

Monarchies

Pre-Reading

A. Warm-Up Questions

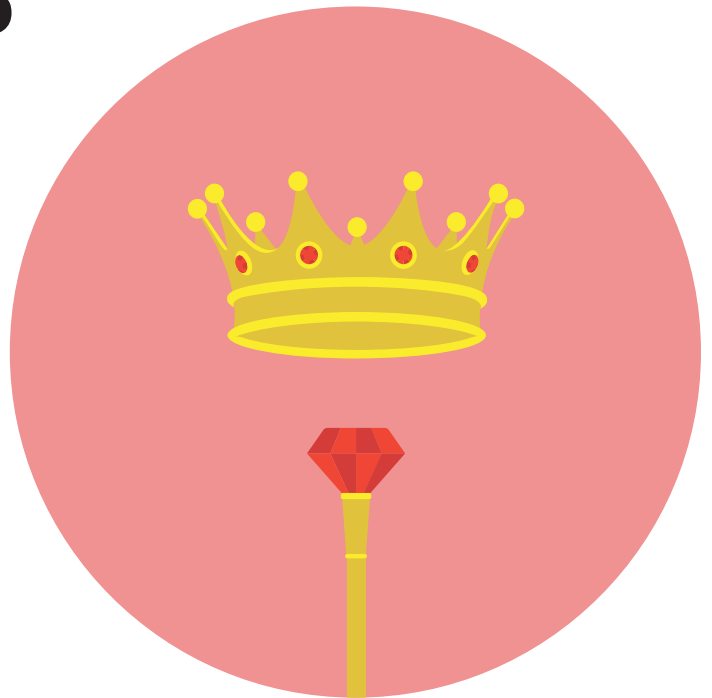
1. What is a monarchy?
Does your country have a monarch?
2. What words do you know for members of a royal family?
3. How has the role of monarchs changed in modern times?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-----------------------|--|
| ___ 1. elected | a) having the responsibility and power to make decisions and rules |
| ___ 2. in charge | b) to keep something as it was in the past |
| ___ 3. hereditary | c) the state of being appropriate or necessary |
| ___ 4. reign | d) the complete removal of something |
| ___ 5. abolition | e) related to the rules and laws of a state |
| ___ 6. subject | f) a member of a state (especially in a monarchy) |
| ___ 7. constitutional | g) for show or formal occasions only |
| ___ 8. ceremonial | h) to hold power as royalty |
| ___ 9. relevancy | i) chosen by voters |
| ___ 10. antiquated | j) the person who comes next in line and takes over a position |
| ___ 11. preserve | k) not modern, no longer relevant |
| ___ 12. successor | l) passed on from one family member to the next |



Reading

MONARCHIES

Long live the tradition

1. Who is the leader of your country? Is there an **elected** president or prime minister **in charge**? Maybe your leader is a monarch, such as a king, queen, or emperor. In a monarchy, the transfer of power is almost always **hereditary**. In other words, a monarch is born to **reign**.
2. Back in the early 17th century, many European societies lived by the “divine right of kings.” This was a belief that monarchs had a God-given right to rule. After the American and French Revolution, the monarchy became less popular and less powerful. The 20th century saw the **abolition** of many monarchies, especially after World War I and II. Most of those that weren’t fully abolished changed from absolute to constitutional.
3. About 25 monarchies still exist today with varying ruling powers. In an absolute monarchy, the monarch has full ruling power over his or her state and **subjects**. Only a handful of absolute monarchies exist today, including Qatar, Saudi Arabia, and Swaziland. The more modern type of monarchy is the **constitutional** monarchy. In this system, the government makes most of the rules and laws, and the monarch’s role is largely **ceremonial**. Many monarchies continue to lose **relevancy** with each generation.
4. While many people agree that the monarchy is an **antiquated** system, having a royal family is a tradition that some nations and colonies are not ready to give up. Who can resist a royal wedding or a newborn prince or princess? In 2018, Prince Harry, who is sixth in line for the throne, was identified as the most popular member of the UK’s Royal Family, with Queen Elizabeth herself taking second place. Will the Queen’s subjects be ready to give up the costs associated with **preserving** and protecting the royalty if her less popular **successor** (Prince Charles) is crowned?

“The monarchy needs publicity: they must be seen to be relevant.”

—Penny Junor, journalist

Comprehension

Discuss these questions in pairs, and write the answers below.

