

**PROJECT 4: The BLITZ**

Focus on Reading and Speaking / Level : A2 → B1



**FINAL TASK:**

**SPEAKING**

You're a guide in the Imperial War Museum in London.  
Record an audio guide to introduce visitors to a WW2 poster.

Rencontre avec d'autres cultures.

What was it like for children during the Blitz ?

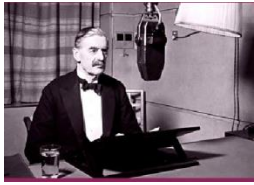
Possibilité de présenter ce document à l'oral du DNB en anglais PEAC  
Affiche de propagande, Royaume-Uni, 1940 - Imperial War Museum, London

Je vais apprendre / Je dois connaître ....	...pour être capable de...
le vocabulaire de la guerre et des conditions de vie dans cette période	<b>Enregistrer un audioguide</b> présentant aux visiteurs du musée une affiche de la seconde guerre mondiale.  Vous pourrez : <ul style="list-style-type: none"><li>➤ <b>Présenter</b> l'affiche et le contexte historique</li><li>➤ <b>La décrire en détails et l'interpréter</b> à la lumière du contexte historique ...</li></ul>
le vocabulaire des sentiments : peur, tristesse, soulagement	
le vocabulaire de la description d'image	
le present BE-ING : formation et valeur	
la preterit Ø: formation et valeur	
la voix passive	
La structure infinitive avec « want »	
la prononciation de la terminaison -ed	
à développer des stratégies de compréhension écrite : s'appuyer sur le connu, utiliser la formation des mots, avoir recourt au contexte ...	comprendre un texte en mettant en œuvre les stratégies étudiées.

**PROJET débuté juste après Remembrance Sunday** : débute par la vidéo du dépôt de fleurs au **Cenotaph**, puis par l'écoute de l'annonce d'entrée en guerre

Anticipate : Can you identify this man ?

Clues : political leader / UK



Key :  
Neville Chamberlain, PM : May 1937

Listen to him and pick out the news. When was the speech delivered?

On September 3rd, 1939, Neville Chamberlain, British **PM** (=Prime Minister), **announced** that the country **was at war** with Germany.

**STEP 1 : THE HISTORICAL CONTEXT**



READING STRATEGIES : reminder

1. Maybe it's (quite) transparent. Remember that THE MOST IMPORTANT word in English is the LAST  
 f.e (for example) : 'bombs' = 'civilians' = 'gas masks'=  
 'air raid sirens' = 'enemy attacks' =

2. It may be a compound, Underline the MOST IMPORTANT PART and understand/translate  
 f.e : sandbags

3. It can be derived, Underline the suffix and understand/translate  
 f.e : seriously rigorously darkness bomber

4. It's not transparent, not a compound, not derived... Use your common sense (yes, you have a lot !), grammar and the context !

f.e : line 1 'the air raid sirens wailed' type of word : possible meaning :

lines 2 and 3 'Over 350 bombers flew (...) and dropped 300 tonnes of bombs'  
 type of word : possible meaning :

THE BLITZ :

5. The word 'Blitz' comes from .....

It means '.....' : it was given this name because .....

6. Give a definition, the dates and place: The Blitz refers to .....

7. ....civilians were killed, ..... were seriously injured, ..... houses were destroyed

THE 'PHONEY' War :

8. 'Date' : .....

9. Phoney' means, 'fake', 'false', 'not true', 'not real'. Explain the name : .....

**THE BLITZ :**

10. It had many consequences on people's lives :

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

**GRAMMAR REMINDER :** the verbs above are conjugated in the ..... because the actions are .....

**PHONOLOGY PRACTISE :** Classify the regular verbs or past participles of the text according to the pronunciation of the ending -ed

-ed pronounced [d]	-ed pronounced [t]	-ed pronounced [ɪd]

Name :

My assessor :



**Practice task 1** : you're a guide in the in London, you record the 'historical context' part of the audioguide created for a new exhibition on the Blitz.

Guidelines : Describe the blitz and what everyday life was like at the time.  
Use the preterit and the vocabulary related to war.  
Pay particular attention to the pronunciation of the final -ed.

Content :	information is accurate, complete, developed	☹️	😐	😊
English :	vocabulary is varied, adequate and precise		☹️	😊
	grammar : the preterit is used correctly		☹️	😊
	pronunciation of -ed		☹️	😊
	general pronunciation		☹️	😊

BILAN : un point fort   un conseil pour s'améliorer

SUPPORT STEP 1

## *The Phoney War & The Blitz*

At 4:56pm on 7 September 1940, the air raid sirens wailed as the German Air Force, the Luftwaffe, launched a massive raid on London. Over 350 bombers flew across the Channel and dropped 300 tonnes of bombs on the docks and streets of the East End of London.



