

# The Royal Family

## Topic

The Royal Family members

## Aims

- To develop speaking skills
- To revise lexis related to families

## Age group

Teens

## Level

B1+

## Time

60-90 minutes

## Materials

- The Royal Family worksheet

## Introduction

This lesson gives students the opportunity to find out more about the British Royal Family and to practise their speaking skills.

## Procedure

### 1. Lead-in (10-15 minutes)

- Before students start to talk about the Royal Family they will need to have family vocabulary. If you have a lower level group, start by drawing a simple family tree on the board – your own will be more interesting than a fictitious one. Label the people and ask the students what relation they are to you. Elicit the vocabulary and write it up on the board.

	<ul style="list-style-type: none"> <li>• Cut up some sets of the word cards in Task 1 and give a set to each group. One member of the group is going to have the cards and as they take a card they have to describe the relationship of the family member to the group so they can guess the word. E.g. "Your mother's sister's children are your..." "Cousins."</li> <li>• The groups can compete against each other. Also introduce students to less formal names for family members such as Granny, Grandma, Aunty etc.</li> <li>• You can then give students the worksheet with the cards on and students could then draw their own family trees and ask each other about their families.</li> </ul>
<b>2. Task 1: the Royal family tree (10 minutes)</b>	<ul style="list-style-type: none"> <li>• You will need pictures of the Royal family. This site has some good ones: <a href="http://www.cbsnews.com/pictures/britain-line-of-succession/4/">http://www.cbsnews.com/pictures/britain-line-of-succession/4/</a></li> <li>• Hold the photos up one by one and ask students to identify them. Give clues if needed. Ask students to describe the relationships between family members by holding up the two relevant photos. E.g. A picture of Camilla and William and elicit the vocabulary for stepmother and step-son. Draw a family tree and stick the photos on it on the board so students get the idea of who's who.</li> </ul>
<b>3. Task 2: The Royal Family Quiz (10 minutes)</b>	<ul style="list-style-type: none"> <li>• This is a simple quiz about the Royal Family. Put students into small groups to work through the quiz together or put the whole class into two teams.</li> <li>• Answers: 1)b 2)a 3)b 4)c 5)a 6)c 7)c 8) abc*! 9) b *There are no number plates on the Queen's cars, she never carries money with her and as Head of State she has to remain impartial to the different political parties.</li> </ul>
<b>4. Task 3: Discussion: Royal Opinions (10-15 minutes)</b>	<ul style="list-style-type: none"> <li>• . If you are working in a country that has a Royal Family students will probably personalise the task to talk about their own Royal Family. I would encourage this as it will be easier for students to talk about the Royals they have closest to home. If the country you are in doesn't have a monarchy then the discussion will be more general</li> </ul>
<b>5. Task 4: Royal role play (10-15 minutes)</b>	<ul style="list-style-type: none"> <li>• Put students into pairs and give them a role card each. If you have time, but all the students playing the role of the Queen and all those playing students in two groups beforehand for them to share ideas before splitting them off into pairs. As</li> </ul>

	students do the role play, monitor and provide support. If appropriate ask some of the pairs to perform their role play to the whole group.
<b>6. Task 5: King or Queen for the day (15 minutes)</b>	<ul style="list-style-type: none"><li>• Ask student to imagine they are the King/Queen for a day. They can do whatever they like. Before you start give some examples of your own of what they may like to do with the day. Encourage them to be as extravagant as they like. Students could work in pairs to help each other get more ideas. Then, ask each student or pair to tell the rest of the group about their royal day.</li></ul>

**Contributed by**

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