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Comenius - In Service Job – shadowing 2013

CLIL
a survival handbook

Sample ready-made teaching materials
to be used with your students

Quaderno Da Castiglione
strumenti 2015

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INTRODUCTION

The idea of a booklet containing a few sample ready-made lessons for CLIL teachers was born in March 2013 when the Irish teacher who is in charge of the exchange and our teacher and trainer were talking about innovation in schools. Together they thought that, due to the lack of printed ready-made material to be used by CLIL teachers at that time, a Survival Handbook could provide the basic knowledge and hints for experimenting and adapting existing material.

The lasting relations with the Irish school and the Irish teachers have allowed class observation, material analysis, exchange of opinions and practices related to the teaching of non-linguistic subjects in English and all this has contributed to this booklet.

The Riforma della Scuola Secondaria introduced the teaching of a non-linguistic subject in a foreign language (CLIL) starting from school year 2012-2013 in Licei Linguistici and from year 2014-2015 in all other secondary schools.

At first the idea was welcomed with enthusiasm by those teachers who were projected towards a more European dimension and with fear by those who envisaged the impracticability of the project for a series of reasons.

However whether they liked it or not, CLIL has become a buzz word in the last two years and a lot has been written about it.

Content and Language Integrated Learning is fundamentally based on methodological principles established by research on «language immersion». This kind of approach has been identified as very important by the European Commission because: «it can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings». The European Commission has therefore decided to promote the training of teachers «enhancing the language competences in general, in order to promote the teaching of non-linguistic subjects in foreign languages».

Teachers working with CLIL are specialists in their own discipline rather than in the target language. In many European institutions language teachers work in partnership with other departments to offer CLIL in various subjects but this is not the case of Italian schools or at least, not required. The key issue is that the learner is gaining new knowledge about the 'non-language' subject while encountering, using and learning the foreign language. The methodologies and approaches used are often linked to the subject area with the content leading the activities.

How can we make CLIL really effective?

From experience we know that CLIL teachers need more language teaching and practice, they need to change their 'teaching' habits adapting themselves to the new methodology, they need a new classroom management approach as well as getting familiar with specific language and vocabulary for teaching their subject in another language.

Due to the shortage of published ready-made material and self confidence on the teachers' side, with this booklet we would like to provide a few ideas to be used and photocopied as a first step to CLIL. We are thinking of those teachers who still feel insecure and uneasy in teaching even a module in English with the hope this would reinforce their self confidence in planning their own CLIL teaching syllabus.

WHAT CLIL TEACHERS NEED TO KNOW

Classroom principles

In the CLIL classroom:

- Language is used to learn as well as to communicate
- It is the subject matter which determines the language needed.

The 4Cs in CLIL

A CLIL lesson is not a language lesson neither is it a subject lesson transmitted in a foreign language. A successful CLIL lesson should combine the 4Cs:

- Content - Progression in knowledge, skills and understanding related to specific elements of the target subject
- Communication - Using language to learn while learning to use language
- Cognition - Developing thinking skills which are useful to link abstract and concrete concepts formation and understanding to language
- Culture - Exposure to alternative perspectives and shared understandings in order to develop awareness of otherness and self.

Integration of all four language skills

- Listening is an useful input/presentation activity, vital for language learning
- Reading, is one of the major source of input, as long as meaningful and authentic material is used
- Speaking focuses on fluency. Keep in mind that accuracy is seen as subordinate

- Writing is a series of lexical activities through which grammar is recycled.

CLIL teachers would become familiar with techniques and methodologies used by English Language Teachers.

- Lessons are often based on reading or listening texts as well as letting the students talk, discuss, write, fill in forms and so forth
- Language and skills are integrated, as are receptive and productive skills
- Language is functional and dictated by the context of the subject
- Language is approached lexically rather than grammatically.

A LESSON FRAMEWORK

A CLIL lesson has to find a balance between content and language in equal measure, and often follows a four-stage framework.

Processing the text

The best texts are those accompanied by illustrations so that learners can visualise what they are reading. When working in a foreign language, learners need structural markers in texts to help them find their way through the content. These markers may be linguistic (headings, sub-headings) and/or diagrammatic. Once a 'core knowledge' has been identified, the organisation of the text can be analysed.

Identification and organisation of knowledge

Texts are often represented diagrammatically. These structures are known as 'ideational frameworks' or 'diagrams of thinking', and are used to help learners categorise the ideas and information in a text. Diagram types include tree diagrams for classification, groups, hierarchies, flow diagrams and timelines for sequenced thinking such as instructions and historical information, tabular diagrams describing people and places, and combinations of these. The structure of the text is used to facilitate learning and the creation of activities which focus on both language development and core content knowledge.

Language identification

Learners are expected to be able to reproduce the core of the text in their own words. Since learners will need to use both simple and more complex language, there is no grading of language involved, but it is a good idea for the teacher to highlight useful language in the text and to categorise it according to function. Learners may need the language of comparison and contrast, location or describing a process, but may also need certain discourse markers, adverb phrases or prepositional phrases. Collocations, semi-fixed expressions and set phrases may also be given attention as well as subject-specific and academic vocabulary.

Tasks for students

There is little difference in task-type between a CLIL lesson and a skills-based ELT lesson. A variety of tasks should be provided, taking into account the learning purpose and learner styles and preferences. Receptive skill activities are of the 'read/listen and do' genre. A menu of listening activities might be:

- Listen and label a diagram/picture/map/graph/chart
- Listen and fill in a table
- Listen and make notes on specific information (dates, figures, times)
- Listen and reorder information
- Listen and identify location/speakers/places
- Listen and label the stages of a process/instructions/sequences of a text
- Listen and fill in the gaps in a text

Tasks designed for production need to be subject-orientated, so that both content and language are recycled. Since content is to be focused on, more language support than usual in an ELT lesson may be required.

Typical speaking activities include:

- Question loops - questions and answers, terms and definitions, halves of sentences
- Information gap activities with a question sheet to support
- Trivia search - 'things you know' and 'things you want to know'
- Word guessing games
- Class surveys using questionnaires
- 20 Questions - provide language support frame for questions
- Students present information from a visual using a language support handout.

CONCLUSION

From a language point of view the CLIL 'approach' contains nothing new to the Foreign Language teacher. CLIL aims at guiding language processing and support language production in the same way as ELT by teaching strategies for reading and listening and structures and lexis for spoken or written language. What is different is that the language teacher is also the subject teacher, or that the subject teacher is also able to exploit opportunities for developing language skills. This is the essence of the CLIL teacher training issue.

BUSINESS

Theme: marketing
Addressee: 5th class Secondary School students (Licei and Technical Schools)
Timing: 3 lessons, 60 minutes each
Type of activity: listening, speaking, reading , writing
Key vocabulary : first-hand, segmentation, increase sales, target market, returns, marketing mix, saturation, pricing strategy , breakdown point
Useful language: … involves … / … enables ... / A ... is when… / The steps in… are the following

Task 1 WARMING UP

- Talk to your partner and say what you know about the product above. What it is, where it is made, how people get to know it and so on.
- Then write 3 adjectives to describe it.
- Discuss in class and find out the three most used adjectives and write them on the board.

Task 2 WORK WITH A PARTNER

a) Marketing comes from the word 'market'. Give your own definition of 'market'
b) Now look at the definition:
A market refers to the place where goods and services are bought and sold.
There are different types of market:

- *a supermarket*
- *a street market*
- *the stock market*
- *a fish market.*

Market is also used to describe those people who buy a particular product or service.
Marketing is everything involved in getting a product or service from the product to the consumer at a profit.

