

Pontificia Universidad Católica de Valparaíso  
Instituto de Literatura y Ciencias del Lenguaje



**The Battle of Britain as a Cultural Event  
in the EFL Classroom:**

A Workshop for High School Sophomores

TRABAJO DE TITULACIÓN  
para optar al Grado de Licenciatura en Educación  
y al título de Profesor de Inglés

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*En memoria de mi padre Carlos Ojeda García (1954-1997).*

*Para mi madre, quien me apoyó muchísimo en estos años.*

*Para mi esposa, ¡gracias totales!*

*Para mi hija Pilar, lo más lindo que Dios me ha dado.*

## **Introduction**

Learning a foreign language entails much more than memorizing long word lists and verb conjugations. The process of learning another language is much more significant than that due to the strong relationship between language and culture. Languages can connect people from diverse cultures. Each culture has its own history, and the study of the history of a cultural group can help students of a second or foreign language gain a deeper understanding of languages as expressions of a culture.

Although the process of learning a language should not be separated from culture and history, the Chilean Ministry of Education's (MINEDUC) guidelines for teaching English do not address sufficiently the teaching of important historical events that have happened in the English-speaking world. Teaching about historical landmarks still remains a shortcoming in the MINEDUC's guidelines. With the purpose of offering Chilean 10<sup>th</sup> graders the chance to learn more about Great Britain, its history and its culture, a syllabus for an elective workshop has been created. The contents of this syllabus are related to a major military campaign: the Battle of Britain. This battle was Nazi Germany's first major defeat at the Second World War.

The teaching project herein is divided into the following sections: first, culture and language teaching and the relationship that teaching about life histories has with teaching culture. Secondly, a brief contextualization of the Second World War is provided. Thirdly, a needs analysis that shows the interest that a group of sophomore students has for learning more about the Battle of Britain. Fourthly, a literature review and, finally, a syllabus designed for the development of a workshop.

### **Culture and Language Teaching**

Culture is a complex concept that has received many definitions. Scarino & Liddicoat (2009: 19) describe culture as "a body of knowledge that people have about a particular society... a framework in which people live their lives and

communicate shared meanings with each other.” This means that language is an important part of culture and that there is a reciprocal relationship between culture and language. “Human culture always includes language, and human language cannot be conceived without culture” (Risager, 2006: 4).

Language serves as a bridge that brings people together –or apart in some cases. People start establishing relationships with their family and friends since the very moment of uttering their first words. As people continue interacting with others during their lifetime, they also acquire knowledge about their own culture –knowledge that enables them to understand their culture and to take part in social interactions the way it is expected.

Scarino & Liddicoat (2009: 23) propose a set of activities that can be applied to the language classroom to develop the knowledge that students need to become successful intercultural learners:

- Noticing cultural similarities and differences as they are made evident through language.
- Comparing what one has noticed about another language and culture with what one already knows about other languages and cultures.
- Reflecting on what one’s experience of linguistic and cultural diversity means for oneself: how one reacts to diversity, how one thinks about diversity, how one feels about diversity and how one will find ways of engaging constructively with diversity.
- Interacting on the basis of one’s learning and experiences of diversity in order to create personal meanings about one’s experiences, communicate those meanings, explore those meanings and reshape them in response to others.

Over the time a student dedicates to studying a language, the process of learning demands different things from him/her, such as reflecting upon personal experiences and how these experiences can be useful to create connections with other cultures and languages.

### ***Culture: Life Histories***

Life histories are a good source for understanding the target culture. Stewart & Ohtake (1999, as cited in Moran, 2001: 103) claim that “one approach to life histories is to study the famous persons of the culture, or cultural heroes.” For this reason, this syllabus has considered Winston Churchill’s life. Churchill’s leadership made it possible for the English to keep their morale during the *Luftwaffe* bombardment, an historical event known as *The Blitz*. The syllabus also considers Churchill’s antagonist in the German side, Hermann Göring, the commander of the *Luftwaffe*, Germany’s Air Force.

### **Contextualization: The Second World War, 1939-1941**

The Second World War was a military conflict that occurred between the years 1939-1945. In World War I, which occurred between the years 1914-1918, Germany was defeated and started a deep crisis. This situation would become even worse due to the effects of the 1929 economic collapse. Germany’s weak democracy was unable to stop Adolf Hitler. Hitler led the National Socialist German Workers’ (Nazi) Party to power, a “mass movement that was virulently nationalistic, antidemocratic, and anti-Semitic” (Center of Military History, United States Army, 1992: 1).

Once he reached supremacy over the German state, the ‘*Führer*’ led Germany into a rearming scheme that led to obtaining enough ‘living space’ for the German so-called ‘master race.’ The first territories to be seized by Hitler were Austria and Czechoslovakia, in 1938 and 1939, respectively. Right after these events, Hitler assured the world that Germany was just trying to secure peace. Nevertheless, during 1939 he kept making plans for the conquest of Europe. WWII started on September 1<sup>st</sup>, 1939, when Hitler’s army invaded western Poland. Germany’s newest military strategy –the *blitzkrieg*, or ‘lightning war’— proved to be very effective against Poland. The *blitzkrieg* involved using fast-moving airplanes and tanks, followed by massive infantry forces to take the enemy by surprise.

Two weeks later, Soviet troops entered from the east, claiming the portion of Poland that was theirs, according to the terms of a secret pact signed by Josef Stalin and Hitler in August 1939. After Poland's invasion, French and English forces were stationed along the Maginot Line, a system of fortifications along France's border with Germany. There the Allied troops—composed of the French and the British—waited for months with nothing else to do than to wait for the Germans to attack.

Suddenly, in April 1940, German forces invaded Norway and Denmark. In May, 1940, Hitler sent troops to take over Holland, Belgium, and Luxembourg. These operations were set up for distracting the Allies' attention and to facilitate Germany's planned attack on France. While they were busy sending their troops to the Low Countries, the Germans dispatched a large force of tanks and troop trucks managed to slice through the Maginot Line, always with the air support of the *Luftwaffe*. With the German *blitzkrieg* shattering their defenses, the allies had no other choice but to withdraw towards Dunkirk to avoid annihilation or surrender. Great Britain sent a fleet of about 850 ships across the English Channel to Dunkirk in order to rescue British and French troops. From May 26 to June 4, 1941, English ships sailed back and forth under the *Luftwaffe's* heavy fire. The Royal Air Force (RAF) was able to strike back, protecting the ships that were rescuing over 380,000 men. It was the first time the *Luftwaffe* had considerable losses. On June 10, Benito Mussolini, Italy's fascist dictator, joined Germany and declared war on both Great Britain and France. Italian forces attacked France from the south. On June 22, 1940, France surrendered. It is important to mention that the *Luftwaffe* played a significant role all along these military campaigns. Without its support, the infantry would have needed much more time and human resources for advancing into enemy territory.

Great Britain was left alone to face Hitler's next military campaign. The Prime Minister Winston Churchill managed to motivate his citizens to keep fighting against Hitler's aggression. A good example of this was his May 13,

1940 speech, in which he promised to the British nothing but “blood, toil, tears, and sweat” (Irving, 2001: XVII). The British responded with fierce loyalty to defend their home country.

### ***The Battle of Britain***

The invasion of Great Britain received the name “Operation Sea Lion.” By mid-1940, the *Führer* could boast that “from northern Norway down to the Spanish frontier, the entire European coastline facing Britain was in [his] hands” (Irving, 2002: 107). Initially, Germany offered Great Britain to sign an armistice, but Churchill and his cabinet refused. At this refusal, Hitler ordered to start planning an invasion. His staff was convinced that defeating the British would take only a few weeks. One of Hitler’s air force generals, General Jodl, predicted that Germany would win over the British “with... terror raids from time to time... a cumulative depletion of Britain’s food stocks will paralyze the will of the people to resist, and then break it altogether, forcing the capitulation of their government” (Irving, 1973: 108).

The *Luftwaffe* under the direction of *Reichsmarschall* Hermann Göring began designing the air campaign that would destroy the RAF. This campaign can be summarized as follows: “First the fighter defenses and defense organization in southern England only would be annihilated; then daylight operations would roll northward until complete air supremacy had been achieved, while at the same time a complementary assault on the British aircraft industry would take place” (Irving, 2002: 109). In July, 1940, the first bombs were dropped over parts of southern Great Britain. Everything indicated that this campaign would result in a new German victory. The *Luftwaffe* held a three-to-one advantage in number of total aircraft dedicated to the campaign.

