

Churchill Activities **B1**

Pre-reading Activities

Activity A.

1. Find the odd man out.

In each list, circle the name of the person who is different.

a. George Washington ● Abraham Lincoln ● Franklin D. Roosevelt ●
Jack London ● George Bush ● Barack Obama

b. Benedict Cumberbatch ● Emma Watson ● Daniel Craig ●
Daniel Radcliffe ● Keira Knightley ● Elvis Presley

c. Margaret Thatcher ● John Lennon ● Neville Chamberlain ●
Tony Blair ● Theresa May ● David Cameron

d. James Dean ● Scarlett Johansson ● Denzel Washington ●
Marilyn Monroe ● Beyoncé ● Leonardo Di Caprio

2. Choose a title for each list

British Kings ● American singers ● British Prime Ministers ● American actors
British writers ● American Presidents ● American poets ● British actors.

- a. _____
- b. _____
- c. _____
- d. _____

3. *This man is Winston Churchill. Which category from A.2. does he belong to?*



 4. **Now write a sentence.**

To choose the tense you have to know if he is dead or alive.

To find the information log onto

http://www.bbc.co.uk/schools/primaryhistory/famouspeople/winston_churchill

a. Which information helped you? _____

b. So, which tense will you choose? Simple present or simple past? _____

c. Write the sentence:

Winston Churchill _____

Reading the article.

Activity B.

 1. **Read the introductory paragraph of the text and find why Winston Churchill is famous**

2. **Now look at the first photo.**

It shows Gary Oldman, a famous British actor, playing the part of Churchill in the film Darkest Hour. Where is he standing? Why is he standing there?

Activity C.

Read the whole text and pick out dates, functions and actions related to Winston Churchill. If you can't find the information in the text, put a question mark (?) in the box.

Date / period	Function	Action(s)
1895-1900		
1915-1917		
10 May, 1940		
13 May, 1940		
19 May, 1940		
After the Dunkirk evacuation		

Activity D.

Britain in the Second World War.

1. Do you know when World War II started? If you don't, click on http://www.bbc.co.uk/schools/primaryhistory/world_war2/world_at_war to find out.

2. The situation in May 1940. Read paragraphs 2 and 3 and fill in the blanks.

Before he was replaced by Churchill, the British Prime Minister, Neville Chamberlain, wanted to _____ with Hitler because of the _____ situation of the British army. The German army was _____ than the Allies. In Dunkirk, the British, French and Belgian soldiers could be _____ or _____ by the German soldiers and Britain could be _____.

3. How did Winston Churchill change the situation? Tick the right boxes.

- a. Britain could couldn't be defended by its military.
- b. Britain could couldn't continue the war.
- c. Churchill had didn't have a military solution.
- d. So Churchill decided to make every British person realistic enthusiastic about the outcome (= result) of the war.



Activity E.

Prepare to deliver a short oral presentation of the British situation between September 1939 and 12 May 1940. You can use the words in this cloud to help you. Start by writing your presentation, then practise saying it.

My Presentation



Activity F.

1. Read the text from 'On 13 May' to 'the agony may be'.

a. Which word is the most important?

b. Which words point to the difficulties?

c. Which phrase (=expression) best carries Churchill's message?

2. Look at the photos and select the one which best corresponds to this message. Justify your choice.

I think _____

Activity G.

1. Doubts and Fears

Read from 'Churchill's tone' to 'wars are not won by evacuations'. Then fill in the blanks.

a. In his speeches, Churchill sounded _____ but in reality he was _____

b. Why was he chosen as Prime Minister?

c. Pick out the phrase that depicts the situation at the time.

2. Look at the photo of Mr and Mrs Churchill. Compare their expressions.



Activity H.

Imagine Mrs Churchill is talking about her husband to a friend. Read the end of the text and add words to each box. Then write their conversation. To finish, practise the conversation with a friend, using only your lists of words as notes.

Prime Minister

Dunkirk

doubts

courage

fighting



Activity 1.

1. Read the conclusion of Churchill's speech again.

a. Which phrase means "it doesn't matter if a lot of people die"?

b. Which verb is stressed? _____

c. Which modal auxiliary is repeated? _____

d. What is the effect produced by stress and repetition?