Task 3 *READING* THE ESSENTIAL ELEMENTS IN MARKETING

Read the first part of the text and carry out the activities below:

a) Work on Vocabulary

Read the passage and while reading find out words that mean:

1. raccolta _____ 2. ricerca sul campo _____ 3. affidabile _____
4. bisogni _____ 5. assicurare _____ 6. indagine di mercato _____

Marketing

Marketing is the management process of finding out what customers want and then marketing a product that will satisfy their needs and then persuading them to buy that product.
It is about making sure that a business is providing the goods and services that customers want. It involves identifying and anticipating what consumers want today and will want in the future.
The business must then let customers know about its product and convince them to buy it, using four tools called marketing mix.

Market Research

Market research is the systematic collection, analysis and reporting of information about marketing issues to enable managers to make effective marketing decisions. It helps a business to identify and anticipate what consumers what consumers want today and will want in the future. There are two ways of carrying out market research, called field research and desk research.

Field research

This involves the business going out into the marketplace ('field') and collecting directly from consumers. It is also known as primary research, The business conducts its own original research for a specific project by designing the questions it wants answered and obtaining the answers first-hand from consumers.
Field research is considered a reliable source of information because it comes directly form the consumers and is specifically designed to meet the objectives of a particular project. However it is also the most expensive and time-consuming type of research.
There are mainly two techniques used in Field Research :

OBSERVATION
Researchers watch customers in action and learn from how they behave and react in certain situations. They usually observe them in shops without telling customers they are being watched of course.

FOCUS GROUP
It is when a business brings a small group of consumers together to discuss the business and its products. The aim is to capture feedback in order to get very useful insights into consumers' perceptions, beliefs and attitudes. Focus groups are used to collect quality data.

SURVEY
It involves market researchers interviewing customers directly. Consumers can be contacted by phone, mail, on line survey, or face-to-face. They usually complete a questionnaire and this kind of research is meant to produce qualitative data (people's opinions) and quantitative data (statistic facts and figures).

b) Complete the chart so that you have the main information for the following:

Marketing is _____

Market research is _____

Field Research is _____

The main techniques used in field research are:

1. _____
2. _____
3. _____

By *observation* we mean _____

A focus group is when _____

A survey involves _____

Task 4 Read about *Desk Research* and write the correct caption in the blank spaces

DESK RESEARCH

Desk research involves using information that someone else has already gathered. It is also called secondary research. The information already exists, so the business does not have to go out and collect it first-hand. It is therefore relatively inexpensive , which helps the business to keep its costs down. However, because it is second-hand information and was gathered specifically for the business, it may be out of date or inaccurate.

Government publications *Internet* *Internal reports*

1. _____

A business can obtain information from its own sales reports and financial reports into matters such as what its most popular products are, which of its shops is the most successful and so on.

2. _____

Any government publishes a whole range of information that businesspeople can buy or obtain free of charge. Examples include he census, the Household Budget Survey and various other statistical reports from the Central Statistics Office. The state-owned business enterprises have a computer data-base containing a huge amount of export trade information . It contains market statistics and market research on foreign markets which can help the national business to identify opportunities to export its products.

3. _____

A business can obtain information from the Web on ay topic it wants, The web is estimated to have over 2 billion pages of freely available information.

If a business needs market research information on any topic, it can type that topic into its Internet search engine (yahoo, google and so on) and it will produce the information for the business. Sometimes the information is free.

For market researchers, the internet has two important sources of information:

a) *Websites that businesses, organizations and individuals have created to promote their products and views. A business can discover a lot about its competitors from their websites: the products/services they offer, the prices they charge and so on*

b) *User groups (news groups and discussion groups) that comprise people who have in common an interest in a particular subject. Researchers can read the discussion to find out what users think.*

IMPORTANCE OF MARKET RESEARCH

- *Market research can save the business money in the long run, by finding in advance what customers like and don't like*
- *It reduces the risk of failure for the product and the business, because it helps a business to identify and anticipate what consumers look for today and will want tomorrow.*
- *It helps a business to identify new markets, by discovering the kind of products and services that consumers would like but which are currently not on sale.*
- *It helps a business to identify threats, coming from competitors.*

Task 5 MARKET SEGMENTATION

Look at the picture. This is a popular chocolate brand. The market is basically like a chocolate orange, and that it can be split into different segments.
Can you think of different ways in which we can segment the market?

Market segmentation involves dividing the overall market for a product into separate and distinct groups of consumers. Consumers within each segment have similar needs and share common characteristics that are different form other segments. Therefore each segment may require different versions of the product , they may pay different prices and they may buy the product in different places.
The main ways to segment a market include:

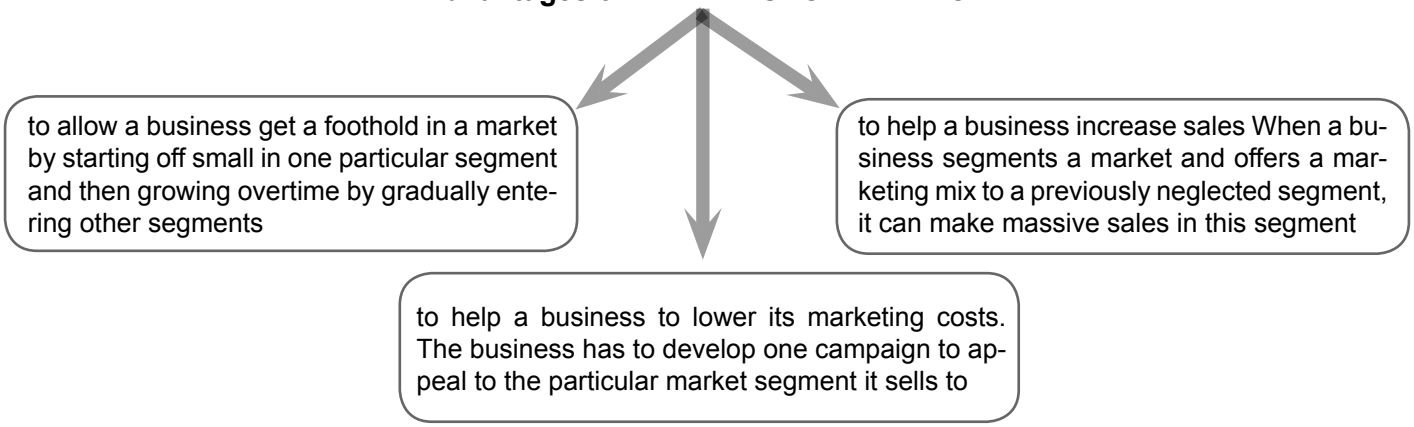
- Geographic segmentation, when the market is divided into geographical areas. A business makes money by satisfying local needs.
- Demographic segmentation, when the market is divided on the basis of different characteristics of the population such as gender and age.

Task 6 GMS and DMS

Distinguish between GMS and DMS. Give one example in each case.

Geographic Market Segmentation	_____ _____ Provide an example _____ _____
Demographic Market Segmentation	_____ _____ Provide an example _____ _____

Advantages of MARKET SEGMENTATION



TARGET MARKET

Your target market represents the core group of consumers for whom your business works to create products and services. Your marketing and promotional efforts should be tailored to reach these individuals in media that they frequent, whether it's via television, the web, print, radio or mobile advertising.

Your target market can be identified by their sex, age, income, marital status, educational level, whether they rent or buy their homes and even by their professions.

