



Pakistan School
Kingdom of Bahrain

Pakistan School, Kingdom of Bahrain

English Grade 11

VIRTUAL CLASSROOM RULES:

- 1- Select a comfortable learning station .
- 2- Be on Time.
- 3- Keep your Textbook, Notebook, Pencil/Pen with you.
- 4- Be attentive.
- 5- Respect each others comments.

Our
class
rules!



Unit 1.2 : First year at Harrow **Sir Winston S.Churchill**

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About the writer.....

Full Name:

Sir Winston Leonard Spenser Churchill

One of the **most influential** personalities of the 20th Century

Prime Minister of United Kingdom from:

1940-1945

1951-1955

About the writer.....

Played a very crucial role in **England's victory in WWII**

An Army Officer

Painting Artist

Historian

Writer

Educated in:

Harrow School

Royal Military College
Sandhurst

About the writer.....

Notable Books:

The Second World War

A History of the English
Speaking Peoples

Autobiography:

My Early Life (1930)



First Year at Harrow

About the writer.....

A Wonderful **Orator**

Several volumes of Churchill's speeches were published

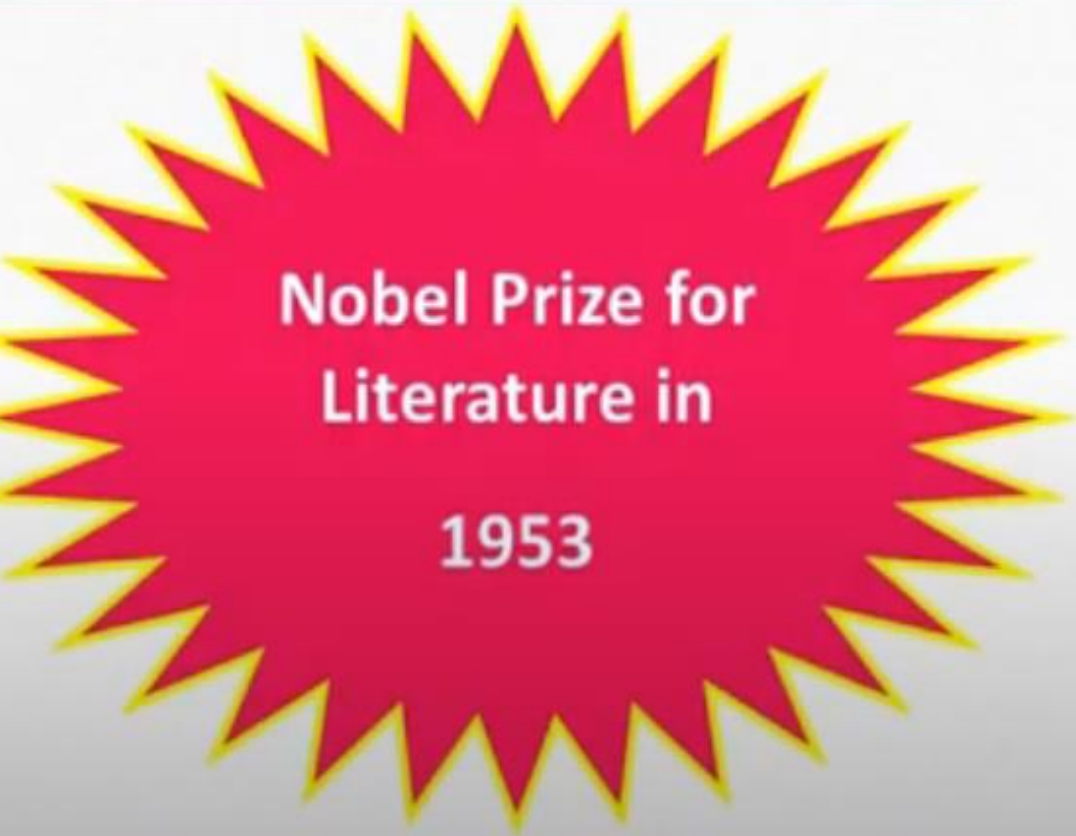
“Blood, Sweat and Tears”

Life Magazine's list of the 100 outstanding books of 1924–1944

About the writer.....



**Knighted in
1953**



**Nobel Prize for
Literature in
1953**

Harrow

- Harrow School is an independent school for boys in Harrow, London, England.
- The School was founded in 1572 by John Lyon under a Royal Charter of Queen Elizabeth I.
- Harrow is the fourth most expensive boarding school .
- Harrow alumni are known as Old Harrovians, they include seven former British prime ministers including Winston Churchill and Robert Peel and the first Prime Minister of India, Jawaharlal Nehru.
- The School has educated five monarchs: King Hussein of Jordan, both Kings of Iraq, Ghazi I and his son Faisal II, the current Emir of Qatar Sheikh Tamim bin Hamad Al Thani and Ali bin Hamud of Zanzibar.