The bombs destroyed many buildings burying mothers, fathers and children in the rubble

What was the Blitz?

It was the frequent bombing attacks on London and other cities, from September 1940 until May 1941. London was bombed every day and night, except one, for 11 weeks. One third of London was destroyed.



The bombs destroyed many buildings, but it didn't destroy St Paul's Cathedral

What does 'Blitz' mean? It's a short form of the German word 'Blitzkrieg' (lightning war).

When did the Blitz start?

On the 7th September, 1940 the German air force changed its strategy of bombing the British air force (Battle of Britain) and began to concentrate on bombing London.

Nearly 2,000 people were killed or wounded in London's first night of the Blitz. During the first month, the German Air Force dropped 5,300 tons of high explosives on London in just 24 nights.



When did air raids take place? Most air raids happened at night.

How did people know that an air raid was going to start?

#### **Air Raid Sirens**

People heard loud sirens ; during the blitz, they became an almost daily part of life.

The sirens made a very loud warning sound. When people heard the siren they stopped what they were doing and rushed to a shelter.

The **All Clear** was a continuous sound.

When you hear the warning take cover at once. Remember that most of the injuries in an air raid are caused not by direct hits by bombs but by flying fragments of debris or by bits of shells. Stay under cover until you hear the sirens sounding continuously for two minutes on the same note.

*Air Raid Warnings 1939*

How many people died during the World War Two Blitz in Britain?

During the Blitz 32,000 civilians were killed and 87,000 were seriously injured. Two million houses (60 per cent of these in London) were destroyed.

## How did people protect themselves from the bombs during an air raid?

Air Raid Shelters were built.  
A blackout was rigorously enforced after darkness.

## What was life like during the Blitz?

Life was very hard and frightening too.  
People in London spent most nights sleeping in Air Raid Shelters.  
It was difficult to move around at night time because of the Blackout.  
Food and clothing were rationed.

## How did the government try to protect cities and civilians ?

- Barrage balloons were put up to force the German planes to fly higher - so their bombing would be less accurate.
- 400 million sandbags were piled round the entrances to shops and public buildings.
- 38 million gas-masks were handed out.



## What was the Phoney War ? Why is it called the Phoney War?

The first months of the war, from September 1939 to April 1940, became known as the 'Phoney War' because there was almost no fighting and no bombs were dropped. This gave the government more time to protect Britain from an attack.

<http://www.primaryhomeworkhelp.co.uk/war/blitz.htm>

## **STEP 2 : THE EVACUATION OF CHILDREN**

### **❖Movie extract 1 :**

Watch and describe each freeze frame :

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



**Think about it!** Underline the verbs in the recap above

This tense is called _____		: c'est un temps
+	-	?



Practise ! Watch and describe each freeze frame in **❖ Movie extract 2** :

*Useful vocabulary : fix a label, hug, weep = cry, wave somebody goodbye/off, leave*



**NOW** recap orally on the situation of children during the Blitz.



**Think about it!** Focus on the sentences below:

Many civilians were killed by German bombers. The children were sent to the country.

1. Circle the grammatical subject of the verb.
2. Highlight the 'agent': person who does the action of the verb.
3. Translate orally.

Conclude:
Formation: _____ + _____

Practise! Translate into English:

Pendant le Blitz, les familles ont été séparées, on a demandé aux parents de conduire leurs enfants à la gare et tous les enfants ont été envoyés à la campagne.



**Think about it!**


Influencing people...

- a. The authorities **wanted** to protect children.
- b. They **wanted** them to be safe.
- c. The authorities **convinced** parents to leave their children in the countryside.

Verbs like \_\_\_\_\_ use the infinitive structure :

.....

.....



Practise !      Translate :

Le gouvernement ne voulait pas que les enfants soient en danger, il voulait que les parents les envoient à la campagne.



Les parents voulaient que leurs enfants soient en sécurité, ils ne voulaient pas qu'ils souffrent.



Name :

My assessor :



**Practice task 2** : you're the children's mum, after getting back from the station, you tell your next door neighbor about parting with your kids.

Content :

English :

- vocabulary: it is varied, new words are used
- grammar : the preterit is used correctly
- grammar : the passive voice is used correctly
- grammar : "want" is used correctly
- pronunciation: -ed is pronounced correctly


BILAN :

un point fort



un conseil pour s'améliorer



## STEP 2 : THE EVACUATION OF CHILDREN

### ❖ Movie extract 3 and 4 :

You're one of the three children (you may choose who you'd rather be), watch the two scenes and make notes so as to tell your mum everything about the trip and your first impressions.