As the first weeks of the conflict passed by, the *Luftwaffe* managed to shot down dozens of English aircraft. Göring was led to believe that the English Fighter Command had fewer than 300 airplanes left. With this information, the *Reichsmarschall* decided that it was time to begin the bombardment of cities,

especially London, to break British morale down and force Churchill to surrender. However, no matter how much the *Luftwaffe* bombed Britain, the RAF and the English people were able to carry on the resistance. While the German forces were busy dropping their bombs over British cities, the RAF factories remained unmolested, giving the British air force a respite to continue producing airplanes.

The Germans sent almost all their aircraft available to attack London and the most important British cities, and left practically unprotected the massive number of barges and other types of invasion craft along the French, Dutch, and Belgian coasts. The British attacked the barges, preventing the Germans from establishing a beachhead that would have made it possible for Hitler to speed up the invasion. During September, 1940, the worst German attacks hit London, causing thousands of deaths among civilians. The RAF responded to these attacks by shooting down hundreds of German aircraft. The key for the British ability to react to these attacks was the use of radar and the intelligence obtained from the messages sent between German forces. The RAF managed to break the code that the Germans used. Therefore, the RAF knew beforehand where the *Luftwaffe* would attack and directed their airplanes at the precise moment and place to attack the German fighters and bombardiers.

Hitler and his generals could hardly believe in the British capacity for withstanding the attacks. The Battle of Britain continued until May 10, 1941, when Hitler decided to call off the failed *Sea Lion* campaign. He focused his attention then on Eastern Europe and the Mediterranean. The lesson for the Allies was that Hitler's army was not as invincible as it had seemed before. From that point on, German military campaigns were doomed to failure and finally resulted in Germany's defeat in 1945.



## **Needs Analysis**

A questionnaire was administered to a group of 31 sophomore students from a semi-private school, Santa Barbara de la Reina, in Casablanca. This instrument was used to gather students' feelings about the English subject and to obtain information about the knowledge they have about the Battle of Britain and the Second World War. This survey reveals that these students are interested in learning more about these events. Furthermore, many students showed insufficient knowledge about the matter, even to the extent that some students do not know in which continent Germany and Great Britain are located. The results are shown in full in Appendix 2.

## **Syllabus Design**

The point of departure of any course of English is the design of a syllabus. Syllabus design is the “selection, sequencing, and justification of the content of the curriculum” (Nunan, 2001: 55). Syllabus design involves making “decisions about what to talk about (subject matter) and how to talk about it (linguistic matter)” (Richards & Rodgers, 1999: 21). The syllabus designer should be aware that the selection of a specific theme might not suit all students' interests, but the teacher has to strive to “engage as many [students] as possible” (Jones, 2007: 13). For this to happen, the teacher must be able to exploit the different facets of a topic to motivate students and get them involved in the activities brought into the classroom. A syllabus that has been properly designed stimulates a rich learning environment during the lessons, from which students will “discover more about the topic and their knowledge of and views on the topic” (*Ibid*, p. 13).

### ***A Content-based Syllabus***

The type of syllabus that has been designed for this workshop is a content-based syllabus, whose main characteristic is that it “integrates language teaching aims with subject matter instruction” (Snow, 2001: 303) and where the content is used as “a vehicle to present and practice language in the ESL/EFL

class” (*Ibid*, p. 313). One of its advantages is that language can be taught within a coherent structure provided by a topic. Consequently, the topic serves as the starting point for all classroom activities.

Other types of syllabi focus their teaching activities on grammar, but these are “taught virtually in isolation from substantive content” (Brown, 2007: 49). We see this in the traditional language classroom, in which students “are given grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples” (Larsen-Freeman, 2000: 18).

However, in the case of content-based syllabi, whether the focus of the lesson is to develop reading, listening, speaking, or writing abilities, all classroom activities share a common subject matter. The focus is not on grammatical forms, but on a theme. Grammatical forms are learned “incidentally” (Reilly, 1988: 3).

The method described by Larsen-Freeman (2000: 18) is the grammar-translation method, still widely practiced in many EFL classrooms. Although it is useful to learn the rules that govern the different parts of speech, “a total concentration on grammar-translation stops students from getting the kind of natural language input that will help them acquire language (since they are always looking for L1 equivalents), and it fails to give them opportunities to activate their language knowledge. If they are always translating the language, they are not using the L2 for communication” (Harmer, 2007: 49).

### ***Techniques and Strategies in the EFL Classroom***

High school students’ language system is still developing. Therefore, teachers should help them increase their chances of comprehending contents. Snow (2001: 313) provides a list of techniques and strategies for making content instruction more comprehensible. A summary of these techniques and strategies is shown below.

- i. Modifying Input. Content teachers should adapt the delivery of instruction to the second language learners' level of proficiency. The following are useful ways to modify input.
  - Slower (yet natural) rate of speech;
  - Clear enunciation;
  - Controlled vocabulary / limited use of idioms
  
- ii. Using Contextual Cues. Content teachers should provide second language learners with multiple cues to meaning so that they do not have to rely solely on the spoken or written word to understand difficult material. These contextual cues include
  - Gestures;
  - Visuals, including pictures, photographs, slides, maps, graphs, diagrams;
  - Building predictability into instructional routines such as opening and closing activities, directions, homework assignments so that students can figure out what to do from the context even if they do not completely understand the spoken instructions;
  - Building redundancy into lessons through repetition, restatement, and exemplification.
  
- iii. Checking for understanding. There are a variety of techniques which can be used to insure that students understand. Among these checks of comprehension are
  - Asking students to provide examples;
  - Having students paraphrase important terms in their own words;
  - Having students ask each other questions.
  
- iv. Designing appropriate lessons. All effective instruction requires adequate pacing, attention to students' developmental levels, specification of appropriate objectives, a variety of activity types, and ongoing, formative evaluation.

- v. Learner grouping strategies. A variety of grouping arrangements should be employed. Students can work in pairs, in small groups, and in structured cooperative learning groups to maximize different sources of input and output and to increase interaction.

### ***An Integrated Approach for Teaching English***

An integrated approach to teaching English will be used as the workshop develops. This type of approach considers “the teaching of the language skills of reading, writing, listening, and speaking, in conjunction with each other” (Richards & Schmidt, 2002: 262). For example, students will have to participate in classroom discussions based on reading assignments. Thus, they will have to read a text at home and in the classroom they will have to speak about what they have read.

Skills are usually taught by separate in many ESL/EFL programs, as if students needed to use language skills one by one. Nevertheless, when people communicate, all language skills need to be used at once. Optimal ESL/EFL communication can only occur when “skills are interwoven during instruction” (Oxford, 2001: 1). In a content-based syllabus, it is possible to merge the teaching of the four skills “in an integrated, natural, communicative way” (*Ibid*). Oxford (*Ibid*, p. 2) outlines a list of steps that teachers can use for the integration of skills:

- Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination).
- Reflect on their current approach and evaluate the extent to which the skills are integrated.
- Choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.
- Even if a given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.
- Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

### ***Critical Thinking in the Syllabus***

Critical thinking can be defined as “the art of analyzing and evaluating thinking” (Paul & Elder, 2008: 2).

Using critical thinking in the EFL classroom can “engage students more actively with materials in the target language and encourage a deeper processing of it” (Richards & Schmidt, 2002: 135). Achieving deeper processing in the classroom requires students to understand the subject matter being taught. Understanding is on a higher scale than just “knowing.” This demands students to use higher thinking skills, such as “categorizing, selection and differentiation, comparing and contrasting” (Cottrell, 2005: 5).

The syllabus “The Battle of Britain as a Cultural Event in the EFL Classroom” seeks to motivate students to develop their critical thinking skills so that they can achieve a better understanding of the subject matter. They will be expected to link contents to their own personal lives while, at the same time, to increase their linguistic performance in English.