NICHE MARKET

A niche market goes beyond simply targeting someone by age or income; it breaks its market into smaller segments, identifying a group of people by very specific identifying characteristics. And as a business owner, you take this small segment and market to it.

An example of a niche market is women over the age of 60 who have a median household income of $65,000 and like to give baskets as gifts to their family and friends.

Task 7

Match the business terms in X with the explanations in Y. One explanation has no match.

X	Y
1: MARKETING	**A**: an even smaller group of customers within a market segment for a product
2: MARKETING CONCEPTS	**B**: collecting, analyzing and reporting information about marketing issues to enable marketing managers to make effective decisions
3: NICHE MARKET	**C**: dividing the overall market for a product into distinct group of buyers
4: MARKET SEGMENTATION	**D**: philosophy that states keeping customers satisfied is the way to make money in business
5: TARGET MARKET	**E**: the process of finding out what products consumers want, making such product and persuading consumers to buy them
	F: the particular segment of a market that a business aims its product at

1	2	3	4	5

MARKETING CONCEPTS

if customers are happy …

→ they buy more of the business's products

→ the business enjoys repeat sales

→ sales increase

↓

profits increase

if customers are happy …

→ they tell their friends about the product

→ better reputation = free advertising for the business

if customers are happy …

→ they will not complain to the business

→ fewer returns and repairs = business's costs are reduced

MARKETING PLAN/STRATEGY

BUSINESS PLAN aims → MARKETING ACTIVITIES → GOALS ACHIEVEMENT

STEP 1: *investigate the market to develop business opportunities*

The business must conduct a detailed SWOT analysis of the market to try to spot a gap that it can fill to make money. The aim is to spot an opportunity that the business can take advantage of to make money.

SWOT ANALYSIS

STEP 2: *select a Target Market*

The business must split the market into different segments and target one or more of these segments.

STEP 3: *research the Target Market*

The business must find out exactly what consumers in it want and need. This will help the business to develop a product at a price and using promotion that will appeal to the target market and make success more likely.

STEP 4: *develop a Marketing Mix*

The business must use the research about its target market to develop four strategies called the marketing mix, to persuade its target market to but its product. The business must have a good product at the right price on sale in all the places where its target market shops.

MARKETING MIX

Marketing mix is a general phrase used to describe the different kinds of choices organizations have to make in the whole process of bringing a product or service to market. The 4Ps is the best-known way of defining the *marketing mix*.

The 4Ps are:

1. Product (or Service)
2. Place.
3. Pric
4. Promotion

1. Product – The products or services offered to your customer: Their physical attributes, what they do, how they differ from your competitors and what benefits they provide.
2. Price – How you price your product or service so that your price remains competitive but allows you to make a good profit.
3. Place (Also referred to as Distribution) – Where your business sells its products or services and how it gets those products or services to your customers.
4. Promotion – The methods used to communicate the features and benefits of your products or services to your target customers.

REVISION ACTIVITIES

1. Indicate whether each of the following statements are true or false.

	TRUE	FALSE
Market research helps a business to identify and anticipate what consumers want today and will want in the future		
A survey is a technique used in field research		
Field research is more expensive and time consuming than desk research		
Focus groups are a technique used in field research		
Good market research can save a business money in the long run		
Observation involves regularly monitoring the same group of consumers to find out their reactions to products		

2. Define with your own words the Market Segmentation

_____

_____

3. Give reasons why a business aims at happy customers

_____

_____

4. Identify the target market for each business

Intimissimi	
Enervit Barrette	
La Rinascente	
Il Corriere della Sera	
Hilton Hotels	

5. Work in groups of four.
Imagine you'd like to launch in the market a new product.Think about the product and jot down the marketing plan you have to develop.

6. List the 4Ps of marketing mix and its main aim.

7. Work on specific language
Think about the specific language you have needed to cope with the topic of Marketing. Jot down in your Vocabulary Notebook the words you remember and the essential phrases.

SELF ASSESSMENT

What have you learnt? *Grade from 1= unsatisfactory to 5 = excellent the following items*

Vocabulary	
Content	
Talking about Business in English	

SCIENCE

Theme: Microorganism- Growth and Biotechnology
Addressee: 5th class Secondary School students (Licei and Technical Schools)
Timing: 3 lessons, 60 minutes each
Type of activity: listening, speaking, reading , writing
Key vocabulary : harm, pathogen, to multiply, photosynthesis, sewage, disease, specimen
Useful language: ... can be safely isolated from…, ... can be treated as…, in order to..., ... is placed into…

Task 1 WARMING UP

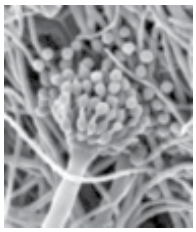
Do you know?

Do you know that whether you are sitting at your desk or on holiday there are millions of microorganisms you do not see but which may help or threat your health?

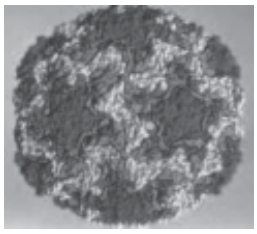
Task 2 *READING* MICRORGANISM

Look at the pictures below. They show samples of:

BACTERIA



FUNGI



VIRUSES

Microorganism (microbes) are single-celled organisms that can only be seen with the aid of a microscope. The groups includes: bacteria, fungi, viruses. Some get their food by living on other organisms and they may do harm in the process- for instance the parasites. Disease occurs when thei metabolism damages tissues and interferes with the organism's normal functioning. This tend to give them a bad name and we often call them 'germs' or more currently 'pathogens'.
Pathogen are infectuous, disease-causing agents that invade target organisms and multiply inside or on them.
Beneficial roles of microrganism

- Recycling – many feed on organic waste. Along with other decomposes (like worms and insects), they help release nutrients back to an ecosystem, allowing further plant and animal growth
- Production of alcohol and the baking of bread
- Manufacture of foods such as cheese and butter
- Photosynthesis – bacteria living in water provide food and oxygen for entire communities and help the cycling of carbon
- Production of antibiotics, and of single-cell protein (for animal feed)
- Extraction of their enzymes for various purposes
- Water purification and sewage disposal
- Genetic engineering- for gene transfer between organisms

Task 3 Stop and Think

Talk to your partner and explain with your words:

microorganism	*parasites*	*disease*	*pathogen*	*beneficial*

Microrganism: precautions when working

Bacteria are ubiquitous, and live within the human gut, and in every corner of our environment. We come in contact with bacteria on a daily basis. Hand washing is 99.9% effective at decontaminating us from bacteria that might reside on the skin. Therefore, when the proper safety precautions are taken, colonies of microorganisms can be safely isolated from homes, yards, gardens, etc. The majority of microorganisms are non-pathogenic, but bacterial cultures that contain any type of bacterial colonies should be treated with general safety precautions.

a Petri dish

1. Sterilize equipment and materials. All materials, media, tubes, plates, loops, needles, pipettes, and other items used for culturing microorganisms should be sterilized by autoclaving (pressure cooker)
2. Disinfect work areas before and after use. Use a disinfectant, such as a 10% bleach or 70% ethanol solution, to wipe down benches and work areas both before and after working with cultures...
3. Wash your hands. Use a disinfectant soap to wash your hands before and after working with microorganisms. Non-disinfectant soap will remove surface bacteria and can be used if disinfectant soap is not available. Gloves may be worn as extra protection.
4. Flame containers and loops after use
5. Kill all colonies before any examination and seal the Petri dish with tape
6. Sterilize all cultures before disposal.

an autoclave

Task 4 Stop and Think

What does aseptic and sterile mean? Talk to you partner. Then complete the following definition with the correct word

- _____ means free from any organism
- _____ means free from disease-causing organism

Task 5 *READING*

While reading find words which mean:

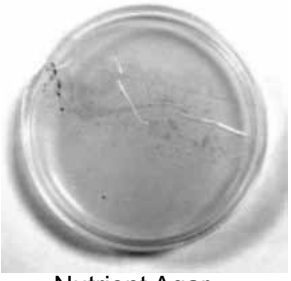
group	*to grow*	*similar organism*	*plate*

Microbiologists need to grow bacteria in the laboratory for a variety of different reasons in order to perform research experiments. In order to do this in the most effective way, it is important to use a growth medium that is as close as possible to the natural environment.

