



# THE QUEEN – EXTRA

## Level 3

This level is suitable for students who have been learning English for at least three years and up to four years. It corresponds with the Common European Framework level B1. Suitable for users of TEAM magazine.

### SYNOPSIS

*The Queen* tells the story of the British Royal Family's reaction to the death of Princess Diana, and the public's criticism of the Queen for not directly addressing the nation's grief.

The story opens with news of Tony Blair's victory in Britain's general election in May, 1997. His Labour Party have promised to modernise the country. This is not welcomed by the British Establishment. Their leader – the Queen – represents traditional values such as duty and quiet public service.

Three months later, Princess Diana dies after a terrible road accident. At the time of her death, Diana was the most popular woman in the world. Most of the people of Britain wanted the Queen to speak to the nation about Diana's life and work, followed by a public funeral.

At first, the Queen refused. She and the Royal Family wanted to manage Diana's death privately, in the traditional way. Tony Blair tried to make her change her mind. Prince Charles offered to help him. This caused problems between Charles and the rest of the Royal Family.

Public criticism of the Queen grew. Deeply upset by this, she was finally forced to follow the Prime Minister's advice.

The media present this as a victory for Tony Blair and his 'modern' ideas. But during her final meeting with Tony Blair, she warns that he, too, will one day face strong public criticism. At the end of the film, she appears the stronger figure, quietly convinced of the lasting power of traditional values.

### THE BACK STORY

The film *The Queen* was released in September, 2006, nine years after the death of Princess Diana. It was written by Peter Morgan, directed by Stephen Frears and the title role was played by Helen Mirren. All three won awards for their work, including an Oscar for Helen Mirren as Best Actress in 2006.

*The Queen* was the first full-length feature film ever made about Britain's Royal Family. The director, Stephen Frears, was particularly careful to give a fair and balanced picture of the Royal Family in difficult times. Most critics agreed that he was successful.

### MEDIA LINKS

**DVD:** *The Queen* is available on DVD and Blu-Ray.

**CD:** A recording of *The Queen* is available to accompany the Scholastic Reader.

**Internet:** For more information about the film, visit the official website at: [www.thequeenmovie.co.uk](http://www.thequeenmovie.co.uk).

## HOW TO USE YOUR SCHOLASTIC READER

### Choosing and motivating

Is this the right story for your class? Have they seen the film *The Queen*? Motivate them with background information (see The Back Story above) and by reading aloud the first page of the story with dramatic atmosphere.

### Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (Answers on page 4.)

### Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

### Using the DVD

Select the English Language option on the DVD. The film is 103 minutes long. You could show it in chunks of, say, 10–15 minutes

in parallel with the class reading schedule. Alternatively, choose key scenes and set language tasks related to them.

### Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find the meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

### Fact Files

Set these as self-study or use for whole class work. These provide background information about the making of the film *The Queen*, the history of the British Monarchy, and the life of Princess Diana.

### What did they think?

Get everyone to do a written or spoken review of *The Queen*. Compare opinions. Will they watch the DVD? Did you like it? Let us know at [readers@scholasticeltreaders.com](mailto:readers@scholasticeltreaders.com).



# THE QUEEN

## - EXTRA

### People and places

#### 1 Answer the questions.

##### Who ...

- a) was married to Diana Spencer? ..... *Prince Charles* .....
- b) doesn't think Britain needs a Royal Family? .....
- c) is very close to her mother? .....
- d) gives a popular view of Tony Blair to the public? .....
- e) likes country sports? .....

##### Where ...

- f) do the Royal Family spend their summer holidays? .....
- g) is the Queen's home in London? .....
- h) is Tony Blair's office in London? .....

**2 Talk to a partner. *The Queen* is the story of a difficult time for Britain's Royal Family. Look at the pictures in People and Places. Choose two people and decide together what problems there might be between them. Give your opinion to the rest of the class.**

### Introduction - Chapter 3

#### 1 Make sentences.

- a) William was born ..... in 1996.
- b) Tony Blair won the election ..... in August, 1997.
- c) Elizabeth became Queen ..... in 1982.
- d) Princess Diana died ..... in May, 1997.
- e) Charles divorced ..... in 1953.

#### 2 Who says these things? To whom?

- a) 'The Press have blood on their hands.'  
*Earl Spencer to the world.* .....
- b) 'France.'  
.....
- c) 'It is *me* who asks *you* the question.'  
.....
- d) '... no guns, ...'  
.....
- e) 'I'm feeling quite nervous.'  
.....

- f) 'Princess Diana has died in hospital.'  
.....
- g) 'I'll have to give a public speech.'  
.....
- h) 'She's still your grandchildren's mother.'  
.....

**3 Discuss with a partner. The Queen and Tony Blair have different opinions on how to manage Princess Diana's death. Who do you most agree with, and why?**

### Chapters 4-6

#### 1 Answer these questions.

- a) Where did Tony Blair meet Prince Charles?  
*at the airport* .....
- b) How did Alistair Campbell feel during his meeting with the Establishment?  
.....
- c) What kind of people would be the main guests at Diana's funeral?  
.....
- d) Why did the Queen leave her car?  
.....
- e) Who gave the Queen the plans for Diana's funeral?  
.....