### **Assessment**

Brown (2007: 420-421) points out that assessment is an integral part of the teaching-learning process. He observes that

- Periodic assessments, both formal and informal, can increase motivation as they serve as milestones of student progress.
- Assessment can spur learners to set goals for themselves.
- Assessments encourage retention of information through the feedback they give on learners' competence.
- Assessments can provide a sense of periodic closure to various units and modules of a curriculum.
- Assessments can encourage students' self-evaluation of their progress.
- Assessments can promote student autonomy as they confirm areas of strength and areas needing further work.
- Assessments can aid in evaluating teaching effectiveness.

'The Battle of Britain as a Cultural Event in the EFL Classroom' considers evaluating students' progress through quizzes at the end of each unit. Assessing students' achievements can be done through "all the learning period and not just at the end" (Harmer, 2007: 166). Quizzes serve as a means of measuring the current language proficiency of students.

Teachers should make sure that students understand that quizzes are an integral part of the learning process and, therefore, they should avoid having negative feelings towards them.

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## **SYLLABUS**

**Name of the Syllabus:** The Battle of Britain as a Cultural Event in the EFL Classroom

**Type of Course:** Elective course.

**Grade:** 10<sup>th</sup> graders.

**English Level:** Intermediate to Upper Intermediate.

**Class hours:** 90 minutes each session. 2 sessions a week. (Mondays from 08:30 to 10:00 am; Wednesdays from 10:15 to 11:45).

**Duration of the course:** 11 sessions.

**Instructor:** Carlos Ojeda.

**E-mail address:** [ojeda.ojeda.carlos@gmail.com](mailto:ojeda.ojeda.carlos@gmail.com)

### **Rationale**

“The Battle of Britain as a cultural event” is a workshop oriented to 10<sup>th</sup> graders. It is based on a content-based syllabus, whose purpose is to teach students about the Battle of Britain, a cultural event in British history. “Human culture always includes language, and human language cannot be conceived without culture” (Risager, 2006: 4). Learning languages should involve learning about the culture of the speakers of the target language. Therefore, it is reasonable to argue that Chilean students of English should learn about important historical events that happened in English-speaking countries as part of their studies.

### **General Objective**

Students will be able to analyze the effects of the Battle of Britain on British people’s lives.

## Specific Objectives

At the end of Unit 1 students will be able to

- read texts about the origins of WWII.
- understand the series of events that preceded the Battle of Britain.
- relate the different events that resulted in the Battle of Britain.

At the end of Unit 2 students will be able to

- describe the lives of two of the most relevant figures in the Battle of Britain.
- discuss about the effects of the decisions made by military leaders during wars.
- explain how the lives of military leaders can influence people's lives.

At the end of Unit 3 students will be able to

- compare the strengths and weaknesses of the air forces of Germany and Great Britain.
- contrast the differences between the British and German aircraft.

At the end of Unit 4 students will be able to

- formulate conjectures about the hypothetical case of the RAF having lost against the *Luftwaffe*.
- examine the effects of the bombardment of London on the civilian population.
- enact a scene depicting victims of the bombardment.

At the end of Unit 5 students will be able to

- assess the aftermath of the Battle of Britain.

## Evaluation

|    |                           |              |
|----|---------------------------|--------------|
| 1. | Homework                  | 10% of grade |
| 2. | Quizzes                   | 20% of grade |
| 3. | Oral presentation (video) | 20% of grade |
| 4. | Written report            | 20% of grade |
| 5. | Final test                | 30% of grade |

### Homework

Homework will be assigned periodically. Doing homework reflects each student's commitment and effort, and it is a good source for learning.

### Quizzes

There will be quizzes once a week to stimulate constant study.

### Oral Presentation

Students will be required to prepare a brief video clip (no longer than 5 minutes long) in which their task is to enact a scene depicting victims of *The Blitz*.

### Written Report

Students will be asked to hand in a summary of the contents reviewed during the workshop.

### Final Test

Students will seat a cloze test at the end of the workshop.

## Course Outline

| UNITS  | CONTENTS  |
|--|---|
| 1. Contextualization. The Events that gave rise to WWII.<br>(4 sessions)           | <ul style="list-style-type: none"><li>• Crisis in Germany.</li><li>• Hitler's road to totalitarian power.</li><li>• Hitler's annexations.</li><li>• The Battle of Britain</li></ul> |
| 2. The lives of the leaders: Winston Churchill and Hermann Göring.<br>(2 sessions) | <ul style="list-style-type: none"><li>• Winston Churchill.</li><li>• Hermann Göring.</li></ul>  |
| 3. The Royal Air Force and the <i>Luftwaffe</i> .<br>(2 sessions)                  | <ul style="list-style-type: none"><li>• The Royal Air Force.</li><li>• The <i>Luftwaffe</i>.</li></ul>  |
| 4. The Bombardment of London.<br>(1 session)                                       | <ul style="list-style-type: none"><li>• Life in London during the bombardments.</li></ul>   |
| 5. Consolidation Unit.<br>(1 session + 1 session for the final test)               | <ul style="list-style-type: none"><li>• How the result of the Battle of Britain influenced the remainder of WWII.</li></ul>   |

## **SAMPLE ACTIVITIES**



*A member of the Royal Observer Corps in the lookout for Nazi aircraft.*

## **The Battle of Britain**

## **THE EVENTS THAT GAVE ORIGIN TO WWII**

### **Getting Started!**

1. How much do you know about the Second World War? Did you know that it started in Europe? Do you know some of the names of the countries that took part in the war? Please take a look at this current map of Europe. Put the corresponding number on the map.

Where are located the following countries?

- |                   |                     |
|-------------------|---------------------|
| 1. Germany        | 6. France           |
| 2. Russia         | 7. Vietnam          |
| 3. United Kingdom | 8. United States    |
| 4. Italy          | 9. Argentina        |
| 5. Poland         | 10. the Netherlands |

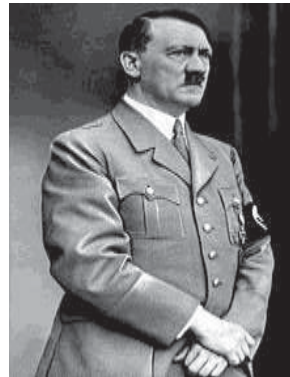




1. Write the names of these historical figures under their pictures. Mark with a tick if they participated in WWII or with an X if not.



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After reading the following text, answer this question:

1. What conditions of the Treaty of Versailles left Germany with bitter feelings?

*Find out more information about the concepts in **bold** and create a diagram. Use the diagram at the end of Unit 1 as an example.*

## Crisis in Germany

The end of **World War I** did not solve problems in **Europe**. The **United Kingdom**, **France** and the **United States** defeated **Germany** and its allies, the **Central Powers** (Austria-Hungary and the Ottoman Empire). The terms of the **Treaty of Versailles** humiliated Germany and instead of assuring peace, the treaty set the stage for a second German attempt at total conquest.

The Treaty of Versailles demanded Germany to relinquish several of its territories, and it required Germany and her allies to accept responsibility for causing the war. The treaty also imposed huge economic penalties on Germany. To understand well the impact that this sanction had, Germany finished paying its debt quite recently, in 2010. This debt amounted to US \$31,4 billion in 1921, roughly equivalent to US \$442 billion in 2014. As a result of this, the German economy suffered from hyperinflation and almost collapsed.

(Source: *The First World War (1914-1918)*. Gerd Hardach. 1981).

### THINK - SHARE

Work in groups of 3 to 4 students. Who do you think the faces in the cartoon represent? Which were the consequences of the Versailles Treaty? Find out if there were any consequences in Chile due to the effects of WWI.



Adapted from <http://snowhip.deviantart.com/art/The-Treaty-Of-Versailles-367427790>

After reading the following text, answer the questions below:

1. How did Hitler become leader of the NSDAP?
2. Why do you think Hitler's attempt to overthrow the government failed?
3. Do you know of any other coups? In Chile? In other parts of the world?
4. How did the 1929 crisis help Hitler?
5. Refer to Hitler's political maneuvers that helped him become Germany's 'Führer'.

*Find out more information about the concepts in **bold** and create a diagram.*

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## Hitler's Road to Power

**Adolf Hitler** fought in the WWI as an infantry soldier. In 1919 he joined the German Workers' Party, which later on became the National Socialist German Workers Party (**NSDAP**). He quickly rose to the NSDAP higher ranks, and his oratory skills helped him become the leader of his party in 1921. Two years later he led an attempt to overthrow the government. As a result, Hitler was imprisoned. During his time serving his sentence in jail, Hitler wrote his memoir, ***Mein Kampf*** (My Struggle). Hitler was released in 1924.