Under suitable conditions, one bacterium or fungal spore can produce so many offspring in 24 to 48 hours that they form a colony visible to the naked eye.

We can culture colonies on special food called a medium (nutrient agar)

Agar is a jelly-like substance extracted from seaweed and schools buy it in powder form. When mixed with water and heated it turns to a liquid jelly, which can be poured into Petri dishes. Agar turns solid again at 40C and this makes it easy to handle. However nutrients need to be added to it if it is to be a suitable medium for growing microorganism.



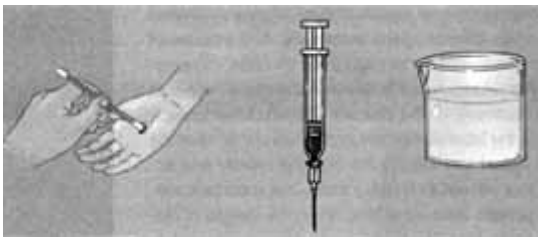
Nutrient Agar

From theory to practice

Microbes are managed and characterized by using the Five I's (inoculation, incubation, isolation, inspection and identification).

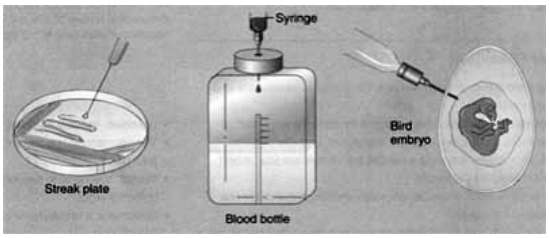
The Five I's

The Five I's is a method used to locate, grow, observe and characterize microorganisms. It is not necessary to perform all of these steps, or to perform them exactly in this order. In some cases, one may proceed right from the sample to inspection, and in others, only inoculation and incubation on special media are required. The first step is the collect your specimen. Common specimens are body fluids, foods, water or soil.



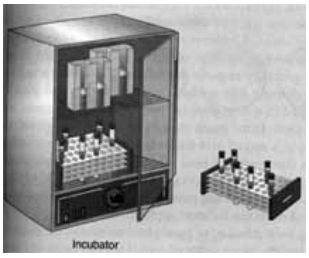
One you have your specimen collected you can perform the Five I's:

1. INOCULATION:



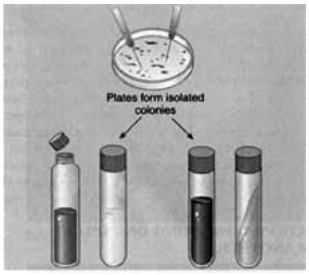
The sample is placed into a container of sterile medium that provides microbes with the appropriate nutrients to sustain growth. Inoculation is the addition of cells to the nutrient medium.

2. INCUBATION:



An incubar can be used to adjust the proper growth conditions of a sample. Incubation is the growing of the microbes in a warm environment.

3. ISOLATION:

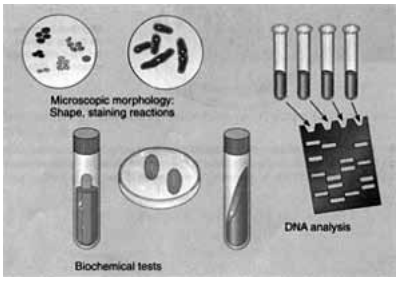


The end result of inoculation and incubation is isolation of the microbe.

4. INSPECTION:

The cultures are observed for obvious growth characteristics that could be useful in analyzing the specimen contents.

5. IDENTIFICATION:



Determine the type of microbe, usually to the level of species.

Now is your turn!

Task 6 Write the correct caption next to each activity

pouring the plates	*incubation the plates*	*isolating a culture*	*preparation*	*inoculating the plates*

1.	• Sterilise the glassware • Place the glass dishes in the autoclave at 100kg/m2 pressure for 15 minutes or in an oven at 160 C for one hour • Mix 1,5 g of nutrient agar powder to some water in a conical flask • Add more water • Stir constainly and bring to boil • Plug the top of the flask with cotton wool and cover with alluminium foil
2.	• Place the Petri dish in a libe along the edge of a bench • Remove the cotton wool • Flame the mouth of the flask. This kills microbes • Lift the lid of a dish slightly and pour the liquid agar • Lower the lid and allow the agar to set • Flame the neck of the flask and replace the cootton wool
3.	• Put a sample contiaing bacteria and fungi on the agar (from your hands, hair, some soil, etc.)
4.	• Tape the plates, turn them upsdie down and put them in a warm place to allow any bacteria or fungi to grow • After two days examin the agar surface – don't remove the dish • Record your observation • Sterilise all equipment when finished
5.	• Flame an inoculating loop • Dip the loop into sterile water to cool it • Lift the lid of an agar palte and ise the loop to remove a sampel of just one colony • Streak the loop across the agar to spread out the cells or spoeres • Sterilse the loop again • Incubate the dish for 2-3 days • Examine the plate and record your results

Task 7 *READING*

A. Read the extract from a newspaper and talk to your partner. Say what the article is about

Health News: Food contamination

August 5, 2012

A young family in Waterbury recently lived through a nightmare. Their two-and-–half-year-old daughter, Karissa, almost died when she drank contaminated apple juice. «It's scary that something like that could be spread that way. You wouldn't think something unseen could be so lethal», said Greg Daly, Karissa's father.

An invisible organism made Karissa Daly deathly ill. Karissa's mother, Raini, unknowingly gave her daughter apple cider contaminated with the organism. It almost took the life of this little girl. «She just had so much diarrhea and then the blood started scaring me», said Raini Daly.

After several trips to the doctor, more bloody diarrhea, and vomiting, Karissa was rushed to the hospital. Karissa had H.U.S., hemolytic uremic syndrome, which can be fatal. She needed an emergency blood transfusion. Doctors said the microorganism was eating her red blood cells. Karissa was weak for quite a while. She did recover, but the H.U.S. still affects her. Raini: «She's always sick—maybe it's just bad luck. I have no idea. We watch her all the time».

Now, the Dalys take extensive precautions to make sure their food is clean. Even Karissa helps out. They're still nervous about food contamination, and they still live in the shadow of that dangerous microorganism. Greg: «Check your dates on what you buy, wash everything, and clean it as best you can. You don't want to lose your child».