Learning objectives:

At the END OF THE LESSON, THE STUDENTS WILL BE ABLE TO:

- Explain the meaning of words as used in the text.
- Criticize the examination system.

First year at Harrow

I had scarcely passed my twelfth birthday when I entered the inhospitable regions of examinations, through which for the next seven years I was destined to journey. These examinations were a great trial to me. The subjects that were dearest to the examiners were almost invariably those I fancied least. I would have liked to have been examined in history, poetry and writing essays. The examiners, on the other hand, were partial to Latin and mathematics. And their will prevailed. Moreover, the questions which they asked on both these subjects were almost invariably those to which I was unable to suggest a satisfactory answer. I should have liked to be asked to say what I knew. They always tried to ask what I did not know. When I would have willingly displayed my knowledge, they sought to expose my ignorance. This sort of treatment had only one result; I did not do well in examinations.

Words & Meanings

- 1- scarcely- hardly
- 2- inhospitable-unpleasant
- 3- trial - test
- 4- invariably- consistently
- 5- fancied - liked / idealised
- 6- partial - biased
- 7- prevailed- succeeded
- 8- sought - looked for
- 9-expose - to bring into notice
- 10- ignorance- lack of knowledge
- 11- destined - ordained

First year at Harrow

Words & Meanings

This was especially true of my Entrance Examination to Harrow. The Headmaster, Mr. Welldon, however, took a broadminded view of my Latin prose: he showed discernment in judging my general ability. This was the more remarkable, because I was found unable to answer a single question in the Latin paper. I wrote my name at the top of the page. I wrote down the number of the question "I". After much reflection I put a bracket round it thus (I). But thereafter I could not think of anything connected with it that was either relevant or true. Incidentally there arrived from nowhere in particular a blot and several smudges. I gazed for two whole hours at this sad spectacle, and then merciful ushers collected my piece of foolscap with all the others and carried it up to the Headmaster's table. It was from these slender indications of scholarship that Mr. Welldon drew the conclusion that I was worthy to pass into Harrow. It is very much to his credit. It showed that he was a man capable of looking beneath the surface of things: a man not dependent upon paper manifestations. I have always had the greatest regard for him.

1. **Broadminded:** openminded
2. **Prose:** ordinary writing
3. **Discernment:** wisdom / insight
4. **Blot:** a dark mark
5. **Smudges:** to become dirty by touching or rubbing
6. **Spectacle:** scene
7. **Ushers:** a guide
8. **Foolscap:** a size of writing paper
9. **Worthy:** deserving
10. **Slender:** small / limited
11. **Indications:** hint
12. **Manifestation:** proof