*Adolf Hitler*

Germany's improving economic situation limited Hitler's opportunities for political agitation. However, this situation would be reversed by the end of the 20's, after the stock market's crash in United States in October, 1929. Millions of workers in Germany were laid off and several banks went bankrupt. This situation provided Hitler and the NSDAP with the opportunity to attract Germans with their promises of restoring the economy, providing jobs and overcoming the crisis.

In 1932 Hitler ran for the presidential elections. Although he lost to **Paul von Hindenburg**, he succeeded in gaining a strong political position. He was appointed chancellor by Hindenburg in January 1933.

Just a month after his appointment as chancellor, on 27<sup>th</sup> February, 1933, the Reichstag building was set on fire. Researchers still discuss who was responsible for the fire, either the **Communists** or the NSDAP. Hitler demanded that Hindenburg suspend basic rights and allow detention without trial in order to control the population.



The next step that Hitler took was to obtain full legislative powers. The **Enabling Act** was a bill that was voted under the pressure of the NSDAP's members, who threatened members of parliament if they did not vote for it. The bill was approved, thus granting Hitler absolute control over the legislative and executive branches of government. By June, 1933, no other political parties existed apart from the NSDAP. They have been intimidated and they disbanded. On July the NSDAP was declared the only legal political in Germany.

*Hindenburg and Hitler*

On 2 August, 1934, President Hindenburg died. Hitler became head of state as well as head of government. He assumed the title of **Führer** and Reich Chancellor of the German nation. As head of state he assumed the position of Supreme Commander of the armed forces. Hitler's dreams of dominating Germany had finally come true. (Source: *The war path*. David Irving. 1978)

**HOMEWORK**

In your notebook order the events in the life of Adolf Hitler:

|                          |              |
|--------------------------|--------------|
| <i>Führer</i>            | Failed coup  |
| Infantry soldier in WWI  | Chancellor   |
| Candidate for presidency | Imprisonment |

After reading the following text, answer this question:

Why did Hitler need to increase the size of the German army?

Find out more information about the concepts in **bold** and create a diagram.

## Hitler's Annexations



Hitler always spoke of his plan of recovering the German territories lost at the **Treaty of Versailles** and to secure the **Lebensraum** or “living space” for the German “**master race**.” However, his plan was practically impossible since the German army was only allowed to a maximum number of 100,000 men. To

achieve his goal of domination, Hitler announced in March 1935 to increase to 600,000 the German armed forces, which included the creation of an air force (**Luftwaffe**), and an increase in the size of the navy (**Kriegsmarine**).

Hitler's plan was to prepare Germany for war. This was financed through seizing the assets of people arrested as enemies of the State, including Jews. In March, 1938, Hitler sent the **Wehrmacht** to seize **Austria**. In September 1939, owing to the “oppression” ethnic Germans in **Czechoslovakia** were suffering, the Czech frontier districts were ceded to Germany. In March, 1939, Hitler seized the rest of Czechoslovakia and then turned his attention to **Poland**. WWII officially started on September 1<sup>st</sup>, 1939, when Hitler's army invaded western Poland.

(Source: *The war path*. David Irving. 1978).

### THINK – REFLECT - SHARE

Read again lessons 2 and 3. Hitler's rise to power is seen by many as a tragic episode that marked human recent history. Think of a tragic episode in your own life, or in other people's lives. What events preceded that situation? Was there anything that you could have done to prevent it? Think of two ways in which Hitler could have been prevented from rising to power. Share your thoughts with the rest of the class.

After reading the following text, answer this question:

1. What was the '*blitzkrieg*'?
2. Why did Germany need to destroy the RAF prior to the invasion of England?
3. Why did the *Luftwaffe* fail at winning over the RAF?

*Find out more information about the concepts in **bold** and create a diagram.*

## WWII: The Battle of Britain

Germany's newest military strategy –the ***blitzkrieg***, or 'lightning war'— proved to be very effective against Poland. The *blitzkrieg* involved using fast-moving airplanes and tanks, followed by massive infantry forces, to take the enemy by surprise. In April, 1940, German forces invaded Norway and Denmark. In May, 1940, Hitler sent troops to take over Holland, Belgium, and Luxembourg. These operations were set up for distracting the Allies' attention and to facilitate Germany's planned attack on France. While they were busy sending their troops to the Low Countries, the Germans dispatched a large force of tanks and troop trucks managed to slice through the **Maginot Line**, always with the air support of the *Luftwaffe*. With the German *blitzkrieg* shattering their defenses, the allies had no other choice but to withdraw towards **Dunkirk** to avoid annihilation or surrender.



In June 22, 1940, **France** surrendered. Great Britain was left alone to face Hitler's next military campaign: **Operation Sea Lion**, the invasion of Britain.

Initially, Germany offered Great Britain to sign an **armistice**, but **Churchill** and his cabinet rejected it. At this refusal, Hitler ordered an **invasion**.



This invasion needed to clear from the skies the only threat that would prevent ground forces from seizing British soil: the **Royal Air Force** (RAF). The *Luftwaffe* under the direction of *Reichsmarschall Hermann Göring* began designing the air campaign that would destroy the RAF. In July 1940 the first bombs were dropped over parts of southern Great Britain. The *Luftwaffe* held a three-to-one advantage in number of total aircraft dedicated to the campaign. Everything indicated that this campaign would result in a new German victory. Only airfields and aircraft factories were attacked at first. As weeks passed by, the *Luftwaffe* made a fatal intelligence mistake. Göring was led to believe that the English Fighter Command had fewer than 300 airplanes left. With this information, Göring decided that it was time to begin the bombardment of cities, especially London, to break British morale and force Churchill to surrender. The Germans sent almost all their aircraft available to attack London and the most important British cities, leaving unprotected the massive number of barges and other types of invasion craft along the French, Dutch, and Belgian coasts. The British attacked the barges, preventing the Germans from establishing a beachhead for the invasion. After several months, the *Luftwaffe* could not defeat the RAF. Hitler and his generals could hardly believe in the British capacity for withstanding the attacks. The Battle of Britain continued until May 10, 1941, when Hitler decided to call off the failed *Sea Lion* campaign. From that point on, German military campaigns were doomed to failure.

(Source: *The rise and fall of the Luftwaffe*. David Irving. 2002).

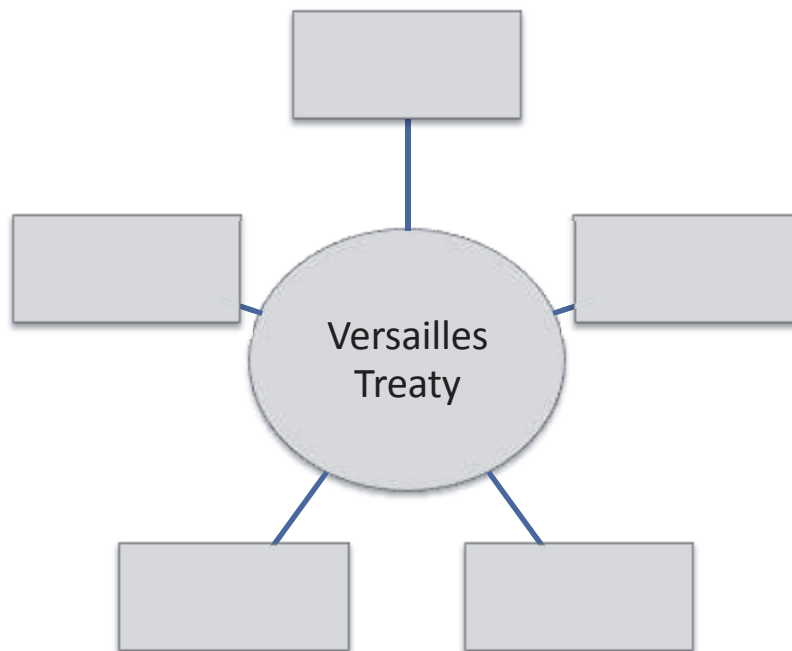
#### THINK – SHARE

Work in groups of 3-4 students. You are going to watch a video about both the beginning of the Second World War and the Battle of Britain. Answer the following questions based on the reading text in lesson 4 and on the video clip. If you fail to listen to parts of the video, try guessing the meaning from context.

