



HISTORIC ROYAL PALACES

VICTORIA: A ROYAL CHILDHOOD

ESOL ENTRY LEVEL 1&2



KENSINGTON PALACE

SPACE TO STIR AND BE STIRRED

TOWER OF LONDON · HAMPTON COURT PALACE · BANQUETING HOUSE
KENSINGTON PALACE · KEW PALACE · HILLSBOROUGH CASTLE AND GARDENS

Special thanks to Robert Stone and New City College for developing and testing these ESOL resources.

Historic Royal Palaces is an independent charity that looks after the Tower of London, Hampton Court Palace, the Banqueting House, Kensington Palace, Kew Palace and Hillsborough Castle. Our aim is to be a palace for everyone, ensuring our amazing spaces remain relevant, accessible and open to all.

www.hrp.org.uk

New City College is an innovative further education college with campuses across east London and south-east Essex. NCC offers courses in English for Speakers of Other Languages (ESOL) to help share the essential skills needed for life and work in the UK. Courses are free or part-funded and lead to a recognised certificate and options for further progression.

www.nccclondon.ac.uk

INTRODUCTION

Kensington Palace has a long history as a multicultural palace, being transformed from a manor house into a royal residence in 1689 by William III and Mary II. Arriving from the Netherlands to take the crown from Mary's father in The Glorious Revolution, Britain's only joint monarchs turned Kensington Palace into the centre of royal court during their reign.

In the 1700s the palace was redecorated by George I, Britain's German king, to reflect the splendour expected of contemporary royals. His son George II and Queen Caroline made the palace their home, hosting public audiences, international visitors and society events with notable people of the day including composer Georg Friederich Händel and scientist Sir Isaac Newton.

On 24 May 1819 Princess Victoria was born at Kensington Palace. She grew up alone with her strict mother, during what she would recall as a lonely and unhappy childhood. At six in the morning on 20 June 1837, Victoria was awoken by her mother and taken to meet the Lord Chamberlain who told her that her uncle had passed away and she was now queen.

Following her coronation, Victoria moved to Buckingham Palace, but Kensington Palace remains a residence for other members of the royal family to this day. Notable former tenants include Princesses Margaret and Diana, while today the Prince and Princess of Wales and Duke and Duchess of Gloucester use the palace as London residences and offices.

The public State Apartments at Kensington Palace remain open to visitors throughout the year. Each of the three periods of historic royal residence are reflected in a visit to Kensington Palace through the Queen's State Apartments (William & Mary), King's State Apartments (Georgians) and *Victoria: A Royal Childhood* (Victoria) exhibitions.

This resource

This resource has been created to support tutor-led ESOL visits to the *Victoria: A Royal Childhood* permanent exhibition at Kensington Palace. The rooms of this exhibition trace the life of Victoria from birth to her ascension to the throne when she was 18 years old. There is information about each of the rooms in the exhibition, as well as information about key influences on young Victoria, in the first sections of this resource.

Learning materials have been divided into Entry Level 1 & 2 and Entry Level 3 (in a separate document), but it is suggested that tutors use their own discretion when choosing materials for their class and for differentiation purposes. The layout is intended to be smartboard friendly in order to reduce the printing of handouts, with the added possibility of moving between levels for revision and stretch purposes.

The pack has been organised into activity themes, with tutor's notes at the beginning of each section. It is advisable to use Activities 1-5 as pre-visit materials to enable the class to make the most of their visit.

Activity 6 is a Visit Trail which can be used during visits to encourage students to look closely at the exhibition. Please note that only **pencils** (no pens) are allowed in the palace for conservation reasons. Alternatively, you could send these pages to students' mobiles to save paper.

Activity 7 provides a selection of post-visit tasks to help review the main themes in fun ways after visiting the palace.

Visiting the Palace

General information about booking and visiting the palace is available at www.hrp.org.uk.

Qualifying groups, including adult ESOL classes from local boroughs, may book free visits via the Community Access Scheme; please email communities@hrp.org.uk for more information.

Victoria: A Royal Childhood is located on the first floor, up the stone stairs in the first room after tickets are scanned. Ask a member of the palace team in red uniform if you need assistance finding it.