Make notes about places, events, probable feelings...



**Practice task 3 :** Prepare what you're going to say, using a maximum of 10 key words. Phone your mum and tell her about that very first day away from London.

*TEST DE CONNAISSANCES LINGUISTIQUES*

*REMEDIATION*

❖ Book Extract 1 :

*The narrator is a 12-year-old boy named Billy. He lives in Balham, near London, with his parents and younger sister Rose.*

1 Not long after my birthday, Britain declared war on Germany and Dad went and joined the army. We didn't want him to but he said he had to go and do his bit. (...)

Balham's only a few miles from central London and Mum thought Hitler might one day try to bomb important buildings, like the Tower of London or Buckingham Palace. So far he hadn't tried anything like that, but she said it was best to be prepared. That's why they put up the barrage balloons.

5 When I went back to school after the summer holidays the headmaster told us we were going to be evacuated. The whole school ! We were being sent to somewhere in the country so we'd be safe and out of reach of the nazis. We'd go on a train, he said, and stay with some kind people who would look after us. My school was going to Hertford and all the teachers would be with us too. My best mates Ken and Barry were really excited.

10 'It'll be like an adventure', said Ken, 'We'll stick together - just the three of us - and we'll have a great time. It's in the country and I bet there'll be loads of trees to climb.' (...)

But when Mum heard about the evacuation she wasn't so pleased.

'What an idea !', she said, 'No stranger's going to have my children ? You're staying here so I can look after you properly', she insisted. 'What are you thinking of ? That Hitler's in Poland and that's a long way off. What's wrong with you staying here ?'

So when the others went, I waved them off - and I was left behind, with no school and no friends.

As it turned out, Mum was right. The war seemed far away with the Nazis fighting in places I'd never heard of. Everything stayed the same in Balham except we'd all been given gas masks and petrol was rationed. People were calling it the Phoney War.

20 Then Dad came home on a week's leave in December, two weeks before Christmas, and I helped him build an Anderson shelter in the back garden.

'Just in case Jerry starts dropping bombs', Dad said. 'Then I'll know you'll be safe.'

The shelter was great ! It had a curved tin roof, which Dad covered with the last bit of grass in the garden so a Nazi pilot looking down from his plane would hardly notice it. It was brilliant camouflage ! (...)

25 Then heavy snow came in January, and I helped Rose build a snowman in the garden. The snow stayed for ages and, before it finally disappeared, I heard that some of the kids who had been evacuated had been brought home by their parents.

Then, one day, Mum got a job. I was shocked ! Mum had never had a job, see. She'd always stayed at home and looked after us like all the other mums. Who was going to do the cooking ? That's what I wanted to know.

**Billy's Blitz, Barbara Mitchelhill, 2014**

## STEP 2 : THE EVACUATION OF CHILDREN

### ❖ Billy's Blitz - extract 1 :

#### Overall comprehension

1. Read the text once, without stopping at unknown words and pick out the basic information :

Characters	Places	Time markers

2. Classify the information above :

Characters : present or just mentioned, how they are related :

Places : where the story takes place ≠ only mentioned :

Time markers : what year is that ?

3. Check your reading strategies !

☞ Make sure you can identify who/what the following words refer to :

Line 1 : 'we' : \_\_\_\_\_

Line 2 : 'him' : \_\_\_\_\_

'he' : \_\_\_\_\_

Line 6 : 'us' : \_\_\_\_\_

Line 13 : 'she' : \_\_\_\_\_

Line 16 : 'them' : \_\_\_\_\_

Line 23 : 'it' : \_\_\_\_\_

Line 28 : 'I' : \_\_\_\_\_

☞ work on unknown words like : 'headmaster' line 6, 'stick together' line 10, 'properly' line 14, 'a week's leave' line 20, 'Jerry' line 22, 'hardly' line 24, 'notice' line 24, 'snowman' line 25, 'finally' line 26

Apply strategies to all unknown words !

#### Detailed comprehension

1. Show that the country is getting ready to fight : list all the elements you can find.
2. Billy's friends are happy to be evacuated, right or wrong ? Justify with a quote.
3. Describe Billy's mum's decision and explain it. Then describe Billy's feelings and justify with a quote.
4. Pick out the name given to the beginning of the war and justify it with quotes from the text.