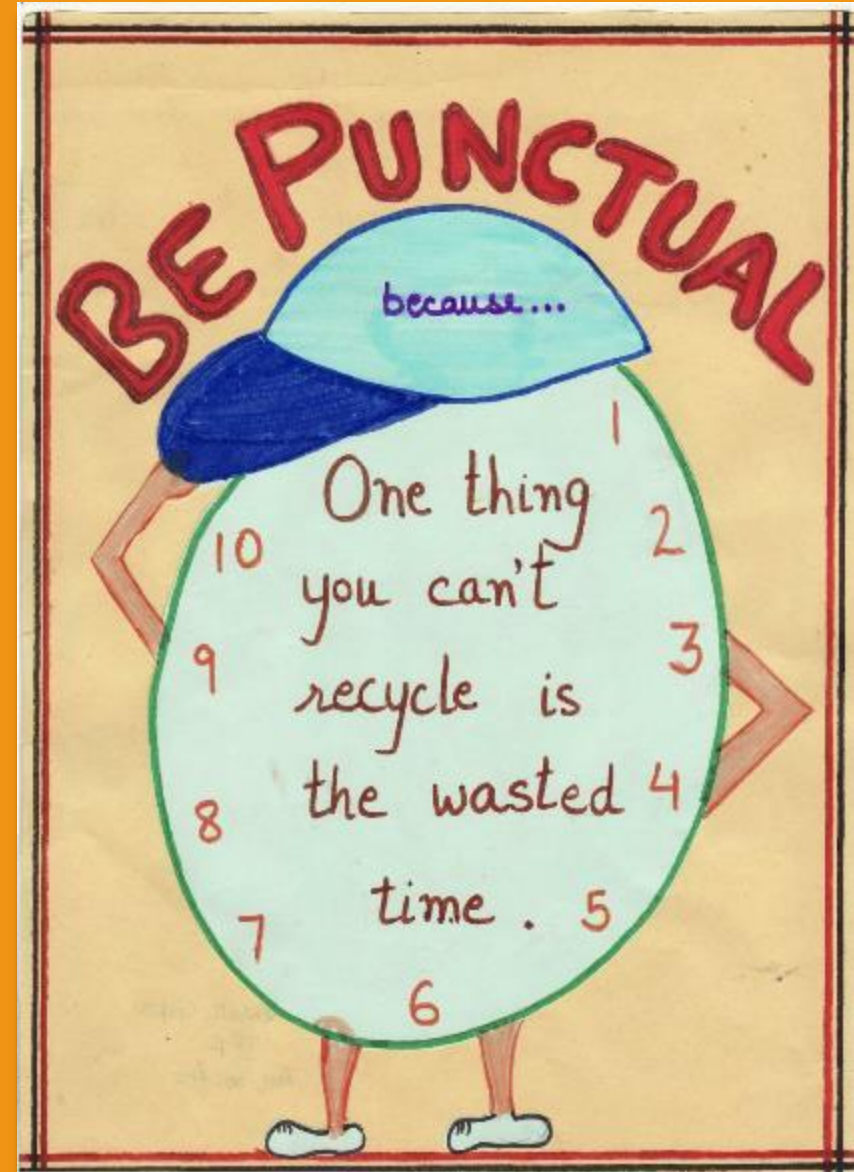
PLENARY

- Q1. What was his age at the time of entrance examination ?
- Q2. Did the author like the examinations ?
- Q3. What were his favourite subjects ?
- Q4. Which subjects he didn't like ?
- Q5. How did he attempt his Latin entrance exam?
- Q6. Who was the Head master of Harrow at that time ?
- Q7. Why did Churchill say that “ I have always had the greatest regard for him .”

QUOTES CORNER

THANK YOU !!!!

ALLAH HAFIZ ...





• 9th June , 2020

Unit 1.2 : First year at Harrow **Sir Winston S.Churchill**

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Learning Objectives

At the END OF THE LESSON, THE STUDENTS WILL BE ABLE TO:

- **Explain the meaning of words as used in the text.**
- **Criticize the examination system.**

Engaging Starter:

- Q1. Which subjects Churchill didn't like?
- Q2. Who was Mr. Weldon?
- Q3. How did he attempt his Latin paper?
- Q4. Why do you think the Headmaster granted him admission despite not writing anything in Latin paper?

In consequence of his decision, I was in due course placed in the third or lowest division of the Fourth or bottom. The names of the new boys were printed in the School List in alphabetical order and as my correct name, Spencer-Churchill, began with an 'S', I gained no more advantage from the alphabet than from the

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- Consequence - result

wider sphere of letters. I was in fact only two from the bottom of the whole school; and these two, I regret to say, disappeared almost immediately through illness or some other cause.

I continued in this unpretentious situation for nearly a year. However, by being so long in the lowest form, I gained an immense advantage over the cleverer boys. They all went on to learn Latin and Greek and splendid things like that. But I was taught English. We were considered such dunces that we could learn only English. Mr. Somervell — a most delightful man, to whom my debt is great — was charged with the duty of teaching the stupidest boys, the most disregarded thing — namely, to write mere English. He knew how to do it. He taught it as no one else has ever taught it. Not only did we learn English parsing thoroughly, we also practiced continually English analysis. Mr. Somervell had a system of his own. He took a fairly long sentence and broke it up into its components by means of black, red, blue and green inks: Subject, Verb, Object, Relative Clauses, Conditional Clauses, Conjunctive and Disjunctive Clauses! Each had its colour and its bracket. It was a kind of drill. We did it almost daily. As I remained in the Third [year] three times as long as anyone else, I had three times as much of it. I learned it thoroughly. Thus I got into my bones the essential structure of the ordinary British sentence — which is a noble thing. And when after years my school-fellows — who had won prizes and distinction for writing such beautiful Latin poetry and pithy Greek epigrams — had to come down again to common English, to their living or make their way, I did not feel myself at any disadvantage. Naturally I am biased in favour of boys learning English. I would make them all learn English: and then I would let the clever ones learn Latin as an honour, and Greek as a treat. But the only thing I would whip them for is not knowing English. I would whip them hard for that.

Words & meanings

- Unpretentious - unpretending, natural
- Immense - great
- splendid - very impressive
- Dunces - slow learners
- Debt - to owe
- Parsing - dividing a sentence into grammatical parts and identifying those parts
- Drill - practice
- Got into my bones - to understand completely
- Pithy - brief
- Epigram - a short and clever poem or saying
- Biased - partial, not equal
- To Whip - punish by beating with a strap or rod

Assessment/Plenary:

- Churchill says he would whip those students hard who do not learn English well. What do you think?
- Do you think Churchill is only interested in telling his story or there is something more to it?
- How would you describe your situation in college - pretentious or unpretentious.

HOMework

- Writing Assignment

- Write an essay on your experience of learning English or any other subject in school that gave you an advantage(or disadvantage) over other students. Try to bring humor into it if possible.

QUOTES CORNER

THANK YOU !!!!

ALLAH HAFIZ ...