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ABOUT VICTORIA: A ROYAL CHILDHOOD

This route explores Queen Victoria's life at Kensington Palace from her birth until her accession to the throne. The route is located on the first floor, up the stone steps in the first room after tickets are scanned. There are eight rooms as follows:

Young Victoria

This room introduces Victoria with portraits of her and her mother, and a large dollhouse that shows Victoria's rooms within the palace.

The Princess at Play

This room introduces Victoria's love of dolls and dollhouses, music boxes and other toys she would have used as a young child. There are replica toys in this room that your group is welcome to touch.

Educating Victoria

This room introduces the strict 'Kensington System' of rules that Victoria's mother and John Conroy insisted she follow as a child. It also houses examples of materials Victoria used to study – unusually for a girl – Latin, science and maths.

A Royal Performance

Victoria loved concerts, the opera and the ballet as a young girl, and this room shares memorabilia from her many visits. A replica opera stage represents a live performance held at the palace to mark her 16th birthday; the show lasts about 4 minutes. There are fancy dress clothes in this room that your group is welcome to try on.

Family Feuds

This room represents Victoria's teenage years when tensions with her mother and his advisor, Sir John Conroy, came to a head. It includes a travel bed and information about tours of England and Wales Victoria undertook during this period.

The Birthday Ball

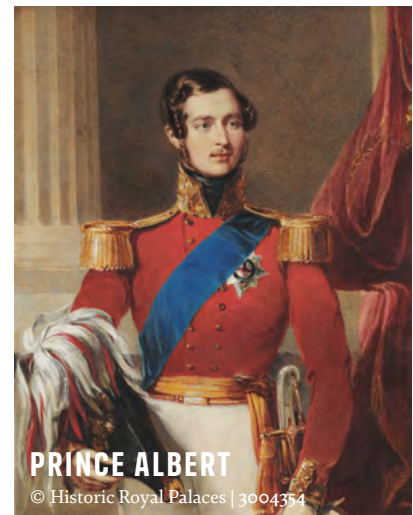
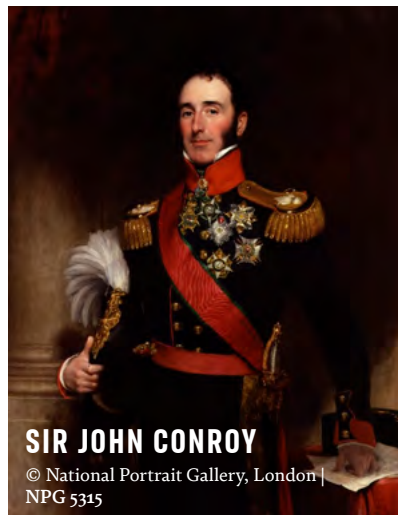
Victoria encountered a range of different visitors in this room, which commemorates a ball held to celebrate her 17th birthday. This party was the first time she encountered Prince Albert, who she would marry a few years later.

A Baby in the Palace

This room was chosen by Victoria's father because its location above the kitchens made it easy to source hot water for her birth. Victoria's mother gave birth in this room with the help of Germany's first female gynaecologist.

Becoming Queen

It was in this room that Queen Victoria first met with the Privy Council to sign the Proclamation swearing her oath of monarchy. The large table reproduces the experience and your group is invited to sit around the table and take in how it must have felt for the 18-year-old new queen to take her place for the first time.



NOTABLE INFLUENCES

Victoria was a strong character, but many people and systems influenced her life as a child.

Edward, Duke of Kent (1767-1820) and Victoria, Duchess of Kent (1786-1861) were Victoria's parents. After George IV's only heir to the throne died (Princess Charlotte of Wales, 1817), the king's brother, Edward, quickly married Victoria with the aim of producing an heir to the throne. In 1819, Princess Alexandrina Victoria was born. The Duke of Kent died when the princess was only 8 months old, leaving her to be raised by her mother at Kensington Palace.

The Kensington System was the rigid set of rules Victoria lived by when growing up at Kensington Palace. These rules were developed by her mother, the Duchess of Kent, and her ambitious adviser, **Sir John Conroy**. They were a method for protecting and enhancing their power by keeping Victoria under their control.