- What tasks did England and France have in case of a war?
- What was the Maginot Line?
- What was Hitler's strategy to defeat England and France?
- How was it possible for the RAF to achieve air superiority over the *Luftwaffe*, a force three times greater than the British Air Force?

**CHECK YOUR PROGRESS**

Link the concepts reviewed throughout Unit 1. Start from the center and add your own ideas in the other circles. You can add more circles if necessary.





## THE LIVES OF THE LEADERS

### Getting Started!

How much do you know about Winston Churchill? The following are excerpts from politicians' discourses. Find out which of these was delivered by Churchill.

1. At the risk of appearing to talk nonsense I tell you that the National Socialist movement will go on for 1,000 years! ... Don't forget how people laughed at me 15 years ago when I declared that one day I would govern Germany. They laugh now, just as foolishly, when I declare that I shall remain in power!

2. Even though large tracts of Europe and many old and famous States have fallen or may fall into the grip of the Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail. We shall go on to the end. We shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and if, which I do not for a moment believe, this island or a large part of it were subjugated and starving, then our Empire beyond the seas, armed and guarded by the British Fleet, would carry on the struggle, until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old.

3. Yesterday, December 7th, 1941 -- a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific.

After reading the following text, answer this question:

How significant were Winston Churchill's actions to the British people?

---

## Winston Churchill



He was a British politician (1874-1965) and served as Prime Minister of the United Kingdom from 1940 to 1945 and again from 1951 to 1955. Churchill was particularly noted for his speeches and radio broadcasts, which helped inspire the British people resisting the Nazi bombardment of England. Winston Churchill motivated the people of Great Britain to fight Hitler's aggression. Although the Nazi forces were powerful and apparently invincible, Churchill never gave up. One of the ways Churchill encouraged people was to display the "V for victory" sign of two fingers raised.

Churchill is credited for supporting the code-breaking operation known as 'Ultra.' Whenever the Nazis sent messages to their troops, the British army could detect these messages and to decipher them. Thus, the RAF knew beforehand where the *Luftwaffe* would strike and directed RAF pilots at the precise moment and place to attack the German fighters and bombardiers.

(Source: *The Life of Winston Churchill*. The Churchill Centre, 2007).

### THINK – REFLECT - SHARE

In the picture above Churchill appears displaying the "V for victory" sign. What do you think it means? Have you ever used this sign yourself? What feelings do you try to express when using this sign?

Search the Internet for the origins of this sign and share your findings with the class.

After reading the following text, answer these questions:

To what extent is Göring responsible for the defeat of the Luftwaffe?

Had you been in Göring's place, what measures would you have taken to win the battle?

---

## Hermann Göring



Hermann Göring held an important place in Hitler's Germany. He had been appointed Hitler's chosen successor, and he was the commander of the storm troopers and of the German Air Force.

After the French surrender in 22 June, 1940, Hitler turned his thoughts toward the defeat of Great Britain, his only remaining threat in Western Europe. Göring and his staff began designing the plan that would allow them to destroy the Royal Air Force. At first, the main targets for the German *Luftwaffe* were radar installations and airports. The attacks against the radar installations were not seen as successful, and it seems that Göring underestimated the value of the **radar** to the RAF, and so eventually called off these attacks. Thanks to radar and the intelligence from the decoded messages the Nazis sent to their troops the RAF reacted very effectively to the German raids.

Although Göring had at his disposal an air force three times greater than the RAF, the British took a smart strategy. Rather than sending up large numbers of fighters to meet German raids, British commanders sent a few fighters to meet each raid, harassing the German bombers enough to make accurate bombing very difficult and causing far more German losses than British.

(Source: *Göring. A Biography*. David Irving. 1989).

### THINK – SHARE

Apart from defending Chile by air, what else does the FACH do? Use the Internet to find information.

## THE ROYAL AIR FORCE AND THE LUFTWAFFE

### Getting Started!

Fighter aircraft during the WWII were much different from current aircraft. Compare the *F-16 Falcon* with the *Hurricane*, a fighter used by the RAF during the Battle of Britain. Look up over the internet for each fighter's specifications.

|   |  |
|---|--|
|  |  |
| <p style="text-align: center;"><i>Hurricane</i><br/>(United Kingdom)</p>          | <p style="text-align: center;"><i>F-16 Falcon</i><br/>(United States)</p>          |
| <p>Armament:<br/>Length:<br/>Height:<br/>Wingspan:<br/>Speed:</p>                 | <p>Armament:<br/>Length:<br/>Height:<br/>Wingspan:<br/>Speed:</p>                  |

After reading the following text, answer this question:

What strategies did the RAF use to win over the *Luftwaffe*?

---

## The Royal Air Force

In mid-June, 1940, at the conclusion of his most famous wartime speech, the Prime Minister, Winston Churchill said: “The Battle of France is over ... the Battle of Britain is about to begin.” At that time Britain stood alone against the power of Nazi Germany, which had overrun much of Europe; only Britain, of the European nations who had declared war on Germany in September, 1939, still remained unconquered.



The task of defending Britain against an imminent Nazi invasion fell to the hands of the RAF. The enemy held a three to one advantage, and had already won all its previous military campaigns. However, the heroism of the British pilots and ground crews influenced the outcome of the Battle of Britain. Another key aspect was the extensive use of radar systems and the deciphering of the *Luftwaffe*'s encoded messages.

The English Fighter Command had 60 squadrons with 700 operational aircraft. Of these, just over 600 were Hurricanes and Spitfires (400 of the former, 200 of the latter); the rest were Blenheims, Defiants and Gladiators, whereas the *Luftwaffe* sent more than 1,000 aircraft to attack the British. Against all odds, the RAF won the Battle of Britain. Things would have been very different had not the RAF won; with control of the air, the German Army could have invaded British soil. If Britain had been occupied, it could not have been the base subsequently used for either the Allied air offensive against Germany or the Normandy landings that led to the liberation of Europe in 1944-45.

(Source: *The Battle of Britain*. Loren Olsen & Robert Hervey, 1991).

After reading the following text, answer this question:

What importance the *Luftwaffe* held in the operation *Sea Lion*?

---

## The *Luftwaffe*

From bases in Norway, the Low Countries and France, the *Luftwaffe* ringed Britain with 3 massive air fleets - bombers, dive-bombers, single-engine and twin-engine fighters, reconnaissance aircraft - about 3,500 in all, of which about two-thirds would normally be serviceable on any given day.



Messerschmitt Bf 109

Initially, the *Luftwaffe* estimated that it would take about four days to defeat the RAF forces in Southern England. Then, a strong 4-week offensive would follow, destroying all military installations throughout England and rendering useless the British aircraft industry. However, things did not work out as it had been expected. For this reason, Göring ordered a change of plans; **London** and all British major cities would be bombed in order to terrorize the population and to force the RAF to concentrate its forces on specific areas, making it easier for the Germans to seek and destroy British aircraft. At the time when the RAF was about to lose the war, Hitler and Göring made their most serious error; the *Luftwaffe*'s focus of attention was switched away towards large-scale bombing raids against London. In this was the RAF could continue producing more and more aircraft for fighting the Germans. Realizing that the *Luftwaffe* kept losing against the RAF, Hitler called off the attacks in May, 1941. The *Luftwaffe* and Nazi Germany had suffered their first loss in the battlefield.

(Source: *The rise and fall of the Luftwaffe*. David Irving. 2002)

### THINK –SHARE

How would you and your family prepare for an air bombardment against your town?

# THE BOMBARDMENT OF LONDON

## UNIT 4

### Getting Started!

London was heavily bombed during 'The Blitz.' Take a look at the following image:



Londoners seeking shelter in the Tube

### THINK - SHARE

Work in groups of four. Answer these questions:

- The English are worldwide known for being serious and hardworking. During 'The Blitz' the British tried to keep their lives as normal as they could. What role played the English culture in the resilience of civilians?
- What would you have done to protect yourself and your family from the Germans' air raids? These were the options people had back in those days: hiding in the Tube (London's subterranean railway system), in communal shelters, in backyard shelters, or leaving London for the countryside.
- If there were a bombardment in your town, where would you find shelter? Why in that particular place?



