



Speakers' Corner Sir Winston Churchill

CONTENT:

- PART A: Listening Comprehension and the key to the Listening Comprehension
- PART B: Further materials and links for inspiration and themes
- PART C: Rhetoric, Oral Presentation and Signposting
- PART D: Discuss/Debate
- Lgr11 and Speakers' Corner

A. Listening Comprehension

1. When did Churchill come to power in the UK?
 - a. In peacetime
 - b. During the 2nd world war
 - c. During the 1st world war
2. What kind of a person was Churchill, according to Turnbull?
 - a. A heroic person
 - b. A democratic person
 - c. An aristocratic person
3. Churchill spoke _____ and very _____ according to Nick Turnbull.
4. Churchill managed to inspire the people by
 - a. Giving them reasons to be positive and imagine a future when the war would be over
 - b. Promising them that the war would soon be over
 - c. Telling them that their enemies would receive nothing but blood, toil, sweat and tears
5. In his speeches, what does Churchill say is the aim for the war, what is most important to survive?

6. What threat is Churchill talking about?
 - a. An invasion by the Soviet Union
 - b. A battle in Asia
 - c. An invasion by the Nazis



Lärarhandledning

Pedagog: Maria Frisch

7. Churchill says in his speech, that if Britain can stand up to Hitler
Europe may _____
and the world may _____
8. Daniel Edmundson from the Debating Society says that presenting what the motion of a speech is, is very important because
 - a. it makes it easy for the people who listen to understand the direction of what you are going to say
 - b. it throws your opposition in a debate
 - c. it makes your opposition agree with what you are saying
9. A good speaker sounds
 - a. As if he/she has carefully thought of and written down what he/she is saying
 - b. As if he/she has practised for a long time to be able to remember everything
 - c. Very natural and is easy to understand.
10. Churchill practiced his speeches on

Link to Arbetsblad:

Key to Listening Comprehension

- 1.a
- 2.c
3. carefully and frankly
- 4.a
- 5.victory
- 6.c
7. (all) Europe may be free and the life of the world may move forward
- 8.a
- 9.c
- 10.his dog



Lärarhandledning

Pedagog: Maria Frisch

B. Further materials and links for inspiration and themes

B. Biography, History: World War II:

The Churchill Centre and Museum – <http://www.winstonchurchill.org/>

Introduction of the film *Good Night, Mr Tom* by Michelle Magorian. The scene shows the people of the village gathered at church to listen to BBC and the declaration of war against Germany. To give some flavor and background to when the speech was held. -

<http://www.youtube.com/watch?v=z0ZCMwHINfs>

C. Literature:

St. Crispian's Day speech in Henry V (Shakespeare). A speech to inspire warriors to fight a just battle for their country. - <http://www.youtube.com/watch?v=OAvmLDkAgAM>

D. Oral presentation

The girl who silenced the world for 5 minutes – <http://www.youtube.com/watch?v=H4fGC5-Xbu0>

C. Rhetoric

Here is an introduction to **signposting** that the members of the Debate Club discuss in the programme.

Oral Presentations

In oral presentations and speeches you want your audience to listen to you and understand your message. Therefore your language must be simple and clear. Use short words and short sentences. Don't use slang, unless you are certain that your audience understands.

In general, talk about facts rather than abstract ideas.

Use active verbs instead of passive verbs. Active verbs are much easier to understand and they are much more powerful. Look at this example

1. Oriflame sold two million bottles of perfume last year.
2. Two million bottles of perfume were sold by Oriflame last year.

Which is easier to understand? Which is more **powerful**? No.1 is active and No. 2 is passive.



Lärarhandledning

Pedagog: Maria Frisch

Signposting

When you drive on the roads, you know where you are, because each road has a name or a number. Each town has a name and each house has a number. If you are at house 45, you can go back to 40 or forward to 46 and look at the signs for directions. You can look at your atlas for the roads in detail. In other words, it is easy to navigate the roads. But when you give a presentation, how can your audience know where they are? How can they know the structure of your presentation? How can they know what is coming next? They know because you tell them, because you put up signs for them, at the beginning and all along the way. This technique is called 'signposting'.

During your **introduction**, you should tell your audience what the structure of your presentation will be. You might say something like this:

I'll start by describing the current situation in Europe. Then I'll move on to some of the things that have happened in Asia. After that I'll consider the opportunities we see for the future in Africa. Lastly, I'll quickly recap before finishing with the state of the global economy in the near future.

A member of the audience can now visualize your presentation like this:

(based on <http://www.englishclub.com/speaking/presentations-lang.htm>)

Introduction	<ul style="list-style-type: none">• Welcome• Explanation of the situation today
Body	<ul style="list-style-type: none">• Europe• Asia• Africa
Conclusion	<ul style="list-style-type: none">• Summing up• Global financial future

He will keep this image in his head during the presentation. He may even write it down. And throughout your presentation, you will put up signposts telling him which point you have reached and where you are going now.