#### 2 Complete the sentences using these adjectives from the box.

amazed   difficult   surprised   ~~angry~~   helpful

- a) Alistair Campbell looked ..... *angry* ..... when he walked into Tony Blair's office.
- b) Charles was ..... when the people of Paris stood up as his car drove through the city.
- c) Tony Blair wondered why Prince Charles was being so .....
- d) The Queen Mother was ..... about the huge stag.
- e) Tony Blair thought a private funeral would be .....

**3 Prince Philip said something at the end of chapter 5 which hurt the Queen. What did he say? Why was she hurt? Talk to a partner.**

### Chapters 7-9

#### 1 Are these sentences true (T) or false (F)?

- a) The Queen didn't like being away from people.  F
- b) The stag disappeared before the men arrived.
- c) Cherie didn't think her husband should help the Queen.
- d) After Tony Blair's statement, the Press stopped criticising the Queen.
- e) The Queen Mother agreed with Prince Philip.
- f) Prince Charles was pleased when his mother changes her mind.
- g) Prince Philip killed the stag.

## RESOURCE SHEET STUDENT ACTIVITIES

**2 Put these events in the correct order.**

- a) The Queen goes to see the dead stag.
- b) Tony Blair answers the media's questions.
- c) The Queen's car hits a rock.
- d) Robin Janvrin gives the Queen a copy of her speech.
- e) The Queen talks to her mother in the garden.
- f) Prince Philip gets angry about going back to London.
- g) The Queen cries.

**3 Talk to a partner. Do you agree with these statements?**

- a) Sleeping in the streets and crying over Diana's death was mad.
- b) The Queen's actions hurt the Royal Family.

**Chapters 10–12**

**1 Tick (✓) the things the Queen says in her speech.**

- a) 'Since last Monday's terrible news, ...'
- b) 'People all over the world have shown their sadness.'
- c) 'We thank God for making people happy.'
- d) 'Everyone has had to manage sadness in their own way.'
- e) 'Princess Diana's children must go away for a while.'
- f) '... speaking as a grandmother, ...'
- g) 'I hope ... we can all join together in showing our sadness at Diana's death.'

**2 Are these sentences true (T) or false (F)? Correct the false ones.**

- a) Cherie thinks the Queen doesn't mean the things she said in her speech.  
T.....
- b) The Queen liked the nice things Tony Blair said about her during their meeting.  
.....
- c) Earl Spencer is very proud of his sister.  
.....
- d) Cherie tells her husband that he saved the Royal Family.  
.....
- e) The Queen wants to become more modern.  
.....
- f) Tony Blair wants to have smaller class sizes in Britain's schools.  
.....
- g) The Queen finally understood why her people criticised her.  
.....
- h) The Royal Family clap after Earl Spencer's speech in Westminster Abbey.  
.....

**3 Work in pairs. One of you is Alistair Campbell. The other is Robin Janvrin. Each of you must write down five points for a newspaper article about the Queen. Compare your points and make a list of five things you can agree with. Then describe your article to the rest of the class.**

**FINAL TASKS**

**1 Imagine you are one of the Queen's servants in Balmoral. Write about what happens in the castle during the days before the Royal Family return to London. Start like this:**

*Things are very difficult here at Balmoral for the Royal Family. Today Prince William and Prince Harry saw the newspapers, and the Queen...*

**2 Choose one of the photos in the book which show the Queen and at least one other person.**

**Describe what is happening in the picture, what has just happened and what is going to happen.**

**3 You are a reporter for a newspaper. Interview a member of the Royal Family just before they leave Balmoral for London. After the interview, write an article for your newspaper. Start like this:**

*We spoke to the Queen and Prince Philip as they were looking at the flowers outside Balmoral.*

*Interviewer: Your majesty, can you tell me...?*

*The Queen: ...*

**VOCABULARY BUILDER**

**Find 'New Words' at the back of the book for each of these definitions.**

- 1. This person works for his government in a foreign country. .... *Ambassador* .....
- 2. This is the title of the main story in a newspaper. ....
- 3. This word describes all the popular forms of giving news to the public. ....
- 4. This shows a country's colours and flies above important buildings. ....
- 5. This word describes a person who is very popular with the public. ....
- 6. To attack somebody by saying or writing what you think they have done wrong. ....
- 7. This person looks after an area of land. ....
- 8. Dead people are put inside this. ....
- 9. To make a noise by putting your hands together hard and quickly. ....
- 10. The correct way to behave with important people. ....
- 11. This is the opposite of private. ....
- 12. This word describes the Queen and her family. ....
- 13. To end a marriage by law. ....
- 14. A large animal that people hunt in Scotland. ....
- 15. A long, written statement which is read to a group of people. ....

**THE SUCCESS OF THE QUEEN (pages 56–7)****Research and Presentation**

Students work in small groups. Each group chooses a film about a famous person, or family. They research the information and also whether or not it was successful. They must give reasons and present their findings to the rest of the class.