After reading the following text, answer this question:

What importance does the resilience of citizens have to resist the effects of a war?

## Life in London during 'The Blitz'

At the beginning of the Battle of Britain the *Luftwaffe* had been prohibited from bombing civilians had been strictly prohibited. Bombs were directed instead into military facilities and airfields. During the night of 24 August, 1940, some German bombers strayed over London and accidentally destroyed several homes, killing civilians. This action prompted Winston Churchill to order the RAF to attack Berlin on the following night. From that point on, **air raids** over civilians became frequent. Over 1,000,000 London houses suffered damages, and about 40,000 people were killed, almost half of them Londoners.



London after 'The Blitz.'

The bombing intended to demoralize the British, who were expected by the Nazi leaders to demand their government to surrender. However, the British morale did not falter despite the ruthless day and night attacks. The common English citizen kept going to work, attending church and even attending cricket games. Before the war health experts had made dire predictions about the likely numbers of psychiatric casualties. These proved mistaken in the extreme. There was an average of two "bomb neuroses" cases per week in the first three months of the Blitz. The **resilience** of British ordinary people proved no match for the *Luftwaffe* bombs. Had the German Air Force beaten the RAF, the Nazis would have had to fight a long and bloody war against a determined British army and the British civilians.

(Source: *The rise and fall of the Luftwaffe*. David Irving. 2002)

### ASSIGNMENT

Work in groups of 4 to 5 people and create a video clip to enact a scene depicting victims of 'The Blitz' in London. Use your creativity and your ideas to create the best video clip!



**CONSOLIDATION UNIT****Getting Started!**

Read the text below the image and go over the previous lessons to answer these questions:

Do you think that a leader like Hitler could ever rise again to power somewhere in the world? In Chile?

---



The Battle of Britain continued until May, 1941. Hitler decided to call off Operation Sea Lion, launching a campaign against his former ally, the Soviet Union. Subsequently, the Soviets became allies with United States and the United Kingdom. This alliance would in the end result in the annihilation of the powerful forces that Hitler had gathered.

**HOMEWORK**

The cartoon above depicts a worried Hitler listening to a fortune teller making a prediction. How accurate do you think this prediction was?

Draw a cartoon yourself about the Battle of Britain.

**APPENDIX 1**  
**RUBRICS**

## Homework Rubric

Name: \_\_\_\_\_

Teacher: Carlos Ojeda

|                                | Criteria   |   |   |  | Points |
|--------------------------------|--|---|---|--|--------|
|                                | 4  | 3   | 2   | 1  |        |
| <b>Assignment Completeness</b> | All items attempted  | 9/10 of items attempted.  | At least 1/2 of the items attempted.              | Less than 1/2 of all items attempted.                            | _____  |
| <b>Accuracy</b>                | All items are correct.                                       | 9/10 of items are correct.  | Between 1/2 and 9/10 of items are correct.        | Less than 1/2 of all items are correct.                          | _____  |
| <b>Demonstrated Knowledge</b>  | Shows complete understanding of the questions and processes. | Shows substantial understanding of the problem, ideas, and processes. | Response shows some understanding of the problem. | Response shows a complete lack of understanding for the problem. | _____  |
| <b>Legibility</b>              | Legible handwriting, typing, or printing.                    | Marginally legible handwriting, typing, or printing.                  | Writing is not legible in places.                 | Writing is not legible.  | _____  |
|                                |  |   |   | <b>Total----&gt;</b>   | _____  |

**Teacher Comments:**

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Retrieved from <http://www.teach-nology.com/cgi-bin/homework.cgi>

## Oral Presentation

Name: \_\_\_\_\_

Teacher: Carlos Ojeda

|                          | Criteria   |  |   |   | Points |
|--------------------------|--|--|---|---|--------|
|                          | 1  | 2  | 3   | 4   |        |
| <b>Organization</b>      | Audience cannot understand presentation because there is no sequence of information.                             | Audience has difficulty following presentation because student jumps around.                 | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow.    | _____  |
| <b>Content Knowledge</b> | Student does not have grasp of information; student cannot answer questions about subject.                       | Student is uncomfortable with information and is able to answer only rudimentary questions.  | Student is at ease with content, but fails to elaborate.                    | Student demonstrates full knowledge (more than required) with explanations and elaboration. | _____  |
| <b>Delivery</b>          | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly.          | Student used a clear voice and correct, precise pronunciation of terms.                     | _____  |
|                          |  |  |   | <b>Total----&gt;</b>  | _____  |

**Teacher Comments:**

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<http://www.teach-nology.com/cgi-bin/presentation.cgi>

## Written Report

Name: \_\_\_\_\_

Teacher: Carlos Ojeda

|                             | Criteria   |  |   |   | Points |
|-----------------------------|--|--|---|---|--------|
|                             | 1  | 2  | 3   | 4   |        |
| <b>Organization</b>         | Sequence of information is difficult to follow.  | Reader has difficulty following work because student jumps around.               | Student presents information in logical sequence which reader can follow. | Information in logical, interesting sequence which reader can follow. | _____  |
| <b>Content Knowledge</b>    | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with content and is able to demonstrate basic concepts. | Student is at ease with content, but fails to elaborate.                  | Student demonstrates full knowledge (more than required).             | _____  |
| <b>Grammar and Spelling</b> | Work has four or more spelling errors and/or grammatical errors.                           | Presentation has three misspellings and/or grammatical errors.                   | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors.               | _____  |
| <b>Neatness</b>             | Work is Illegible.   | Work has three or four areas that are sloppy.                                    | Work has one or two areas that are sloppy.                                | Work is neatly done.  | _____  |
| <b>References</b>           | Work displays no references.   | Work does not have the appropriate number of required references.                | Reference section was completed incorrectly                               | Work displays the correct number of references, written correctly.    | _____  |
|                             |  |  |   | <b>Total----&gt;</b>  | _____  |

**Teacher Comments:**

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<http://www.teach-nology.com/cgi-bin/writing.cgi>

**APPENDIX 2**  
**QUESTIONNAIRE**

## NEEDS ANALYSIS

### QUESTIONNAIRE

Answer this questionnaire by indicating with an X to what extent you agree or disagree with each statement.

|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| 1. Reading texts in English is the most important ability.   |                   |          |         |       |                |
| 2. Writing in English is the most important ability.   |                   |          |         |       |                |
| 3. Being able to speak English is the most important ability.  |                   |          |         |       |                |
| 4. Being able to listen to words in English is the most important ability.                                     |                   |          |         |       |                |
| 5. Acquiring the four skills in one English lesson is more important than acquiring them in different lessons. |                   |          |         |       |                |

6. Mark with an X your knowledge about the Second World War.

| Excellent | Above average | Average | Fair | Poor | None |
|-----------|---------------|---------|------|------|------|
|           |               |         |      |      |      |

7. In a scale from 1 to 5, in which 1 represents the lowest and 5 the highest, would you like to know more about events that have happened in English-speaking countries?

|   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

8. I have problems with (check the ones that apply):

Pronunciation

Reading

Writing

Listening

Grammar

Other: \_\_\_\_\_

9. I would like to learn English for the following reasons:

Finding a job later in life

Being capable of listening and understanding people

Improve grades at school

Talking with friends

Other: \_\_\_\_\_

Being capable of reading texts

10) The activities that I believe are the most helpful for me are

Listening to recorded conversations

Songs

Grammar practice

Games

Reading books

Other: \_\_\_\_\_

Pronunciation drills

11) The Second World War occurred between the years:

1914-1918

1939-1945

1938-1947

1939-1944

12) Germany is located in:

Europe

America

Asia

Africa

13) Great Britain is located in

Europe

America

Asia

Africa

14) Winston Churchill was .....

An actor who represented Hitler in a movie

Great Britain's Prime Minister during WWII.

A famous English doctor

Great Britain's King from 1937-1946

15) The capital city of Germany is.....

Berlin

London

Düsseldorf

Auschwitz

16) Adolf Hitler was .....

Germany's *Führer*

An officer

An architect

A German senator

17) Hermann Göring was .....

A German historian

An actor

A French politician

Germany's Reich Marshal

18) The Battle of Britain was won by.....