Victoria was never allowed out of the sight of an adult – she was always supervised by her mother, one of her tutors, or her governess, Baroness Lehzen. She was rarely allowed to meet other children, with the exception of Conroy's daughters and her own half-sister, Feodora, who married and moved away from Kensington when Victoria was nine years old. Victoria even had to sleep in the same room as her mother until she became queen. Thinking back to these times Victoria recalled that 'she led a very unhappy life as a child... and did not know what a happy domestic life was!'

Prince Albert (1819-1861) was Victoria's husband. As an eligible young royal, Victoria drew suitors from across Europe. Her uncle Leopold favoured her cousin, Prince Albert of Saxe Coburg and Gotha. After his visit to Kensington Palace in 1836, Victoria wrote to her uncle of Albert's kindness and goodness, as well as his 'pleasing and delightful exterior.' They played piano duets, attended the opera and even shared singing lessons. Victoria's one criticism seems to have been of Albert's lack of stamina for late-night socialising. By the time Victoria and Albert met again in October 1839, after she had become queen and moved to Buckingham Palace, these initial feelings of admiration had blossomed into love. Albert was 'perfection; perfection in every way.' Five days after his arrival in England, Victoria proposed to him, and he accepted.

ACTIVITY 1:

GETTING TO KNOW THE PALACE

1A: THINGS YOU WILL SEE AT THE PALACE

1B: ABOUT THE PALACE

1C: GETTING TO THE PALACE

1D: RULES FOR VISITING THE PALACE

**1E. A FEW FAMOUS PEOPLE WHO HAVE LIVED
AT KENSINGTON PALACE**

**1F. AN INTRODUCTION TO QUEEN VICTORIA &
TEAM QUESTION SHEET**

1G. IMPORTANT EVENTS IN THE LIFE OF QUEEN VICTORIA

Curriculum Reference

- 1a. Rw/E1.1a Recognise a limited number of words
Lr/E1.2d Listen for phonological detail
- 1b. Rt/E2.1b Obtain information from texts
- 1c. Rw/E1.3b Recognise digits
Rt/E2.4a Obtain information from illustrations, simple maps, captions, etc.
- 1d. Wt/E1.1a Compose very simple text to communicate basic information
Rt/E1.1b Recognise ways of expressing prohibition
- 1e. Sc/E1.4a Make simple statements of fact
Sc/E2.3a Express statements of fact appropriate for the level
- 1f. Rw/E1.3b Recognise digits
Rt/E2.1b Obtain information from texts
- 1g. Sc/E1.4a Make simple statements of fact
Sc/E2.3a Express statements of fact appropriate for the level
Sd/E2.1d Express views and opinions

TUTOR'S NOTES AND ANSWERS

1a. Things you will see at the palace

This activity gives an introduction to vocabulary relevant to the palace visit.

Answers: Palace host / Gardens / Painting / Palace / Statue / Staircase

1b. About the palace

Answers to True/False: F/T/F/T/T/T/F

1c. Getting to the palace

Learners read the Visitor Information by themselves and answer questions.

Answers:

- W8 4PX
- Three
- 0333 320 6000
- Email or visit the website
- F/T/F/T

Learners can then work in pairs to discuss their preferred journeys to the palace.

1d. Rules for visiting the palace

Learners read the rules for visits and complete the following sentences. Stronger learners can discuss why you can or can't do these things when visiting the palace.

Answers:

- You *can* sit in the gardens.
 - You *can't* leave your child unattended.
 - You *can* take photographs, but you *can't* use flash.
 - You *can* eat in the palace cafe.
 - You *can't* touch the paintings.
 - You *can* ask palace hosts questions about history, or if you need help.
 - You *can't* smoke inside the palace.
 - You *can't* smoke in the palace grounds.
 - You *can't* film inside the palace.
 - You *can* see paintings of people from history.
 - You *can't* use pens inside the palace.
-

1e. A few famous people who have lived at Kensington Palace

Students can be invited to label the portraits and share what they know with the class. This is intended to establish some of the main facts about the royal family and show the important link with Kensington Palace.