NAME :

Project n°4 - The BLITZ



**EVALUATION DE LA COMPREHENSION ECRITE - 3ème**

Niveau visé : B1

Niveau atteint :

Niveau de maîtrise en CE

	Maîtrise insuffisante	Début de maîtrise	Maîtrise fragile	Presque Maîtrisé	Maîtrise satisfaisante	Maîtrise très satisfaisante
	NIVEAU pre-A1 6-8	NIVEAU A1 9-11	NIVEAU A1+ 12-14	NIVEAU A2 15-17	NIVEAU A2+ 18-19	NIVEAU B1 20
COMPREHENSION	Peut comprendre des mots familiers, notamment accompagnés d'images.	Peut comprendre des textes très courts et très simples, phrase par phrase, en relevant des noms, des mots familiers et des expressions très élémentaires ;		Peut comprendre des textes courts et simples contenant un vocabulaire extrêmement fréquent	Peut comprendre de courts textes simples sur des sujets concrets courants avec une fréquence élevée de langue quotidienne	Peut lire des textes factuels clairs avec un niveau satisfaisant de compréhension.

Acquisition des stratégies

Je suis capable de mettre en œuvre des stratégies pour comprendre des mots inconnus A ECA NEA  
 Je suis capable de m'appuyer sur des mots compris pour construire du sens peux A ECA NEA

**Support possible**

**MailOnline**

Home | News | U.S. | Sport | TV&Showbiz | Health | Science | Money | Video | Travel | Fashion Finder

Latest headlines | World News | Event | Books | Promos | Rewards | Mail Shop | Property | Motoring | Columnists | Login

### A long-lasting friendship!

In September 1940, as the threat of German invasion loomed once more, Joan Risley had to travel to Northamptonshire. [...] In the village of Duston, Joan was placed in the hands of Hilda Watts who had no children of her own.

She was introduced to Hilda's husband William and her niece Sheila, who lived next door. The two girls became firm friends and, over the next five years, Joan became the child that "Uncle Will" and "Auntie Hilda" never had. "Imagine what it was like for me, coming from a family of eight, and having very little, to live in a beautifully clean cottage with my own toys, books and bedroom, as well as a playmate who shared everything. I could not have been luckier," she says.

"The love and kindness they gave me was worth more than any money I could have had," she says. And more than 70 years on, the bond between Joan and Sheila goes far deeper than mere friendship: "I can honestly say that evacuation changed my life."

The Watts wanted to adopt Joan and pay to send her to college. But when she was 14 and the war was over, Joan decided that she should return home.

www.dailymail.co.uk

**STEP 3 : WAR PROPAGANDA**



To study the poster, select a level and work on the corresponding document :

Level 1 : I need A LOT OF help !

<https://www.thinking.com/scene/1158410372495966210>

Level 2 : I need A FEW indications

<https://www.thinking.com/scene/1158425299415728130>

Catalogue number	Art.IWM PST 3095
Department	<a href="#">Art and Popular Design</a>
Place made	Great Britain
Subject period	<a href="#">Second World War</a>
Materials	Support: paper medium: lithograph medium: letterpress
Dimensions	whole: Height 757 mm, Width 505 mm
Alternative names	object category: Poster
Creator	<a href="#">J&gt;Weiner Limited, London</a> (printer) <a href="#">Ministry of Health</a> (publisher/sponsor) <a href="#">Her Majesty's Stationery Office</a> (publisher/sponsor)
Category	posters
© IWM (Art.IWM PST 3095)	

**Useful vocabulary : locating things on a poster / painting...**

in the top left-hand corner	at the top	in the top right-hand corner
	in the distance	
	in the background	

**Useful grammar reminders !**

Describing actions I can **see** : PRESENT .....

Describing **past** actions : .....

**Useful phrases for an oral presentation :**  
**structuring**

Let me tell you about ... (the historical context)

Now let's focus on ... (the drawing)

Let's move on to the ...

Finally, I'd like to mention / say

As a conclusion, ...

That's the end of my presentation, thank you.

**phrases**

The focus of the picture is...

There's a sharp contrast between ... and...

'It' implies / suggests / shows (that) ...

..... as shown by .... ... as evidenced by ...

FOLLOW UP : possible comparisons at <http://www.primaryhomeworkhelp.co.uk/war/campaigns.htm#dig>

**Get ready to record an audioguide...**

**Useful vocabulary and indispensable phrases**

n°	<i>Match each beginning to the correct ending, then number the statements in chronological order :</i>	
	Find a comfortable place to stand... ●	● ...WW2 propaganda posters.
	If you want to hear more about children during the war. ●	● ...while I tell you about this first propaganda poster.
	I'm + NAME and I'll be your guide for the special audiotour we've created about ... ●	● ... the Imperial War Museum.
	Welcome to ... ●	● ... press the green play button now.

OTHER DOCUMENTS

