

OAKLAND CUSD #5

# SPEECH

APRIL 13-17, 2020

SABRINA KILE

# Week of April 13-17, 2020

## Sabrina Kile

Hello Speech! Please choose one assignment for this week from the 3 choices listed below. Please email me your completed assignments no later than Monday 4/20 at 12 pm. Please feel free to email me at any time with questions you may have. I will have office hours, where I am available to reply to emails immediately, on Monday, Tuesday, and Wednesday weekly from 1-3 pm. I will email your comments on your assignments as I receive them. You should not need any materials, other than paper and a pencil. Any worksheets that you choose to do can be done on notebook paper or emailed to me. Everyone also has the option to pick up and turn in assignments in the foyer at the front of Lake Crest (see Mr. Landeck's message on Facebook or the school website). I miss you all very much! Hang in there and stay home and stay safe! ---Mrs. Kile

| Class  | Choice 1   | Choice 2                                 | Choice 3 (Enrichment)  |
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| Speech | Read "Churchill's Speech: We Shall Fight on the Beaches" and answer the questions that follow. | Complete "Worksheet 4 Active Listening". | Create your own Youtube video, pretending that you have your own channel. You can do a music review, or you can review a news story you watched recently, or you can talk about Covid-19 and how you are dealing with the "shelter in place" order. Email the video to me. |
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## Churchill's Speech: We Shall Fight on the Beaches

*Great Britain's Prime Minister Winston Churchill delivered a speech to the House of Commons on June 4, 1940. Churchill explained that the British effort in World War II was not going well and that a German invasion of Britain was possible. A gifted orator, Churchill knew he must convince the British people that victory would come someday. When Churchill gave his speech, the U.S. had not yet entered World War II. He references his hope that "the New World," meaning the U.S., would join the war. Below is the end of his speech.*

I have, myself, full confidence that if all do their duty, if nothing is neglected, and if the best arrangements are made, as they are being made, we shall prove ourselves once again able to defend our Island home, to ride out the storm of war, and to outlive the menace of tyranny, if necessary for years, if necessary alone.

At any rate, that is what we are going to try to do. That is the resolve of His Majesty's Government - every man of them. That is the will of Parliament and the nation.

The British Empire and the French Republic, linked together in their cause and in their need, will defend to the death their native soil, aiding each other like good comrades to the utmost of their strength.

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 even 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.

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Why does Churchill repeat the phrase "we shall fight" over and over? How does it support the main purpose of this speech?

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# WORKSHEET 4

## Active Listening

Barriers to listening often prevent you from fully understanding a speaker's message. Following are five common barriers to listening:

**external distractions** ringing telephones, police sirens, a bee buzzing in the room—any outside distraction that interferes with listening

**internal distractions** worries, fears, excitement—any inside feeling that distracts your attention

**your desire to talk** thinking about what you want to say rather than listening to the speaker

**personal biases** prejudices and perceptions that allow you to hear only what you want to hear rather than the speaker's entire message

**conflicting demands** listening to the radio, eating dinner, doing homework—engaging in an activity that prevents you from giving your full attention to the speaker

Barriers to listening can be overcome by employing the following active listening strategies:

**stay tuned in** focus on what the speaker is saying

**read nonverbals** listen "between the lines" for nonverbal cues that make the message clearer; respond with nonverbal cues of your own—a touch, a laugh, a raised eyebrow—that show you are listening

**be prepared** for formal speaking situations, arrive on time, sit quietly, give your full attention

**avoid distractions** listen to the speaker—don't think about your problems, plan an activity, eat your lunch—give the speaker your undivided attention

**paraphrase** rephrase the speaker's message in your own words to check your understanding

**Directions** After listening to each conversation, answer the following questions. Use the printed transcripts of the conversations for reference.

**Part 1**

1. Explain how a personal bias of Jorge's interferes with his listening to Kevin's problem.

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2. What external distraction interrupts the boys' conversation? How does Jorge handle the distraction?

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3. What conflicting demand makes it impossible for Jorge to give his full attention to what Kevin is saying?

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4. Jorge is very excited about something John tells him. What is it? How does it interfere with his ability to listen?

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5. At the end of the conversation, Kevin is no longer talking about his problem. Why?

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