B. Vocabulary: draw a line from the terms on the left side of the page to the descriptions that apply on the right side.

S. aureus	Single-celled organisms that can grow in food and may cause people to get sick. Can be shaped like a rod or cocci
Bacteria	Can cause hepatitis. The smallest type of microorganism
Molds	The name describing microorganisms that make people sick
E. coli	Found in nasal passages and on skin. Grows in salads and in cream-filled foods
Viruses	Bacteria that live in intestines. Grow in undercooked hamburgers. Can give people bloody diarrhea
Pathogen	Organism that causes fuzzy growths on peanuts and cheese
Listeria	Live in processed meats and soft cheese. May cause spontaneous abortion in pregnant women

SELF ASSESSMENT

What have you learnt? *Grade from 1= unsatisfactory to 5 = excellent the following items*

Vocabulary	
Content	
Talking about microorganism and biotechnologies in English	

ART

Theme: Gardens in Modern Art - Pablo Picasso 'Female Nude in the Garden'
Addressee: 5th class Secondary School students (Licei and Technical Schools)
Timing: 3 lessons, 60 minutes each
Type of activity: listening, speaking, reading , writing
Key vocabulary: setting, imagery, highlight, dissection, graphic, foreground, background to emphasise, to attempt
Useful language: the movement grew principally…, Surrealism emphasizes…., it was a means of..., ... played an important role..., it draws back….

Task 1 WARMING UP

The Dream Garden

1a. Work with your partner and describe the picture. Say something about the characters, the setting, the atmosphere.

1b. Look at the four paintings. They represent the idea of a garden in different ways. Match each picture with its description.

1. Paul Nash *Dark Pond*	2. Hieronymous Bosch *Garden of Earthly delights*	3. Joan Miro *The Garden*	4. Renè Magritte *Carte Blanche*

A The work reveals the artist at the height of his powers. It shows a full complexity of meaning and vivid imagery. The painting depicts a Biblical scene, the torments of damnation in Hell. The painting might be interpreted as a didactic warning on the perils of life's temptations.

B Instead of the tree trunks hiding the horse and rider as they travel in the woods, it is the trees which reveal them and the open spaces which hide them. What should be behind, is in front.

C The setting for the present work is Black Park, a country park in Buckinghamshire, near to the artist's family home in Iver Heath, which has a large lake surrounded by several pine trees.
The lake was surrounded on one side by a fence and in his paintings the artist contrasts the natural forms of the trees with the sharp human barrier of the fence in the foreground.

D «I want to assassinate art», the artist once said. The black lines set against the bright vivid colours may anticipate the concept of mourning and highlight death. The garden looks like a dream garden shifting quickly into a nightmarish one.

Task 2 *READING*

Read the interview to Fiona Carter, art gallery director, who talks to a group of students about modern art movements. For questions 1-6 complete the sentences.

Fiona: The works you've seen in the gallery today belong to a movement called Surrealism. This movement grew principally out of the earlier Dada movement, which before World War I produced works of anti-art that deliberately defied reason; but Surrealism emphasis was not on negation but on positive expression.

We can say it represented a reaction against what its members saw as the destruction created by the «rationalism», that had guided European culture and politics in the past and had culminated in the horrors of World War I.

Student 1: Who started the movement?

Fiona: The poet and critic André Breton is considered the major spokesman. For him Surrealism was a means of reuniting conscious and unconscious realms of experience so completely, that the world of dream and fantasy would be joined to the everyday rational world in «an absolute reality, a surreality». Freud played an important role in the development of the movement. Drawing heavily on his theories, Breton saw the unconscious as the wellspring of the imagination.

Student 2: How does Surrealism differ from Cubism?

Fiona: Well, both represent a way to go against rationalism. At least half a dozen movements aroused and among them Cubism was a truly revolutionary style of modern art that evolved at the beginning of the 20th century in response to a world that was changing with unprecedented speed. It was an attempt by artists to revitalise the tired traditions of Western art which they believed had run their course. They challenged conventional forms of representation, such as perspective, which had been the rule since the Renaissance and their aim was to develop a new way of seeing which reflected the modern age.

Student 3: I presume the new discoveries of the age played an important role in the development of Cusbim, didn't they?

Fiona: Absolutely! During 1870-1910 inventions such as photography, cinematography, sound recording, the telephone, the motor car and the airplane heralded the dawn of a new age. The problem for artists at this time was how to reflect the modernity of the era using the tired and trusted traditions that had served art for the last four centuries. Photography had begun to replace painting as the tool for documenting the age and for artists to sit illustrating cars, planes and images of the new technologies was not exactly rising to the challenge. Artists needed a more radical approach - a 'new way of seeing' that expanded the possibilities of art in the same way that technology was extending the boundaries of communication and travel.

Student 4: I'm fascinated by the visual impact of Pop Art, Ms Carter.

Fiona: Sure. Pop Art was the visual art movement that characterised a sense of optimism during the post war consumer boom of the 1950's and 1960's. It coincided with the globalization of pop music and youth culture, personified by Elvis and the Beatles. Pop Art was brash, young and fun and hostile to the artistic establishment

The word 'POP' was first coined in 1954, by the British art critic Lawrence Alloway, to describe a new type of art that was inspired by the imagery of popular culture. Some young British artists in the 1950's, who grew up with the wartime austerity of ration books and utility design, viewed the seductive imagery of American popular culture and its consumerist lifestyle with a romantic sense of irony and a little bit of envy. They saw America as being the land of the free - free from the crippling conventions of a class ridden establishment that could suffocate the culture they envisaged: a more inclusive, youthful culture that embraced the social influence of mass media and mass production. Now, any questions?

1. Surrealism emphasis was not on negation but _____

2. It represented a reaction against what its members saw as the _____

3. Surrealism was a means of reuniting conscious and unconscious realms of experience so completely, that the _____ would be joined to the everyday rational world in «an absolute reality, a surreality».

4. Cubism was an attempt by artists to _____ of Western art which they believed had run their course.

5. Pop Art was the visual art movement that characterised a sense of optimism during the _____

6. Some young British artists in the 1950's, who grew up with the wartime austerity of ration books and utility design, viewed the seductive imagery of _____ and the great deal of consumerist lifestyle with a romantic sense of irony and a little bit of envy.

Task 3 PICASSO AND SURREALSIM

A) Talk to your partner and try to explain what the artist means by the following quote. Some painters transform the sun into a yellow spot, others transform a yellow spot into the sun (P. Picasso).

B) Read the passage and find words which mean:

1. coniato =	2. capobanda =	3. abbracciare =
4. esercitare =	5. desiderio =	6. frenetico =
7. estremo/a =	8. fauci =	9. lame =

C) Read the passage again and give a title for each paragraph.

a	

Certain of Picasso's new friends–besides Cocteau, there was also the Spanish painter Joan Miró and the French writers Louis Aragon and André Breton–began to form a new artistic group, called the Surrealists. They scorned rationality and technology and all the other values of the parental generation that led to the horror of world war, placing their faith instead in the alternate reality of chance, desire, coincidence, and dreams; the goal was to create art as «beautiful as the chance encounter, on an operating table, of a sewing machine and an umbrella». The word surrealism itself was coined in 1917 by Apollinaire to describe Parade, but it was not until a couple years later that the Surrealists became an organized avant-garde.

b	

Picasso did not join the Surrealists; instead, they joined him. Breton, who acted as a sort of ringleader and chief manifesto-writer for the Surrealists, called Picasso «one of ours» in the fourth issue of Révolution surréaliste, in 1925; in the same year, Picasso showed some of his Cubist work at the first Surrealist group show.Picasso never fully embraced the most characteristic technique of Surrealism – «psychic automatism in its pure state», as the first Surrealist manifesto put it, or letting the pencil or paintbrush wander over the paper without exerting conscious control, as in a hallucination, so that the image forms itself. But he was influenced by the interest that the Surrealists took in the unconscious as the mind's «dark side», filled with deep fears, inexpressible longings, and the most basic drives. While in his Analytical Cubist period Picasso had thought of the painting as a rigorous visual dissection of its subject, he now turned to a conception of painting as an expression of his unconscious, like a dream. While *The Dance*, for instance, relied on a Cubist concept of space, there is nothing analytical about it; it is violently, explosively expressive. The dislocation of the joints of the frenzied bodies recalls Breton's statement that «beauty will be convulsive or not at all».