Lärarhandledning

Pedagog: Maria Frisch

Signposting	
Part of speech	Phrases to use:
Introducing the subject	<ul style="list-style-type: none">• I'd like to start by...• Let's begin by...• First of all, I'll...
Finishing one subject...	<ul style="list-style-type: none">• Well, I've told you about...• We've looked at...• So much for...
...and starting another	<ul style="list-style-type: none">• Now we'll move on to...• Let me turn now to...• Next...
Analysing a point and giving recommendations	<ul style="list-style-type: none">• Where does that lead us?• Let's consider this in more detail...• What does this mean for xxx?
Giving an example	<ul style="list-style-type: none">• For example,...• As an illustration,...• To illustrate this point...
Dealing with questions	<ul style="list-style-type: none">• We'll be examining this point in more detail later on...• I'll come back to this question later in my talk...• Perhaps you'd like to raise this point at the end...
Summarising and concluding	<ul style="list-style-type: none">• In conclusion,...• Right, let's sum up, shall we?• Let's summarise briefly what we've looked at...
Ordering	<ul style="list-style-type: none">• Firstly...secondly...thirdly...lastly...• First of all...then...next...after that...finally...• To start with...later...to finish up...



Lärarhandledning

Pedagog: Maria Frisch

D. Discuss/Debate

Deliver a speech on a topic you find very important! Try to use *sign posting* to make it easier for the listeners to follow your ideas. Prepare yourself by writing your speech down and practicing it on a friend. Ask your friend to give you feedback on the sign posting and the entire speech. Then try to deliver your speech only using a few notes and speaking as natural as possible. Examples of topics:

- a. The Climate of the Future – What Can be Done?
- b. What is a Good Leader?
- c. What Have We Learned From World War II?

Lgr11 and Speakers' Corner

In Lgr11 it is said that:

Teaching of English should aim at helping the pupils to develop knowledge of the English language and of the areas and contexts where English is used, and also pupils' confidence in their ability to use the language in different situations and for different purposes.

It is further pointed out that the teaching of English:... *should essentially give pupils the opportunities to develop their ability to:*

- *understand and interpret the content of spoken English and in different types of texts,*
- *express themselves and communicate in speech and writing,*
- *use language strategies to understand and make themselves understood,*
- *adapt language for different purposes, recipients and contexts, and*
- *reflect over living conditions, social and cultural phenomena in different contexts and parts of the world where English is used.*

Basically all of the above points are touched upon in "Speaker's Corner". Part A is a listening comprehension for the pupils to hear conversational English as well as English in more formal speeches. In part B they have a chance to learn about and reflect on living conditions as well as social and cultural phenomena today and in history, in England and the USA. In part C the pupils will get tips and framework for giving a speech and arguing an opinion and thereby adapting the language for the purpose and the audience. In part D they practice trying to convince an audience of their views or ideas.

Thereby also some of the points of the *Content of Communication* are covered. For instance:

In years 7–9

Content of communication

- *Interests, daily situations, activities, sequences of events, relations and ethical questions.*
- *Views, experiences, feelings and future plans.*
- *Living conditions, traditions, social relations and cultural phenomena in various contexts and areas where English is used.*



Lärarhandledning

Pedagog: Maria Frisch

Listening and reading – reception

- Spoken English and texts from various media.
- Spoken English with some regional and social variants.
- Oral and written instructions and descriptions.
- Different types of conversations, dialogues, interviews and oral communications.
- Oral and written information, as well as discussions and argumentation for different purposes, such as news, reports and newspaper articles.
- How texts and spoken language can be varied for different purposes and contexts.

Speaking, writing and discussing – production and interaction

- Different ways of working on personal communications to vary, clarify, specify and adapt them for different purposes.
- Conversations, discussions and argumentation.
- Language strategies to understand and be understood when language skills are lacking, such as reformulations, questions and explanations.
- Language phenomena to clarify, vary and enrich communication such as pronunciation, intonation and fixed language expressions, grammatical structures and sentence structures.

When working with the materials in *Speaker's Corner* the pupils are given the possibility to reach the knowledge requirements for E (or higher) according to the following specification in Lgr11:

Knowledge requirements for grade E at the end of year 9

Pupils can understand **the main content and basic details** in English spoken at a moderate pace and in basic texts in various genres. Pupils show their understanding by presenting an **overview** with discussion and comments on content and details and also with **acceptable** results act on the basis of the message and instructions in the content.

In oral and written production, pupils can express themselves **simply, understandably and relatively coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their communications. In oral and written interaction in different contexts, pupils can express themselves **simply and understandably** and also **to some extent** adapted to purpose, recipient and situation. In addition, pupils can choose and apply **basically functional** strategies which **to some extent** solve problems and improve their interaction.

Pupils discuss **in overall terms** some phenomena in different contexts and areas where English is used, and can also make **simple** comparisons with their own experiences and knowledge.