1. How does a monarch differ from another type of leader such as a president or prime minister?

2. What is paragraph two mainly about?

3. What type of monarchy does Saudi Arabia have, and how does it differ from most other monarchies?

4. Why are many people not ready to give up on this antiquated system?

5. How does the reading end?

Vocabulary Review

A. Chunking

Create six expressions by pairing words that are commonly found together in English. Write a sentence for each example.

Word List:

- cease
- royal
- to give up
- born
- charge
- next
- to exist
- to (+ job action)
- in line
- family
- not ready
- in

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

B. Complete the Sentences

Complete the sentences using vocabulary from page 1. You may need to change the word forms.

1. You and your mom were born to write. I guess it's _____.
2. Who is _____ of closing the ceremony?
3. King Louis XIV _____ for 72 years.
4. I support the _____ of the monarchy. It's too costly to keep up this antiquated tradition.
5. It is important to _____ our language and our culture.
6. Unlike monarchs, _____ government officials are chosen by the people.
7. The Royal Family has no _____ to me. I've never even been to the United Kingdom.
8. Though I am ready to retire, I do not approve of my _____. I wish they would find another person to fill my position.

Pronunciation

“CH”

A. Reference

Sometimes two consonants make a single sound. This is called a **digraph**. The digraph *ch* makes the following sounds: /ch/ (/tʃ/), /k/, and /sh/ (/ʃ/). *In words with a French origin, *ch* often makes the /sh/ sound. In words with a Greek origin, *ch* often makes a /k/ sound. In words with a Latin or Old English origin, *ch* usually sounds like /ch/.

***Note:**
In one English word, the *ch* is silent. Can you spot this word in the chart below?

B. Dictionary Work

Work with a partner to complete the chart.
Use a dictionary to find the origin(s) and pronunciation of each word.
Can you write a sentence related to monarchies?

#	Word	Pronunciation	Origin	Example Sentence
1	monarchy	/k/	Greek	
2	parachute			At the 2012 Olympics in London, “James Bond” and “the Queen” parachuted into the opening ceremonies.
3	psychic			
4	chime			



Pronunciation cont.

B. Dictionary Work cont.

#	Word	Pronunciation	Origin	Example Sentence
5	yacht		Dutch	
6	echo			
7	chaos			
8	champagne		French	
9	chalk			
10	brochure			

Discussion

1. Taxpayers often pay for the housing, security, and travel of royal families as they do for government leaders. Do you think the public should have to pay for the expenses of a royal family whose role is largely ceremonial?
2. Should governments hold regular polls or referendums to find out if citizens want to abolish the monarchy?
3. On September 9, 2015, Queen Elizabeth II became the longest-reigning British monarch in history. Several Commonwealth realms, including Canada, Australia, and Jamaica, still have the Queen as their ceremonial head of state. Why do you think these nations continue to preserve this tradition?
4. How are some absolute monarchies able to exist in this modern age? How long do you think these antiquated systems will last?
5. What were you “born to do”?

Critical Thinking

IN PAIRS OR SMALL GROUPS

In recent years, people have become more fascinated with world leaders and their private lives. Do you think having celebrities as government leaders (e.g., Donald Trump as the US President) will replace the public’s need for a royal family to follow?

Selfie Video Challenge

Would you want to be born into a royal family? Why or why not? Take some time to think about this topic. Then record a short video by completing the following sentence prompt.

“I would/would not want to be born into a royal family because...”

Submit your one- to two-minute video to your teacher and share it with your classmates.

Listening

Fill in the blanks as you listen to the recording.

MONARCHIES

Long live the tradition

1. Who is the leader of your country? Is there an _____ president or prime minister in charge? Maybe your leader is a monarch, such as a king, queen, or emperor. In a monarchy, the transfer of power is almost always _____. In other words, a monarch is born to _____.
2. Back in the early 17th century, many European societies lived by the “divine right of kings.” This was a belief that _____ had a God-given right to rule. After the American and French Revolution, the monarchy became less popular and less powerful. The 20th century saw the _____ of many monarchies, especially after World War I and II. Most of those that weren’t fully abolished changed from absolute to constitutional.
3. About 25 monarchies still exist today with varying ruling powers. In an absolute monarchy, the monarch has full ruling power over his or her state and subjects. Only a handful of absolute monarchies exist today, including Qatar, Saudi Arabia, and Swaziland. The more modern type of monarchy is the _____ monarchy. In this system, the government makes most of the rules and laws, and the monarch’s role is largely _____. Many monarchies continue to lose _____ with each generation.
4. While many people agree that the monarchy is an _____ system, having a royal family is a tradition that some nations and colonies are not ready to give up. Who can resist a royal wedding or a newborn prince or princess? In 2018, Prince Harry, who is sixth in line for the throne, was identified as the most popular member of the UK’s Royal Family, with Queen Elizabeth herself taking second place. Will the Queen’s subjects be ready to give up the costs associated with preserving and protecting the royalty if her less popular _____ (Prince Charles) is crowned?