c	

The rage of these paintings–sanctioned by the Surrealist idea of art as the rediscovered material of the unconscious, the spew of violence and eroticism that one can't express in polite society–has been linked to Picasso's frustration in his marriage to Olga. She was becoming tiresome, snobby, querulous; the two lived on separate floors of their home. Picasso's women always appear in Picasso's work, and are always represented with the utmost honesty; thus Picasso's art is also an incredibly detailed sexual autobiography. This autobiography extends through Picasso's surrealist works as well: rather than appearing as mere repeated graphic motifs, as Eva had in his Analytical Cubism phase, the women now emerged as bodies inflected, formed, and distorted by Picasso's feelings about them. During this period, Olga becomes, for Picasso, a horrid siren with a devouring maw.

d	

Around the same period, in the late twenties, Picasso turned back to sculpture for the first time in nearly a deca-

de. His motif, again, was the guitar, and his technique assemblage. But this time around, his choice of materials was more hostile; nails protruded aggressively from the surface and he even considered cementing razor blades into the frame of one of his works, so that any incautious touch would draw blood. But his sculpture was still conducted on a small scale, assembled like a collage; only later, with the help of the sculptor and metalworker Julio González, in what would become his most fruitful artistic collaboration since his work with Braque, was Picasso able to realize larger-scale, metal sculptures.

e	

Meanwhile, turning away from his wife, Picasso found a new love, a girl named Marie-Thérese Walter. As she recounted later, «When I met Picasso, I was seventeen. I was an innocent child. I knew nothing–about life, about Picasso. Nothing. I had been shopping in the Galeries Lafayette, and Picasso saw me coming out of the metro. He just took me by the arm and said: 'I am Picasso! You and I are going to do great things together'». The two fell very much in love and her presence permeated his art throughout the duration of their liaison. As one of Picasso's friends said, «At no other moment in his life was his painting so undulating, all sinuous curves, rolling arms, and swirling hair».
Two portraits of Marie-Thérese as she dozes, both filled with bright, pure colors, smooth lines, and an atmosphere of serene sensuality more typical of Matisse than of Picasso, typify his work under her museship.It was Marie-Thérèse who was the inspiration for many of Picasso's famous works. Marie-Thérèse died by hanging herself in 1977, four years after Picasso died.

Task 4 *Female Nude in the Garden*

1. Look at the painting and fill in the chart below:

setting	
time	
main focus / topic	
foreground	
background	
colours	

2. Read about *Female Nude in the Garden* and rewrite a comment for this work using your own words, adding your personal appreciation.

This work is a celebration of the sensual reawakening that Picasso enjoyed with the youthful Marie-Thérèse Walter, whom he habitually depicts as a collection of soft, curving forms. Despite the graphic nature of the image and the bold distortions of the figure, it is a picture that reveals Picasso as an adoring lover, not the misogynist portrayed in various biographies. It is filled with the wonder of a middle-aged man who finds himself with a teen-aged lover.
In 1934 Picasso was 53 years old, Marie-Thérèse only 24. They had already known each other for seven years but the artist's interest had not diminished in the slightest. As his relationship with Olga deteriorated he found peace of mind with Marie-Thérèse, whom he often installed at the Chateau de Boisgeloup, a secluded property outside of Paris that he'd acquired in 1930. This work was painted in, or at least inspired by, the garden at the chateau.

Cubist devices had gradually been reappearing in Picasso's work for over a decade. At this point of his career he would jump between styles as the mood dictated, breaking the body of a model into pieces and reassembling it in various artful ways.
Nude in a garden is an image of sensual abandon and submission, with Marie-Thérèse compressed into a ball of pink flesh, with breasts, genitals and buttocks all on prominent display. The background and base of the work are filled in sketchily, being of merely secondary value. This was a life-long habit for Picasso, who told the photographer, Brassai: «once I've expressed something well enough, I don't have the heart to add anything further to it».

SELF ASSESSMENT

What have you learnt? *Grade from 1= unsatisfactory to 5 = excellent the following items*

Vocabulary	
Content	
Talking about Modernism and Picasso in English	

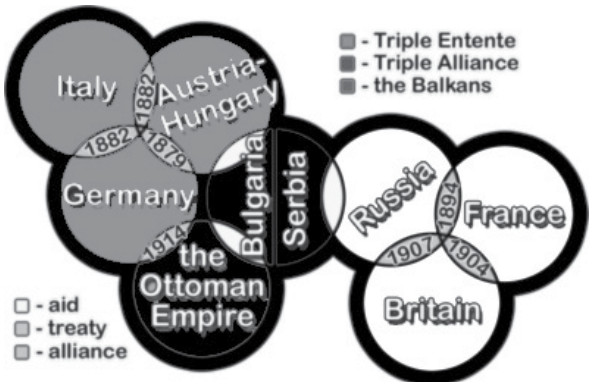
HISTORY

Theme: World War Second – Hitler's Steps to the War
Addressee: 5th class Secondary School students (Licei and Technical Schools)
Timing: 3 lessons, 60 minutes each
Type of activity: listening, speaking, reading , writing
Key vocabulary: air force, tank, treaty, peace, weapons, evacuation, the Saar, foreign policy , plebiscite
Useful language: X had stood up to Y…, X had put Y under control of..., On the one hand... on the other hand…, It was held in..., in accordance with the terms of…, by the end of…

Task 1 WARMING UP

Look at the pictures and match the pictures with descriptions.

a)



b)

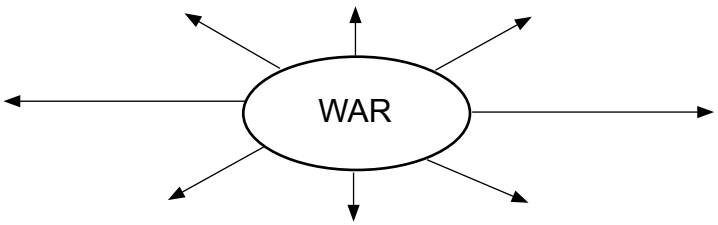
c)

d)

1. an evacuation
2. countries at war
3. a piece of news
4. a war scene

Task 2

a) Draw a spider-graph about the specific vocabulary (in English or Italian) you think you need when talking about war.



b) Here's a list of basic words about war. Talk to your partner and try to explain their meaning using your own words. No worries if you do not know all of them. Your teacher will help you soon afterwards

airforce	*tank*	*infantry*	*infantry*
treaty	*boarder*	*sabotage*	*radar*
gas mask	*attack*	*air-raid shelter*	*evacuation*

Task 3 *READING* TOWARDS WORLD WAR TWO: HITLER'S FOREIGN POLICY

a) Read *The background* and fill in with the words in the box.

'German Front' League Treaty of Versailles

The Background

The events in the Saar were not an example of Hitler breaking the Treaty of Versailles, or even of him confronting the international community, but they were a major step in his build up to World War Two.