Answers:

<i>King George I</i>	<i>Princess Victoria</i>	<i>Princess Margaret (Sister to Queen Elizabeth II)</i>
<i>Princess Diana</i>	<i>Catherine, Princess of Wales</i>	<i>Prince William</i>
<i>Prince Harry</i>	<i>Meghan, Duchess of Sussex</i>	<i>Queen Mary II</i>

1f. An introduction to Queen Victoria and team question sheet

Students may have no knowledge of Queen Victoria and this is a way of bringing her into the narrative, showing her lineage to the modern royal family (Edward VII her son, George V her grandson, George VI her great-grandson, Elizabeth II her great-great-granddaughter and Charles III her great-great-great grandson!)

Please note: this list skips over Edward VIII, who was King in 1936 before abdicating later the same year, in order to keep simplicity of language and ease of determining familial relationships. Discussion of his role in the line of succession could be used as an extension activity for more advanced learners.

Team question sheet Answers:

(Try to elicit that the dates given are for birth and death.)

1.	<i>Queen Victoria lived for 81 years. (Queen Victoria died in January 1901. She would have been 82 years old in May that year.)</i>
2.	<i>Edward VII was her eldest son. Queen Victoria had nine children.</i>
3.	<i>George VI</i>
4.	<i>Queen Elizabeth II</i>
5.	<i>Queen Elizabeth II</i>
6.	<i>III</i>
7.	<i>VII</i>
8.	<i>Queen Elizabeth (mother of Elizabeth II). (Prince Philip was 3 months short of being 100.)</i>
9.	<i>Prince Albert who was 42 when he died.</i>
10.	<i>Victoria, Edward, George, George, Elizabeth, Charles</i>

1g. Important events in the life of Queen Victoria

This activity is an opportunity to discuss and explore the numerous important ways the United Kingdom changed during the reign of Queen Victoria. Materials such as BBC Bitesize can be useful to provide more detail about living conditions and social issues with some interesting photographs.

Possible answers for vocabulary task:

<i>a. empire</i>	<i>b. slavery</i>
<i>c. child workers</i>	<i>d. education</i>
<i>e. inventions</i>	<i>f. pollution</i>

ACTIVITY 1: GETTING TO KNOW THE PALACE

1A: THINGS YOU WILL SEE AT THE PALACE

1B: ABOUT THE PALACE

1C: GETTING TO THE PALACE

1D: RULES FOR VISITING THE PALACE

**1E. A FEW FAMOUS PEOPLE WHO HAVE LIVED
AT KENSINGTON PALACE**

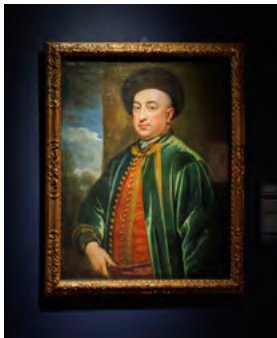
**1F. AN INTRODUCTION TO QUEEN VICTORIA &
TEAM QUESTION SHEET**

1G. IMPORTANT EVENTS IN THE LIFE OF QUEEN VICTORIA

1A: THINGS YOU WILL SEE AT THE PALACE

Match the word from the word bank with the correct picture.

PALACE	GARDENS	PALACE HOST
STAIRCASE	PAINTING	STATUE



1B: ABOUT THE PALACE

Read the texts below and choose whether the statements are true or false.

About Kensington Palace

Kensington Palace is over 330 years old. Some of the royal family still live here today. At Kensington Palace you can learn about the royal family of the United Kingdom.

The royals living at the palace had a lot of big expensive parties where people would come to meet the King or Queen.

In 1819, Queen Victoria was born at Kensington Palace and lived here to when she became Queen in 1837. You will see the room where she was born and also the toys and books she had to study.

Victoria's childhood at Kensington was different to many other children's lives. Victoria's mother was very strict and had many rules Victoria had to follow.