Answer Key

LESSON DESCRIPTION:

Students read about and discuss different types of monarchies and the relevance of this system of governing. This lesson includes a pronunciation task and dictionary work involving the digraph *ch*.

TEACHING TIPS:

See *Discussion Starters Teaching Guide* (<https://esllibrary.com/courses/72/lessons/>) for a variety of ways to use the reading.

LEVEL: Int – High Int

TIME: 1.5–2 hours

TAGS: discussion, monarchies, monarchs, Queen Elizabeth II, royal family, royal families, collocations, *ch*, digraph, pronunciation

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class. Answers will vary.

B. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. i | 3. l | 5. d | 7. e | 9. c | 11. b |
| 2. a | 4. h | 6. f | 8. g | 10. k | 12. j |

Reading (and/or Listening)

Read individually, in small groups, or as a class. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 8. Help your students with vocabulary and expressions that they are unfamiliar with. Discuss the quote and the subtitle.

Comprehension

1. A monarch differs from other government leaders in that a monarch is usually born into his/her role rather than elected. Also, in a constitutional monarchy, many monarchs have limited or no power when it comes to making laws and ruling.
2. Paragraph two is mainly about how monarchs have evolved and lost relevancy since the 17th century.
3. Saudi Arabia has an absolute monarchy, where the monarch has absolute control over laws and subjects. This is rare in modern societies. Most modern monarchies are constitutional monarchies where the monarch's role is largely ceremonial.

4. Many people do not want to give up on this system because of the traditions associated with having a royal family.
5. The reading ends with a question about whether the UK's monarchy will remain in existence after Queen Elizabeth II's reign is over, since her successor (Prince Charles) is less popular.

Vocabulary Review

A. CHUNKING

Example sentences will vary.

- | | |
|-------------------------|---------------------------|
| 1. cease to exist | 4. born to (+ job action) |
| 2. royal family | 5. next in line |
| 3. not ready to give up | 6. in charge |

B. COMPLETE THE SENTENCES

- | | |
|---------------|--------------|
| 1. hereditary | 5. preserve |
| 2. in charge | 6. elected |
| 3. reigned | 7. relevance |
| 4. abolition | 8. successor |

(continued on the next page...)

Answer Key cont.

Pronunciation

A. REFERENCE

Review the different sounds and origins of the digraph *ch*. You may want to look at some dictionary entries together. Consider looking at the entry for “monarchy” or “monarch.”

B. DICTIONARY WORK

Have your students complete the chart in pairs with an online (or print) dictionary. Answers will vary. Share and correct example sentences.

#	Word	Pronunciation	Origin
1	monarchy	/k/	Greek
2	parachute	/sh/ (/ʃ/)	French
3	psychic	/k/	Greek
4	chime	/ch/ (/tʃ/)	Old English
5	yacht	silent	Dutch
6	echo	/k/	Greek
7	chaos	/k/	Latin/Greek
8	champagne	/sh/ (/ʃ/)	French
9	chalk	/ch/ (/tʃ/)	Old English
10	brochure	/sh/ (/ʃ/)	French

Discussion

Answers for the example sentences will vary.
Can be done individually or in small groups or pairs.

Critical Thinking

Place students in groups to think about the suggested topic. Have students share the important points from their group discussion with the class.

Selfie Video Challenge

After you finish the lesson, invite your students to create a selfie video about royal families by completing and expanding on this prompt: “I would/would not want to be born into a royal family because...” Students should discuss the topic for one to two minutes and try to use vocabulary from the lesson.

For tips on assigning and submitting selfie videos in the ELL classroom, check out our blog post: <http://blog.esllibrary.com/2016/04/18/selfie-videos-ell/>

Listening

1. elected, hereditary, reign
2. monarchs, abolition
3. constitutional, ceremonial, relevancy
4. antiquated, successor