The (1) _____had put the Saar under the control of the League of Nations for 15 years. During these years, the region was administered by the (2) _____– run, first, by a Frenchman, then by a Canadian and thirdly by a Briton. In 1935, as preparations began to hold the plebiscite (vote) then the inhabitants would decide whether they returned to Germany, or retained their separate identity, it was being administered by a second Briton, Sir Geoffrey Knox.

The vote was by no means a certainty. Many anti-Nazis had fled to the Saar after 1933. Seeing what Hitler was doing in Germany, Communists and Social Democrats formed a 'united front' campaign to try to retain League of Nations status.

On the other hand, Saar Nazis were equally determined that the Saar should return to Germany. They formed a (3) _____with the Catholics. Helped by the Saar police and the German Gestapo, they boycotted and beat up their opponents. The League knew what was going on, but it was afraid to stop the plebsicite for fear of causing Nazi riots.

The Nazis turned up the pressure. Led by a Nazi called Spaniol, 17,000 Nazi Saarlanders (who had gone to Germany to join the SA) threatened to invade the Saar and impose Nazi rule (although this was nipped in the bud in December 1935 when Britain's Anthony Eden offered to send soldiers to keep the peace).

b) Go on reading to know about *The Plebiscite and its effects*. Then talk to you partner and report on:

1. when it was
2. what its reasult was
3. why it is considered a first step to War

The Plebiscite

On 13 January 1935, the plebiscite was held, overseen by two judges from Italy and Holland, and a US History Professor, Sarah Wambaugh – they declared that the election had been fair, and that the result was genuine. The result was overwhelming: 90.3% of the voters voted to return to Germany.

The Effects

Although the Saar returned to Germany entirely in accordance with the terms of the Treaty of Versailles, many historians regard it as an essential 'first step' on Hitler's Road to War:

1. The result validated the Nazi regime. The result was, says one historian, 'the greatest triumph of the Nazis in a free election'. It demonstrated that Germans were NOT just being browbeaten into supporting the terror by Nazi Brownshirts – Germans who lived outside Germany had shown the world that they hated the Treaty of Versailles and loved Germany more than they feared Hitler's regime. It made it very hard for Hitler's opponents to argue that the German people were not wholly behind him.

2. The result gave a massive boost to Hitler's prestige, and were in the future to provide him with the moral authority to advance his demands for unity with Austrian and the Sudeten Germans. The Saar plebiscite confirmed Hitler's expan-

sionist agenda for the rest of the 1930s, and made it ve difficult for democratic regimes to oppose his claims to Austria and the Sudentenland.
3. Events had also, as early as 1935, showed the League was scared to confront violence. And even more importantly, appeasers such as Daladier and Chamberlain failed to notice that the Nazis had immediately backed down when Eden had threatened to send soldiers.

c) Read the *9 steps to war,* underline the key sentences and be ready to talk about it. Why don't you try it in front of a mirror?

NINE STEPS TO WAR

1. The Rearmament of Germany

German rearmament began after Hitler left 1932-4 Geneva Disarmament Conference, stating that as the powers would not disarm to his level, he would rearm Germany to their level. By 1935 rearmament was well underway. This involved conscription and munitions factories.
Rearmament alarmed the French who, feeling insecure, reinforced the Maginot line (built between 1929 and 1934). This was a line of steel and concrete fortifications stretching from Belgium to Switzerland and was called «a gate without a fence» because Germany would be able to avoid it and invade France via Belgium. France remained passive without Britain's support.
Britain was sympathetic towards Germany and even signed an Anglo German naval Treaty (June 1935) allowing Germany's navy to be 35% of the size of the Royal Navy. Hitler used his new found arms to support Franco in the Spanish Civil War (1936-9) Hitler sent the Condor Legion of the Luftwaffe to bomb Guernica on 26th April, 1937. Guernica was razed to the ground and Franco went on to conquer the Basque areas of Spain. Hitler had used Spain as a practise ground.

2. The Remilitarization of the Rhineland (1936)

Having broken the Treaty of Versailles once, Hitler risked doing it a second time by marching 30,000 troops into Cologne on 7th March 1936. France, with 250,000 troops mobilised, remained passive because Britain would not support her. Britain took the view that Germany was «marching into her own back yard».
To show that his remilitarization was popular, Hitler held a plebiscite, which showed that 98.8% were in favour. He went on to build his own defensive fortification, the Siegfried Line.

3. The Rome Berlin Axis (October 1936)

Originally Mussolini did not want to be Hitler's ally and in 1935 talks were held with Britain and France at the Stresa Front, but these came to nothing when Anthony Eden of Britain threatened oil sanctions against Mussolini during the Abyssinian crisis. This caused the Rome-Berlin Axis in 1936. Mussolini and Hitler strengthened their alliance on two occasions: The Anti-Commintern Pact (November 1937) with Japan; The Pact of Steel (May 1939).

4. Britain's policy of Appeasement (May/June 1937 – March 1939)

Neville Chamberlain became British Prime Minister on 28th May 1937, and followed the policy of appeasing Germany, believing that all Hitler wanted to do was unite German speaking people. In so doing, Hitler would break the Treaty of Versailles (28th June 1919) but Chamberlain did not believe Hitler would cause war. Churchill disagreed, citing *Mein Kampf* (1924) where Hitler had written that Germany must regain lands «in the East … by the power of the sword». Chamberlain had misinterpreted Hitler's aims. (We have the benefit of hindsight.)

5. The Anschluss with Austria (13th March, 1938)

Austrian Fascists wanted to unite with Germany but Schuschnigg, the Austrian Chancellor, wanted Austria to be independent. He was unable to gain support from abroad (France and the Little Entente) so agreed to meet Hitler in Berlin. He was persuaded to accept Hitler's henchman Seyss-Inquart as Minster of the Interior. Rioting in Vienna increased under Seyss-Inquart's leadership and Schuschnigg resigned. Seyss-Inquart invited Hitler to assist him and on 13th March, 1938 troops from the Wermacht entered Austria. In a plebiscite on the Anschluss a vote of 99.75% in favour was recorded. This was 'rigged' by biased questioning. Hitler made it seem that he had been invited into Austria, in fact he had incited the union.

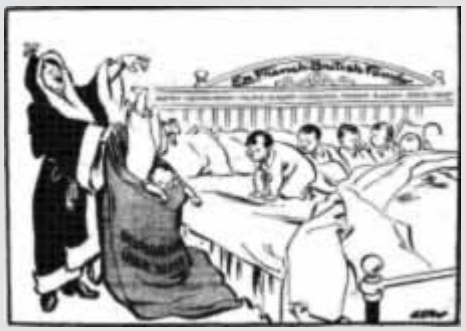
6. Hitler Gained the Sudetenland (29th September, 1938)

The Sudetenland was lost by Austria in the Treaty of St. Germain (10th September 1919) and hereby Czechoslovakia gained 3 million German speaking people. After the Anschluss the Sudeten German leader, Konrad Henlein, demanded a union with Germany. Unable to receive help from France, the Czech Premier, Benes, mobilised alone. Fearing war, Chamberlain met Hitler on three occasions at Berchtesgaden, Godesburg and at Munich.

Munich Agreement (29th September, 1938). This was signed by Hitler, Mussolini, Chamberlain and Daladier. Benes was not present. It said:

- Hitler could take the Sudetenland the following day without a plebiscite
- Hungary and Poland could take border districts from Czechoslovakia
- Britain and Germany would never go to war.
- Chamberlain's Reaction

On his return to England, Chamberlain announced that he had gained «peace with honour, peace in our time». The majority rejoiced, except Churchill.
Hitler's Reaction: in public Hitler seemed satisfied, but in private he exploded saying «that fellow Chamberlain has spoiled my entry into Prague».

