

Monarchy

Live from London authentic interviews

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Level: Intermediate +
Age: Teenagers / adults
Time needed: 30-45 minutes
Language focus: vocabulary – defining words; listening – matching and gap-fill; grammar – hedging



Warmer

Write the word *Monarchy* on the board. Put students in pairs and give them one minute to write as many words connected with the topic as possible. After a minute, stop the students and see how many words each pair has come up with. Ask the pair with the most words to read them out and then see what other words there are.

OR

Put students in pairs or small groups. Give each group a word on a piece of paper. Make sure no other groups see the words and tell the students to keep their word a secret.

Words: *Queen, throne, palace, tourist, Britain, family, country, royal, London, wedding, tradition*

Next, ask the students to write five words they think of when they see their word.

Finally, explain that each group should take it in turns to explain their word to the rest of the class but they mustn't use any of the five words they wrote down.

Play the game.

Vocabulary 1

Draw students' attention to Activity 1 on the worksheet. Ask them to match the words on the left with the words on the right to make common collocations. The first one – *royal family* – has been done for them. Tell students not to worry if they find this hard – they will get a chance to listen and check their answers later. Allow them to use a dictionary if they want to.

Monitor, and then put the students in pairs to check their answers together.

Key: *royal family, pomp and circumstance, public persona, safe and sound, younger generation, high regard, modern world*

Listening

Play the recording for students to double-check their answers to Activity 1 and then check them as a class.

Draw students' attention to Activity 3 and tell them that they are going to listen to the recording again and match the sentences to the correct speaker. Explain that they have to listen for the meaning, as the exact words aren't spoken.

Play the recording for a second time and then get students to check their answers in pairs. Play the recording again, if necessary.

Key: *a. Speaker 10; b. Speaker 3; c. Speaker 8; d. Speaker 11; e. Speaker 2; f. Speaker 7*

Finally, ask students to read through the eleven sentences in Activity 4 (one for each speaker in the recording) and think about what the missing words are. Encourage them to discuss their ideas in pairs.

Play the recording and get the students to complete the sentences before checking as a class.

Key: *1. relevant; 2. awful; 3. brought up; 4. exchange; 5. admire; 6. generation; 7. society; 8. latest; 9. boring; 10. state; 11. tradition*

Vocabulary 2

Draw the students' attention to Activity 5 and ask them to match the words to the correct definitions. Encourage the students to do this activity in pairs.

Key: *1. g; 2. e; 3. a; 4. f; 5. c; 6. b; 7. d; 8. h*

Language

Explain that sometimes people want to qualify what they say because they're not sure that it's correct or they don't want to answer a question directly. This is called hedging.

Ask the students to look at the five sentences in Activity 6 and complete each one with the words from the box.

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Either play the recording to check or simply go through the answers as a class.

Key: 1. *seem to be*; 2. *a sort of*; 3. *guess that maybe*; 4. *kind of*; 5. *you know*

Speaking: Quiz

Put the students in groups and explain that they are going to play a quiz. You will read out five questions and you want them to discuss the answers together in their group.

After each question, you will give them some time to discuss and then they should write down the answers in the spaces under Activity 7.

Finally, get the groups to swap their answer papers and mark the sheet as you read out the correct answers. See which group has won.

Here are two versions of the five quiz questions:

Open questions (harder):

1. What is the name of the current British Queen?
2. What is the name of the royal family's residence just outside London?
3. Who did Prince Charles marry in 1981?
4. In 2012, the Queen celebrated 60 years on the throne. This was called the _____ Jubilee.
5. One speaker mentions the Plantagenets and the Tudors as two lines of royalty. What line does the current British royal family come from?

Multiple-choice questions (easier):

1. What is the name of the current British Queen?
 - a) Anne
 - b) Elizabeth
 - c) Victoria
2. What is the name of the royal family's residence just outside London?
 - a) Buckingham Palace
 - b) Sandringham
 - c) Windsor Castle
3. Who did Prince Charles marry in 1981?
 - a) Anne
 - b) Diana
 - c) Camilla



4. In 2012, the Queen celebrated 60 years on the throne. This was called the _____ Jubilee.

- a) Diamond
- b) Golden
- c) Silver

5. One speaker mentions the Plantagenets and the Tudors as two lines of royalty. What line does the current British royal family come from?

- a) Hannover
- b) Stuart
- c) Windsor

Key: 1. *Elizabeth (b)*; 2. *Windsor Castle (c)*; 3. *Diana (b)*; 4. *Diamond (a)*; 5. *Windsor (c)*

Transcript

Welcome to onestopenglish's *Live from ...* series of authentic interviews. Today, we're in London, in St James's Park, asking locals and visitors for their opinion of the royal family and its relevance in 21st-century Britain.

Speaker 1 (female, British)

I think the royal family are very much relevant because they represent Britain and what Britain is and I think they're very good for tourism and ... that's a good thing that people come to this country and spend their money. Erm, I also think there's something about the tradition and ... the kind of pomp and circumstance of having a royal family is fun and exciting and people like it, it makes people feel good.

Speaker 2 (male, American)

Ah, they seem to be very important to an awful lot of people. Er, th-there's an awful lot of, erm, tax dollars that go towards supporting the-the royal family and one would think that, err, there could be better, err, ways to spend that sort of, err, money. But again, on a cultural level, to have a sort of figurehead and to have a sort of a-a-a public persona – that's part of what the royal family is and there's no reason that that would necessarily have to end.

