The Legacy of World War 1**. (legacy: a situation that was caused by something from an earlier time). These notes can be stored to help with your revision later. Writing out the notes, will also help your memory! Use your keyword list, textbook and dictionary to help you.

First plan what you are going to write by making notes on this chart:



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**History: The Legacy of World War 1**

Write out your revision notes carefully.

**'The Legacy of World War 1'**

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Have you ticked  
this activity on your  
Learning Record?

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## History: The Legacy of World War 1

Level: B1  
Type of activity: individual

Focus: word formation, nouns,  
dictionary work  
Suggested time: 30 minutes



### Vocabulary - Suffixes

1. Match the 4 words with the 4 definitions.

fascist    communism    fascism    communist

- \_\_\_\_\_: a political system in which the government is extremely powerful and controls people's lives
- \_\_\_\_\_: someone who supports fascism
- \_\_\_\_\_: a political system in which the government controls the production of all: goods, and where everyone is treated equally
- \_\_\_\_\_: someone who supports communism

2. Suffixes are used at the end of words to change their meaning. For example -ist and -ism.

Think of some -ist words for the following categories (we have given one example of each):

for people with certain beliefs	communist
for people who play musical instruments	pianist
for some professions	journalist

3. Think of some -ism words for the following categories (we have given one example of each):

a system of beliefs	Catholicism
a system of discrimination	racism



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Levels A1 and A2

### Alphaboxes

Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

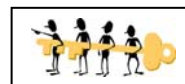
a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.

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### Word search

Find the words from the list below. When you have found all the words, write each word in your own language.

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

ALLIES	EMPIRE	MILITARY
ARMISTICE	FASCISM	NATION
COLONIES	FORBID	PEACE
COMMUNISM	GREAT	POWERFUL
DOMINATE	LEAGUE	TREATY
		WAR

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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>war</b>	<b>war</b>
<b>peace</b>	<b>peace</b>
<b>military</b>	<b>military</b>

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<b>Communism</b>	<b>Communism</b>
<b>Fascism</b>	<b>Fascism</b>
<b>Treaty</b>	<b>Treaty</b>

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<b>Armistice</b>	<b>Armistice</b>
<b>Versailles</b>	<b>Versailles</b>
<b>colonies</b>	<b>colonies</b>

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## History: The Legacy of World War 1

# Answer key

### Working with words, page 7

1. d, c

### Picture sentences, page 8

2. The Allied Powers (Britain, France, Russia, Italy and the USA)  
the Central Powers (Germany, Austria/Hungary, Turkey)
3. Germany had to reduce its army to 100,000 men.  
Germany had to accept blame for starting the war.  
Germany had to pay 8.4 billion in compensation.

### Odd one out, page 9

Cat, window, garden, hot

### Keywords, page 10

France, noun, armistice, noun, treaty, noun, peace, noun

### Unscramble the letters, page 11

France, Versailles, Germany, nations  
Secret code: empire

### Completing Sentences, page 12

The Great War

1. World War I lasted from August 1914 to November 1918.
2. It was not the longest **war** ever fought but, until World War II, no war had ever caused so much suffering or so much damage. It was often simply **described** as 'the Great War' or 'the war to end all wars'.

The Western **Allies** (Britain, France, the USA, etc.) defeated the Central Powers (Germany, Austria-Hungary, etc.) and forced them to accept the **Treaty** of Versailles.

Under the Treaty of Versailles the Germans (i) lost territory to Sand Poland; (ii) were forced to pay reparations; (iii) had to limit their armed forces and (iv) had to leave the Rhineland demilitarised.

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## History: The Legacy of World War 1

### Multiple Choice, page 13

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

### Vocabulary, page 16

- **Fascism:** a political system in which the government is extremely powerful and controls people's lives
- **Fascist:** someone who supports fascism
- **Communism:** a political system in which the government controls the production of all: goods, and where everyone is treated equally
- **Communist:** someone who supports communism

2. These are common examples only, there are many more possibilities.

for people with certain beliefs	Communist, atheist, feminist
for people who play musical instruments	Pianist, violinist, guitarist
for some professions	Journalist, dentist, chemist, pharmacist, economist, geologist

3. These are common examples only, there are many more possibilities.

a system of beliefs	Catholicism, Judaism, atheism, feminism, socialism
a system of discrimination	Racism, sexism, racism, ageism

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History: The Legacy of World War 1

Word Search, page 18

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