2. Pronunciation.

fight ● island ● beach ● beaches ● fields ● streets ● hills

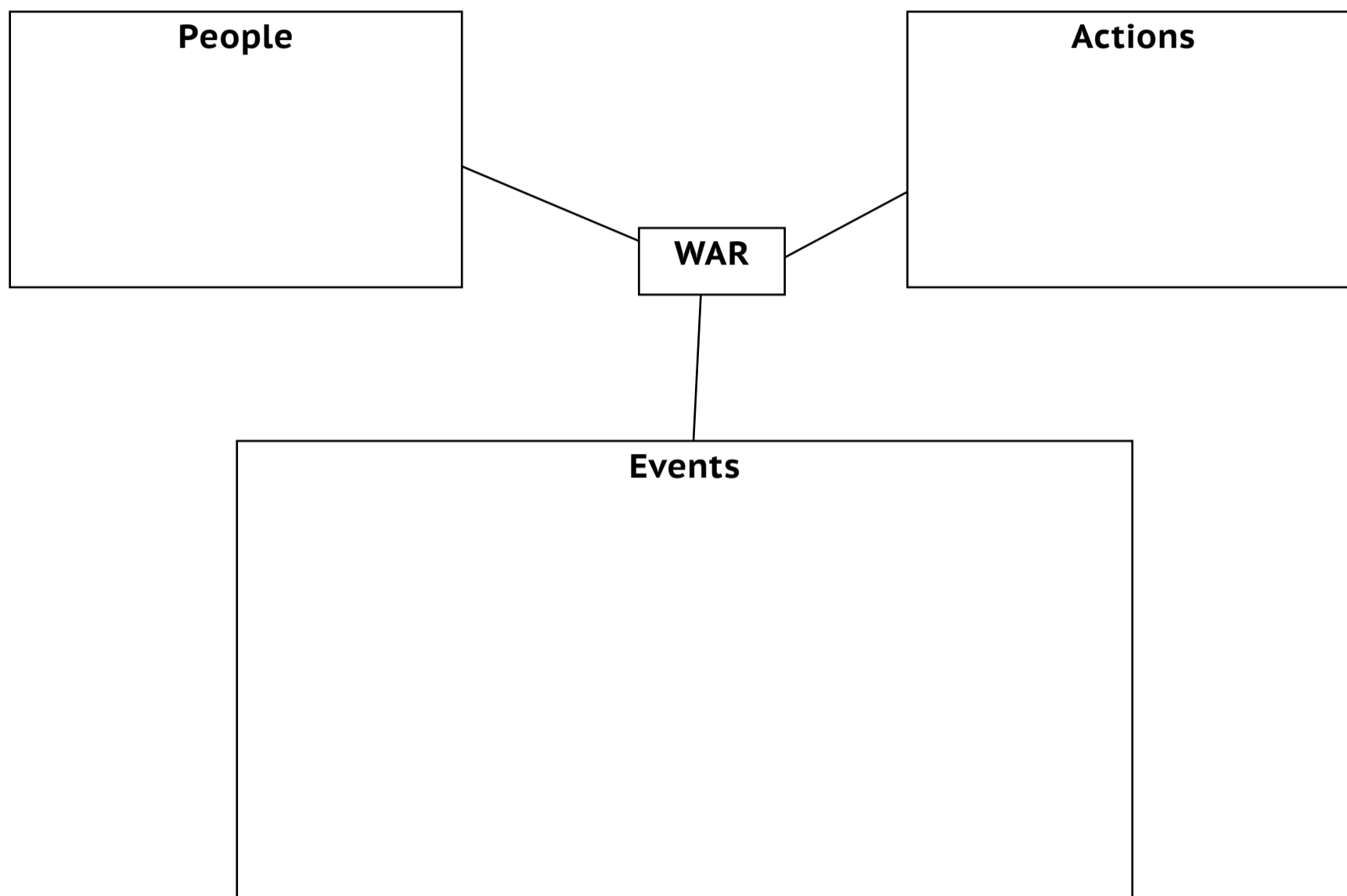
/ɪ/ as in "fish"	/aɪ/ as in "my"	/i:/ as in "tree"

3. Now practise reading this conclusion as if you were Churchill. Remember the stress and pronunciation and try to sound convinced and enthusiastic!

"We shall go on to the end, we shall fight in France... 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."

Remember What You Learned

-  1. Remember as many war-related words as you can.



2. Finish these sentences using the verbs in brackets in the right form.

- a. Churchill _____ (remember) for his speeches.
b. He _____ (offer) the post of Prime Minister at an extremely difficult moment in British history.
c. When he became PM, the Allies _____ (push back) by the Germans.
d. Finally, a very big number of soldiers _____ (evacuate).

3. Choose the words that best correspond to Churchill at that time.

energetic ● devastated ● frightening ● honest ● courageous ● lazy ● enthusiastic ●
sure ● doubtful ● realistic ● influenced ● encouraging ● discouraging ● inspiring