

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

**Level:** Elementary – 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:**

*Platinum*

### 2. Key words

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

**Key:**

- |                        |                              |
|------------------------|------------------------------|
| 1. <i>bunting</i>      | 6. <i>parliamentary bill</i> |
| 2. <i>frail</i>        | 7. <i>abdicate</i>           |
| 3. <i>bank holiday</i> | 8. <i>regent</i>             |
| 4. <i>royal duties</i> | 9. <i>scenario</i>           |
| 5. <i>appearances</i>  | 10. <i>throne</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. *scenario*
2. *frail*
3. *bunting*
4. *throne*
5. *bank holiday*

### 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, before she became Queen.*
3. *False. No royal expert believes this will happen.*
4. *True*
5. *False. One of her duties is to meet the British Prime Minister every week.*
6. *True*

### 4. Key language

- a. Students read the sentences and cross out the word they do not need to make them true according to the information in the article.

**Key:**

1. *likely*
2. *unlikely*
3. *unlikely*
4. *likely*

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- b. Then they do the same with to make the statements them true about themselves.
- c. Finally, they practise the structure by completing the two sentences with any other information about themselves that they would like to share.

### 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.