Speaker 3 (female, Danish)

I'm an Anglophile because I'm actually from Denmark, which of course is a royal, erm, has a royal family as well. I've bo- been brought up as a royalist – very much so – and I feel that most of the countries who have a royal family are of a kind of people who still feel safe and sound and happy. I've lived in many different parts of the world – I've lived also in many republics that never felt quite so happy and well-founded.

Speaker 4 (male, Italian)

I'm from Italy and I would exchange the royal family with our politicians immediately. So, I can guess that maybe if you're from UK or another country, th-that-that the point of view can be different but from my point of view it's fine.

Speaker 5 (female, Australian)

I don't really have a favourite one but I do admire the Queen 'cause of her age and her, erm, yeah, just her interest in the world still and, yeah, when she could, you know, pack it all in and give it to Charlie or someone else to do. So, yeah.

Speaker 6 (female, Swedish)

I think that they seem quite stiff. But I think that the younger generation of the British family is also creating maybe a bit of a new era that can make young people become more interested.

Speaker 7 (male, Indian)

Erm, but you've got to keep it in mind that I've lived in the UK just for three years ... err, but I certainly know about the royal family and I think they're certainly a much needed part of the UK society, err, simply because, one, err, they help bring in a lot of tourists and err, two is, they do a lot of good work.

Speaker 8 (female, American)

Err, I'm an Anglophile from way back. And, it's true that the latest royal family has had its, err, horrible years but, err, not as bad as the Plantagenets or the Tudors, err, in terms both of misbehaviour and of noble behaviour. So, err, I love them, er, and every new move that they make and every small drama that they have I kind of follow.



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Transcript

Speaker 9 (male, British)

I find it very important to have royalty; it's what makes a country great or different than other countries. Because if we were all the same, the world would be pretty boring.

Speaker 10 (male, Australian)

Well, as you can probably hear from my accent I'm an Australian and erm, the Queen is still the monarch and head of state in Australia but it's erm, a non-event in a sense that I guess there's an older Australian Anglo generation that are attached to the Queen. I don't think that will continue when she leaves the throne. And there's a lot of people who would seek to see Australia as becoming a republic. I don't think Charles is held in very high regard, erm, and I think, erm, Prince Harry and Prince William, who would be the next on the throne, er-er people quite like them, they're handsome young lads, but that's about as far as it goes.

Speaker 11 (male, American)

Well, as an American visitor, I've always been fascinated by the royal family, I've watched all the weddings. I jus- I think in our modern world where so much is being lost, I think it's a wonderful tradition and, you know, as an American I don't pay for it but coming here and going to the palaces and just all that history, I think it's just wonderful, so I think it's very important and relevant. Long live the Queen!



Vocabulary 1

1. Match the words on the left with the words on the right to make common collocations.

- | | | |
|----------|---|--------------|
| royal | → | circumstance |
| pomp and | → | family |
| public | | generation |
| safe and | | persona |
| younger | | regard |
| high | | sound |
| modern | | world |



Listening

2. Listen to the recording and check your answers to Activity 1.

3. Listen again. Match the speaker to the sentence which best describes his / her opinion.

- | | |
|------------|---|
| Speaker 2 | a. ... doesn't think young Australians respect Prince Charles. |
| Speaker 3 | b. ... isn't from the UK but comes from a country that also has a royal family. |
| Speaker 7 | c. ... likes the drama that surrounds the royal family. |
| Speaker 8 | d. ... loves visiting the palaces and is interested in history. |
| Speaker 10 | e. ... thinks the royal family is a waste of money. |
| Speaker 11 | f. ... thinks the royal family attract tourists to Britain. |

4. Listen again. Complete the sentences with the missing words.

- I think the royal family are very much _____ because they represent Britain ...
- They seem to be very important to an _____ lot of people.
- I've been _____ as a royalist ...
- I would _____ the royal family with our politicians immediately.
- I do _____ the Queen ...
- I think that the younger _____ of the British family is ...
- ... they're certainly a much needed part of the UK _____, ...
- ... the _____ royal family has had its horrible years ...
- ... if we were all the same, the world would be pretty _____.
- ... the Queen is still the monarch and head of _____ in Australia ...
- I think it's a wonderful _____ ...

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Vocabulary 2



5. Look at these words from the recording. Match each word (1-8) to the correct definitions (a-h).

- | | |
|-------------------|--|
| 1. accent | a. a leader who has no real power or influence |
| 2. Anglophile | b. a country that is ruled by a president or other leader that people vote for, rather than by a king or queen |
| 3. figurehead | c. to stop doing something; to quit |
| 4. misbehaviour | d. formal and controlled in a way that is seen as not friendly or relaxed |
| 5. pack it all in | e. someone who likes the UK, British people and British things |
| 6. republic | f. acting in a way that isn't good or might upset people |
| 7. stiff | g. a way of saying words that shows what country, region or social class someone comes from |
| 8. tradition | h. an old custom or activity that happens regularly and has become the usual thing |

Language

Complete the sentences with the words in the box.

guess that maybe you know a sort of seem to be kind of

- Ah, they _____ very important to an awful lot of people.
- ... and to have _____ ... public persona ...
- So, I can _____ if you're from the UK or another country ...
- ... and every small drama that they have I _____ follow.
- I think it's a wonderful tradition and, _____, as an American I don't pay for it ...

Speaking: Quiz

7. Work in groups. Your teacher will ask you five questions about the British royal family. In your groups, discuss each question and then write down the answer in the space below.

1.	
2.	
3.	
4.	
5.	