Great Britain

Spain

Germany

Italy

19) London was bombarded by.....

Great Britain

Spain

Germany

Russia

20) The capital city of England is.....

New York

London

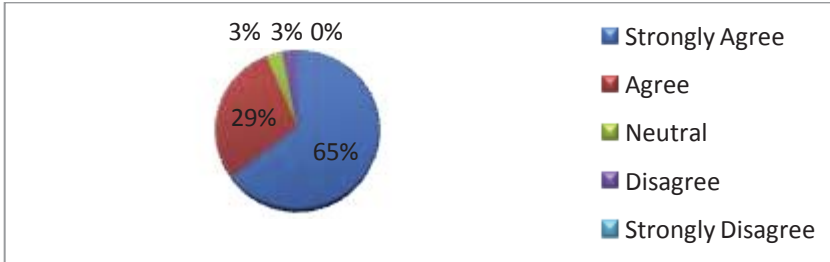
Washington D.C.

Berlin

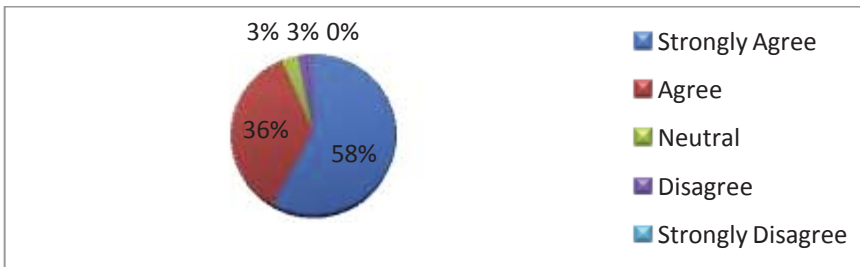


## NEEDS ANALYSIS RESULTS

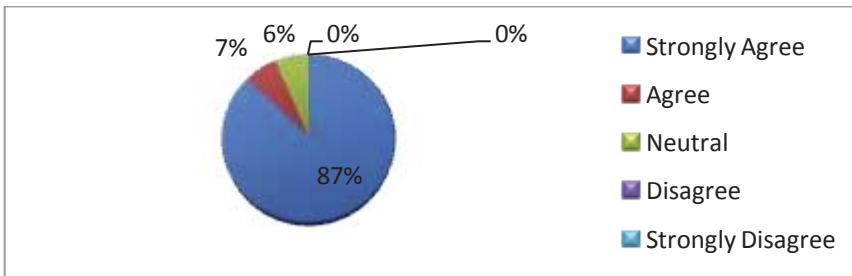
1. Reading texts in English is the most important ability.



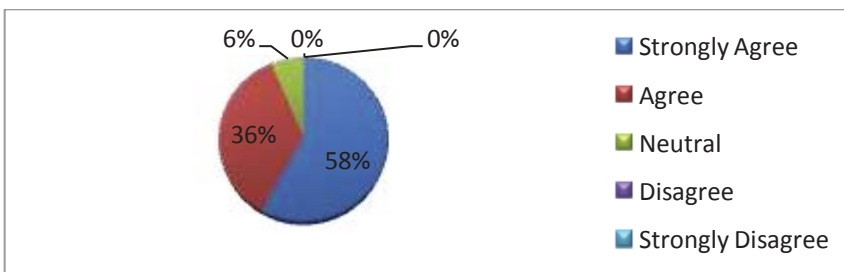
2. Writing in English is the most important ability.



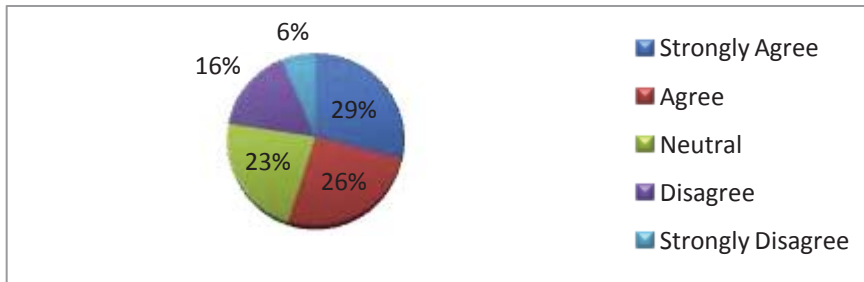
3. Being able to speak English is the most important ability.



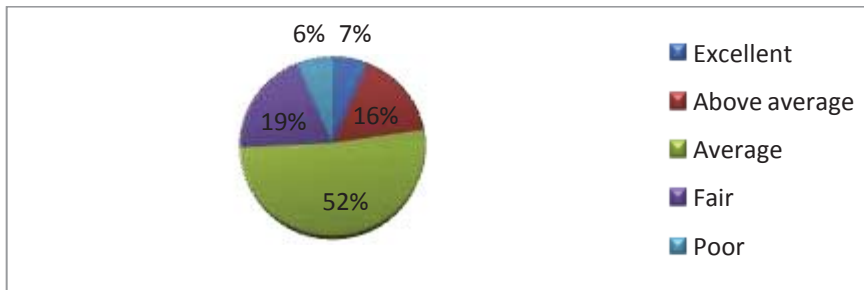
4. Being able to speak English is the most important ability.



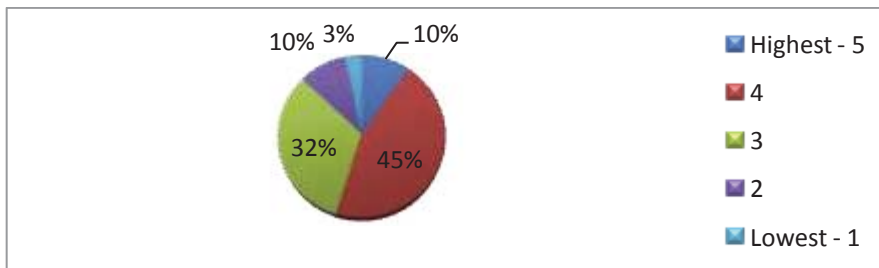
5. Acquiring the four skills in one English lesson is more important than acquiring them in different lessons.



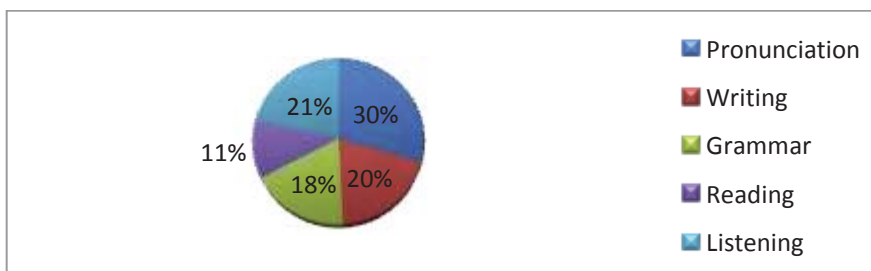
6. Mark with an X your knowledge about the Second World War.



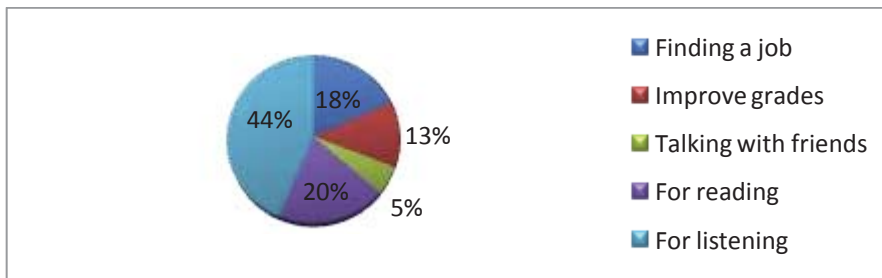
7. In a scale from 1 to 5, in which 1 represents the lowest and 5 the highest, would you like to know more about events that have happened in English-speaking countries?