	Source A This British cartoon from October 1938 (by Low, who hated Nazi Germany) shows Hitler as Santa, popping into his sack, one-by-one, little countries – who had got into bed with the 'French-British family'. His sack says: Deutschland Uber Alles ('Germany over all'). The caption reads: 'Europe can look forward to a Christmas of peace' (Hitler).
Activity: *What is the cartoonist of* Source A *saying about Hitler?*	The meaning of this cartoon is obvious - it is a criticism of the Munich Agreement. Along the bed-head runs a list of countries. Hitler is shown as a 'bad Santa', taking the countries of Europe one by one. By October 1938, Austria was already 'in the sack'. Czechoslovakia Poland, Hungary, Yugoslavia etc. are lined up, looking worried - the cartoonist makes it quite clear that he expects Hitler to take the rest

7. The Fall of Czechoslovakia (March 1939)

In March 1939, Hitler forced Lithuania to give him Memel where most people spoke German. So far Hitler had only taken German speaking territory, so Chamberlain could still appease Hitler. However, in March 1939, Hitler threatened to bomb Prague, so the Czechs surrendered. Chamberlain realised appeasement had failed, so he began to rearm Britain and guarantee peace in Poland.

8. Nazi-Soviet Pact (29th August, 1939) – The Ribbentrop-Molotov Pact

By the summer of 1939, Hitler's plans to invade Poland were complete. He realised that to invade Poland mighty cause Britain to attack him from the West but he was more concerned to avoid a Russian attack from the east. Therefore to avoid a war on two fronts, he arranged the Nazi-Soviet Pact, which said that if either country went to war the other would remain neutral. Hitler gained the chance to invade Poland with a war on one front, if Britain supported Poland.
Stalin of USSR gained time to rearm in case Hitler attacked him later, and the chance to gain the eastern half of Poland. This would provide the USSR with a bufferzone.

9. German Invasion of Poland (1st September, 1939)

German tanks invaded West Prussia and Posen on the 1st September 1939 using blitzkrieg tactics. (This is a lightning, sudden attack co-ordinating air, then land forces). Chamberlain sent an ultimatum (a warning with a threat) saying that if Hitler did not withdraw from Poland by 11am, 3rd September 1939, Britain would declare war. On 3rd September, Britain, followed by France, declared war on Germany.

VISUAL HELP. This timelime will help you remember the basic events

1939	
September 1st	Germany invaded Poland. First use of Blitzkrieg. Britain and France gave Germany an ultimatum to get out. Blackout and evacuation plans were put in place in Britain.
September 2nd	Chamberlain sent Hitler an ultimatum: withdraw German troops from Poland or war will be declared. The Luftwaffe gained air superiority over the Polish air force.

September 3rd	Germany ignored the ultimatum and Britain and France declared war on Germany. British troops (the BEF) were sent to France. The passenger liner "Athenia" was sunk by U-30 off of Ireland. 112 of the passengers were killed.
September 4th	The RAF raided German warships based in the Heligoland Bight.
September 6th	South Africa declared war on Germany; Egypt broke off relations with Germany,
September 9th	The IV Panzer Division reached Warsaw.
September 17th	Russia's Red Army attacked Poland from the east
September 24th	1,150 German aircraft bombed Warsaw
September 26th	The Luftwaffe attacked the Royal Navy at Scapa Flow.
September 27th	Poland surrendered to Germany.
October 6th	Last Polish troops ceased fighting. Hitler launched his "Peace Offensive" but this was rejected by Neville Chamberlain
October 14th	'HMS Royal Oak' is torpedoed at Scapa Flow by U-47
November 30th	Russia's Red Army invaded Finland
December 13th	The Battle of the River Plate was fought
December 14th	Russia expelled from the League of Nations

Task 4 EIGHT REASONS FOR INVADING POLAND

Choose the correct title for the 8 reasns for invading Poland below:

1. *To overturn the Treaty of Versailles*
2. *To give Germans lebensraum in Eastern Europe*
3. *The Nazi-Soviet Pact*
4. *To defend the Germans in Poland*
5. *To prevent an anti-German alliance*
6. *Because he thought Chamberlain would not dare stop him*
7. *To oppose Communism/conquer Russia*
8. *To teach Chamberlain a lesson*

1. He had promised this in Mein Kampf (1924) and it was one of the three CENTRAL AIMS of Hitler foreign policy.
2. Chamberlain had stood up to Hitler, remember, at Bad Godesberg during the Sudeten crisis, but had then backed down at Munich. Hitler despised Chamberlain, and did not believe that he would dare to go to war. So he felt able to pursue his aims in Poland despite Chamberlain's promise in March 1939 to support Poland.
3. The reason Hitler gave was that the Poles were persecuting those Germans who lived in Poland. (There was some truth in this.)
4. This was a second CENTRAL AIM of Hitler's foreign policy. The Polish Corridor and Posen had been given to Poland in 1919, and Danzig had been declared a free city administered by the League of Nations. Hitler first asked Poland to consider the position of Danzig in October 1938, immediately after Munich, and in March 1939, Hitler demanded that he be given Danzig (this was the pattern he had followed with Austria and the Sudetenland). Did you know that in March 1939 also, Germany seized the Lithuanian port of Memel (at the northern end of East Prussia)? When Hitler demanded Danzig in March 1939, Brauchitsch, the Commander in Chief of the German Army noted that he intended ultimately to 'knock Poland down completely', and that eventually Hitler wanted Germany's pre-WWI boundary restoring.
5. I know Poland wasn't communist, but Russia was where Hitler was eventually headed (Mein Kampf, 1924) and Poland was just another step east. When he demanded Danzig in 1939, Hitler's proposal included a joint anti-Soviet alliance against Russia. This was the third CENTRAL AIM of Hitler foreign policy.

6. Chamberlain's guarantee of Poland on 31 March 1939 infuriated Hitler - 'I'll cook them a stew they'll choke on' - was his reaction. From then on he was determined to destroy Poland. So you could say he wanted to attack Poland to teach Chamberlain a lesson.
7. Having thought about it, he realised also that the world was beginning to gang up on him, so the next day, 1 April, his CONSIDERED reaction was this: «if they expect Germany to sit patiently by while they create satellite States and set them against Germany, then they are mistaken». This is fair enough, actually, because that is exactly what Chamberlain was trying to do. And Poland was preparing to resist Hitler, and had started mobilising its army - Hitler stated that this broke Poland's non-aggression pact with Germany. On April 3 Hitler issued a directive to his armies - entitled 'Case White' - stating that he wished to «destroy Polish military strength and create in the East a situation which satisfies the requirements of national defence». In this document, he set the date for 'Case White' - 'any time from 1 September 1939 onward.' - and told the Werhmacht to draw up a timetable.
8. After April 1939, both Roosevelt and Stalin began to express concerns about Hitler's aims on Poland. Hitler merely mocked Roosevelt, but he was worried about Stalin. Only Stalin - and the Russian army - could have stopped Hitler taking over Poland at this point. But the failure of the Anglo-Soviet negotiations and the Nazi-Soviet Pact of 23 August 1939 not only freed up Hitler to attack Poland, it included a secret agreement to divide Poland up between them. In the end, Hitler invaded Poland because he had agreed to do so with Stalin.

SELF ASSESSMENT

What have you learnt? *Grade from 1= unsatisfactory to 5 = excellent the following items*

Vocabulary	
Content	
Talking about steps to World War II	