**THE BRITISH MONARCHY (pages 58–9)****Quiz**

Divide the class into two groups.

Group 1 must write ten questions from the spread to give to group 2. Group 2 must write the answers to ten questions. Each group then gives their list to the other group. Group 1 try and write the questions for group 2's answers; group 2 try and write answers to group 1's questions.

**Debate**

Look at the discussion activity on page 59 with your students. Brainstorm countries around the world that have a monarchy. Ask them if they think that royal families still have a useful place in modern life. Tell students they are going to debate the following question: *Do countries need a monarchy?*

Divide the class into two groups. Group one will argue in support of the monarchy, and group two will argue against it. Ask students to write down reasons for or against, and to nominate three speakers from their group. Each group shares their ideas, and the speakers present their ideas to the class. Finally, students express their views by voting.

**PRINCESS DIANA (pages 60–1)**

Students choose and then research the life of a famous person from their country. They then write a biography of that person. In what ways is it similar to the story of Diana? In what ways is it different? The class discuss these questions after presenting their biographies.

**FILM FOLLOW-UP**

If you plan to show the film in class, watch it yourself first. Identify good places to stop and pause. Tell students that it's OK not to understand every word. With practice, they will understand more and more.

**Scriptwriters**

Choose a short sequence and show it to the class twice, without the sound. Students must imagine what the characters are saying (more or less) and write a possible script in groups. They use this script to 'dub' the sequence when you play it a third time. Finally, play the sequence with sound so they can compare their ideas with the original.

**Observing**

Choose a short scene before class and prepare questions on it. Tell students to watch and observe details about what is happening in the scene, what people are wearing etc. After students have watched the scene, ask them questions about it. (*What did the Queen see in the in her neighbour's farm building? How did she feel? etc.*) Play the scene again for students to check their answers.

**Plot tracking**

Choose a scene which comes at a crucial point in the plot (for example, when the Queen first hears the news of Princess Diana's death). Ask students to draw a timeline or flow chart up to this point, explaining in note form what has happened so far.

**ANSWER KEY****Self-Study Activities (pages 62–4)**

- 1 a) celebrity b) charity c) Press d) protocol e) an election  
f) a stag
- 2 a) divorced b) speech c) public d) coffin e) royal  
f) Ambassador g) institution h) tradition
- 3 a) Because Charles loved someone else.  
b) No. c) Because she doesn't want him to use the royal plane.  
d) Because she doesn't want her grandchildren to hear about their mother from the media.  
e) The Press.  
f) She thinks public funerals should only be for members of the Royal Family.  
g) She thought the media might take unwelcome pictures of Philip and the boys with guns.  
h) Alistair Campbell's.  
i) To show that they have the same opinion.
- 5 a) ii b) iv c) iii d) i
- 7 a) T b) F. She wants to be alone.  
c) F. He and the Queen liked her at first.  
d) F. He supports the Royal Family. e) T f) T  
g) F. She enjoys being alone.
- 10 a) service b) clapped c) coffin d) servants e) celebrities
- 11 a) The Queen to Prince Philip  
b) The Queen's neighbour to the Queen.  
c) A little girl to the Queen.  
d) Tony Blair to Alistair Campbell.  
e) Janvrin to the Queen.  
f) Cherie to her husband.  
g) Cherie to her husband.  
h) The Queen to Tony Blair.

**Resource Sheet Activities****People and places**

- 1 b) Cherie Blair c) The Queen d) Alistair Campbell  
e) Prince Philip f) Balmoral g) Buckingham Palace  
h) 10 Downing Street

**Introduction—Chapter 3**

- 1 b) in May, 1997 c) in 1953 d) in August, 1997 e) in 1996
- 2 b) Cherie Blair to the Queen.  
c) The Queen to Tony Blair.  
d) The Queen to Prince Philip.  
e) Tony Blair to his wife.  
f) Robin Janvrin to the Queen.  
g) Tony Blair to Cherie.  
h) Prince Charles to his mother.

**Chapters 4–6**

- 1 b) bored c) celebrities  
d) Because she hit a rock and the car wouldn't move.  
e) Robin Janvrin
- 2 b) amazed c) helpful d) surprised e) difficult

**Chapters 7–9**

- 1 b) T c) T d) F. They continued to criticise her. e) T f) T  
g) F. A guest on the neighbour's land killed it.
- 2 The correct order is: c, g, b, e, f, a, d.

**Chapters 10–12**

- 1 b), d), f) g)
- 2 b) F. She disliked the things he was saying to her. c) T d) T  
e) F. She doesn't want to become more modern, but she feels that perhaps the country wants her to become more modern.  
f) T g) F. She didn't know what had gone wrong that summer.  
h) T

**Vocabulary Builder**

2. headline 3. media 4. flag 5. celebrity 6. criticise  
7. groundsman 8. coffin 9. clap 10. protocol 11. public  
12. royal 13. divorce 14. stag 15. speech