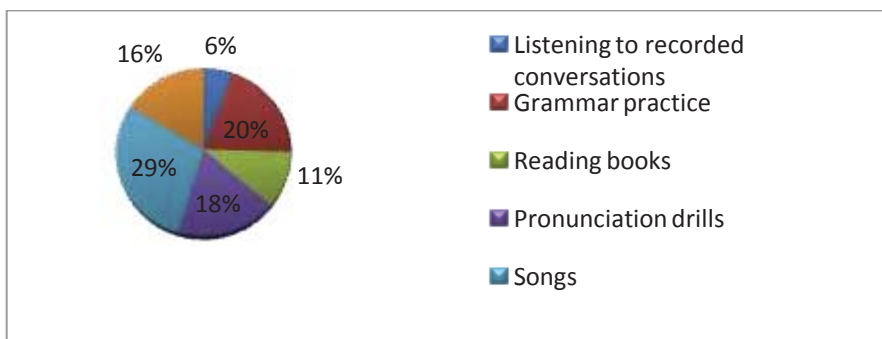
8. I have problems with:



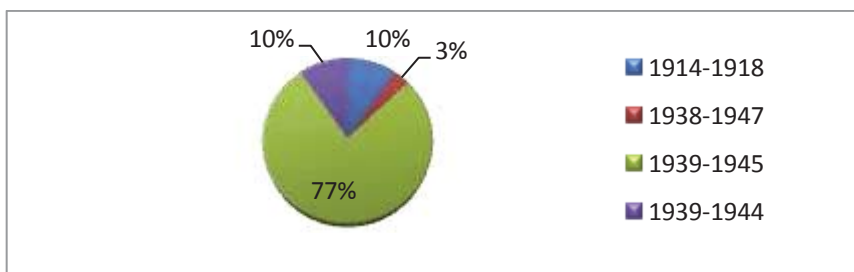
9. I would like to learn English for the following reasons:



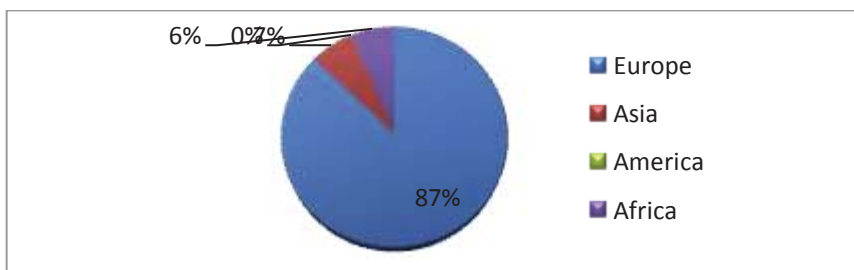
10. The activities that I believe are the most helpful for me are:



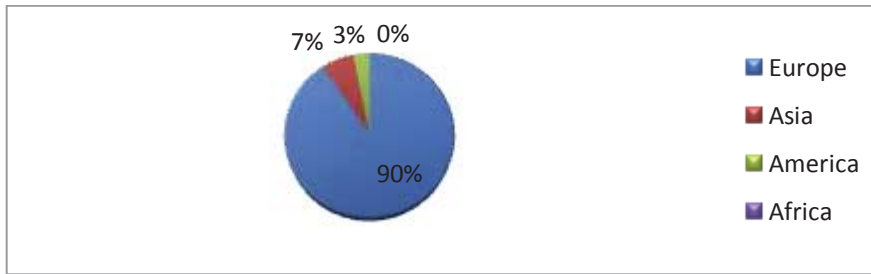
11. The Second World War occurred between the years:



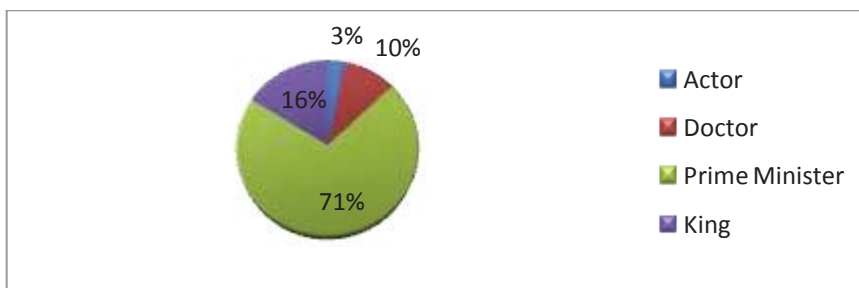
12. Germany is located in:



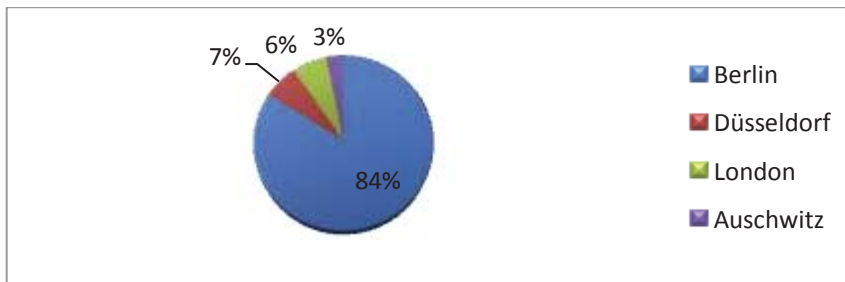
13. Great Britain is located in:



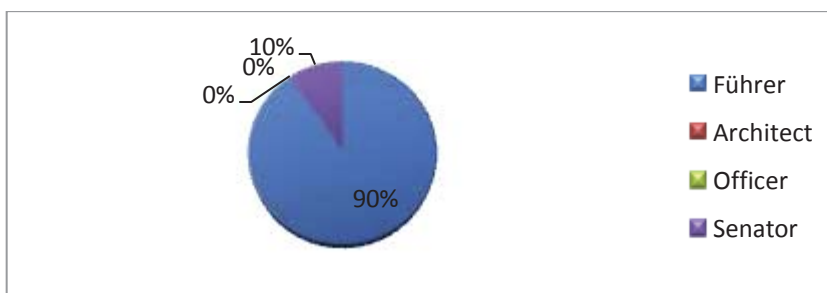
14. Winston Churchill was



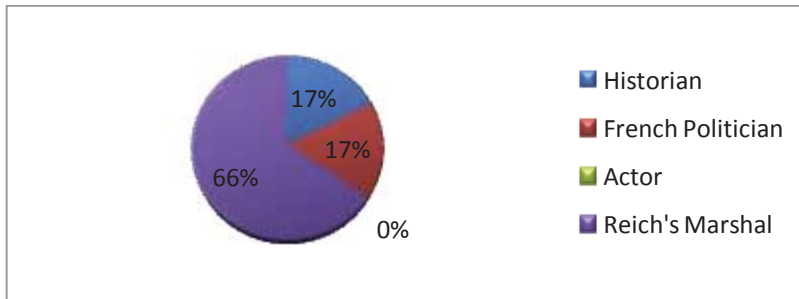
15. The capital city of Germany is:



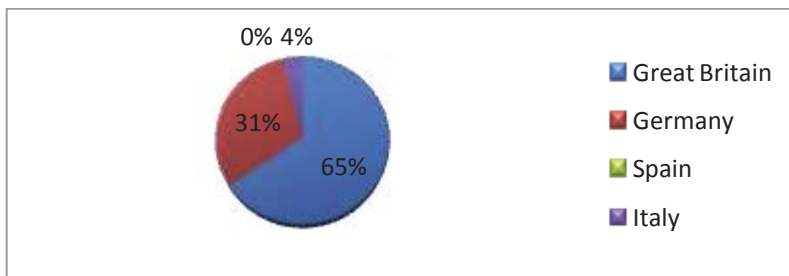
16. Adolf Hitler was



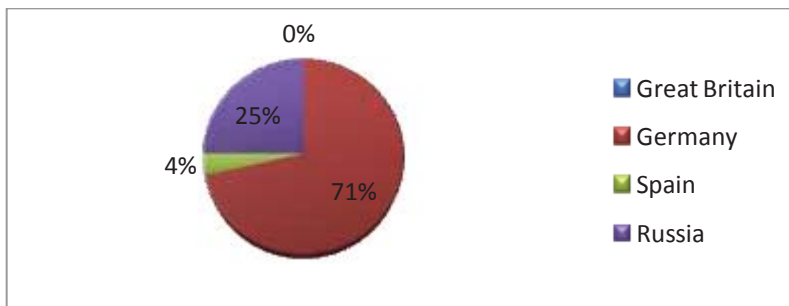
17. Hermann Göring was



18. The Battle of Britain was won by:



19. London was bombed by:



20. The capital city of England is

