

## As the jubilee bunting comes down, what next for the Queen's reign?

**Level:** Advanced – Teacher's notes

**Article summary:** The Queen has been on the throne for longer than any other British monarch. The 2022 celebrations also see a reduction in her royal duties and people are asking what will happen next.

**Time:** 90 minutes

**Skills:** Reading, speaking, writing

**Language focus:** Vocabulary, speaking, writing

**Materials needed:** One copy of the worksheet per student

### 1. Warmer

- a. Students match the names of the jubilees with the number of years each one describes. You can mention that these names are also commonly used when talking about wedding anniversaries.

**Key:**

1. *d*
2. *c*
3. *a*
4. *e*
5. *b*

- b. Students scan the beginning of the article to see which jubilee the Queen celebrated in 2022 (unless they already know the answer).

**Key:**

*her platinum jubilee*

### 2. Key words

- a. Students write the correct word from the wordpool next to the definitions on the lines provided. Then students find and highlight them in the article to read them in context.

**Key:**

- |                          |                       |
|--------------------------|-----------------------|
| 1. <i>bunting</i>        | 9. <i>bill</i>        |
| 2. <i>frail</i>          | 10. <i>abdication</i> |
| 3. <i>succession</i>     | 11. <i>oath</i>       |
| 4. <i>incumbent</i>      | 12. <i>regent</i>     |
| 5. <i>monarch</i>        | 13. <i>infirmity</i>  |
| 6. <i>rota</i>           | 14. <i>incapacity</i> |
| 7. <i>constitutional</i> | 15. <i>affection</i>  |
| 8. <i>assent</i>         |                       |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

**Key:**

- |                     |                      |
|---------------------|----------------------|
| 1. <i>rota</i>      | 5. <i>bunting</i>    |
| 2. <i>affection</i> | 6. <i>incapacity</i> |
| 3. <i>frail</i>     | 7. <i>bill</i>       |
| 4. <i>oath</i>      | 8. <i>assent</i>     |

### 3. Understanding the article

- a. Students read the statements and decide whether they are true or false according to the article. They should correct any that are false in detail.

**Key:**

1. *True*
2. *False. Charles was born in 1948, which was before she became Queen.*
3. *False. Not one royal expert believes this will happen.*
4. *False. The four members closest to the throne – Charles, his brother Andrew, and Charles's two sons William and Harry – would be allowed to carry out royal duties if the Queen were to become incapacitated.*
5. *False. One of her duties is to meet the British Prime Minister once a week.*
6. *True*
7. *False. This duty is purely formal and she has never withheld her consent to a bill.*
8. *True*

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### 4. Key language

- a. Students find phrases that fit with the meanings.

**Key:**

1. *breathed a sigh of relief*
2. *behind the scenes*
3. *well under way*
4. *how things may play out*
5. *on the cards*
6. *reason for being*
7. *come to terms with*
8. *episodic mobility problems (Note: this term, although not a specific medical diagnosis, has been used widely by the British media to talk about the Queen's physical challenges due to her age, in a respectful way.)*

- b. Next they use the phrases to talk about the article.
- c. Then they use each of the phrases in sentences or short anecdotes of their own that are not related to the article.

### 5. Discussion

- a. Students discuss the questions related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

### 6. In your own words

- a. Follow the steps on the worksheet. Allow a certain freedom within this task so that students create their quizzes – preferably with a partner – in the format that best suits their abilities and age, e.g., on paper, on a flip chart, or PowerPoint. Then share the quizzes in a way that suits your teaching scenario, e.g., pin on the wall, post on a class forum, present via a projector, or share via a group chat.