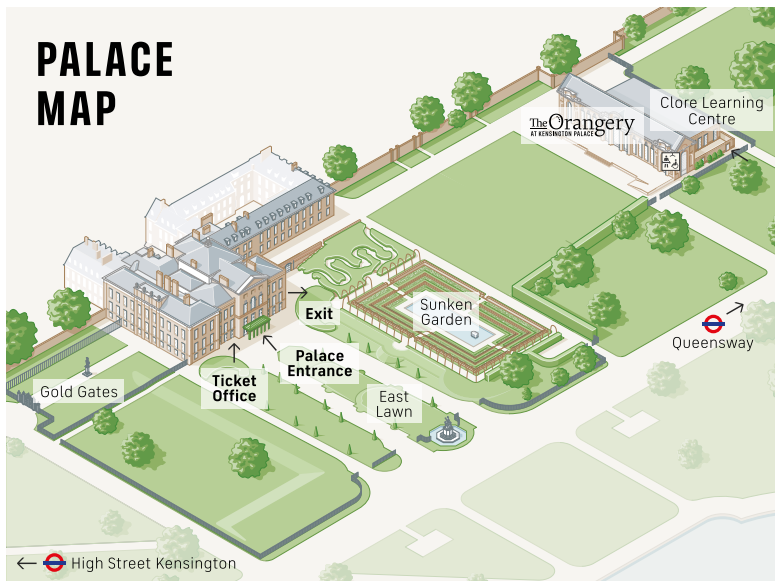
Victoria was a very important Queen. The public loved her because she visited many places and helped charities. She was queen for 63 years. The country changed a lot, but Queen Victoria was always there and this was important for people.

Queen Victoria had nine children and many of them got married to princes and princesses of other royal families in Europe.

Circle whether the statement is true or false:

Kensington Palace is 200 years old	T	F
The palace used to have many large parties	T	F
The royal family don't live there now	T	F
Queen Victoria was born at the palace	T	F
Victoria's mother was very strict	T	F
You can see toys and study materials from Queen Victoria	T	F
Victoria was queen for 37 years	T	F

1C: GETTING TO THE PALACE



VISITOR INFORMATION

Address:

Kensington Palace,
Kensington Garden,
London W8 4PX

Opening Times:

Summer (March-September):
10:00-18:00, 7 days a week

Winter (October-February):
10:00-16:00, Wednesday to Sunday

Contact:

Tel: 0333 320 6000
Email: info@hrp.org.uk
Website: hrp.org.uk

How to get here

The nearest public transport is:



Queensway Station: Central Line
High Street Kensington Station: Circle and District Lines
Notting Hill Gate: Central, Circle and District Lines



Bayswater Road: 70, 94, 390
High Street Kensington: 9, 10, 49, 52, 70, 148

1D: RULES FOR VISITING THE PALACE

Read the following rules for visiting the palace.

When visiting Kensington Palace we ask you to follow these rules to keep the palace, objects and visitors safe.

- Please do not smoke inside the palace or gardens.
- You are welcome to take photographs, but please do not use flash.
- There is no filming in the palace.
- Please do not touch paintings or statues.
- Food and drink can only be consumed in designated cafes.
- Please do not leave children unattended.
- Everyone is welcome to enjoy the gardens, and you are welcome to sit on the grass.
- Palace hosts are available to answer your questions about your visit and the history of the palace.
- Only pencils (no pens) are allowed to be used in the palace.

Write can or can't in the spaces left in each sentence.

You _____ sit in the gardens.

You _____ leave your child unattended.

You _____ take photographs, but you _____ use flash.

You _____ eat in the palace cafe.

You _____ touch the paintings.

You _____ ask palace hosts questions about history, or if you need help.

You _____ smoke inside the palace.

You _____ smoke in the palace grounds.

You _____ film inside the palace.

You _____ see paintings of people from history.

You _____ use pens inside the palace.

1E: A FEW FAMOUS PEOPLE WHO HAVE LIVED AT KENSINGTON PALACE

Do you know the names of the people below?

PRINCESS MARGARET	PRINCESS VICTORIA	PRINCE WILLIAM
PRINCESS DIANA	PRINCE HARRY	KING GEORGE I
QUEEN MARY II	MEGHAN, DUCHESS OF SUSSEX	PRINCESS KATE



Are you interested in the royal family? Why / Why not?

Do you have a royal family in your country?



1F: AN INTRODUCTION TO QUEEN VICTORIA

Kings and queens of the United Kingdom after Queen Victoria

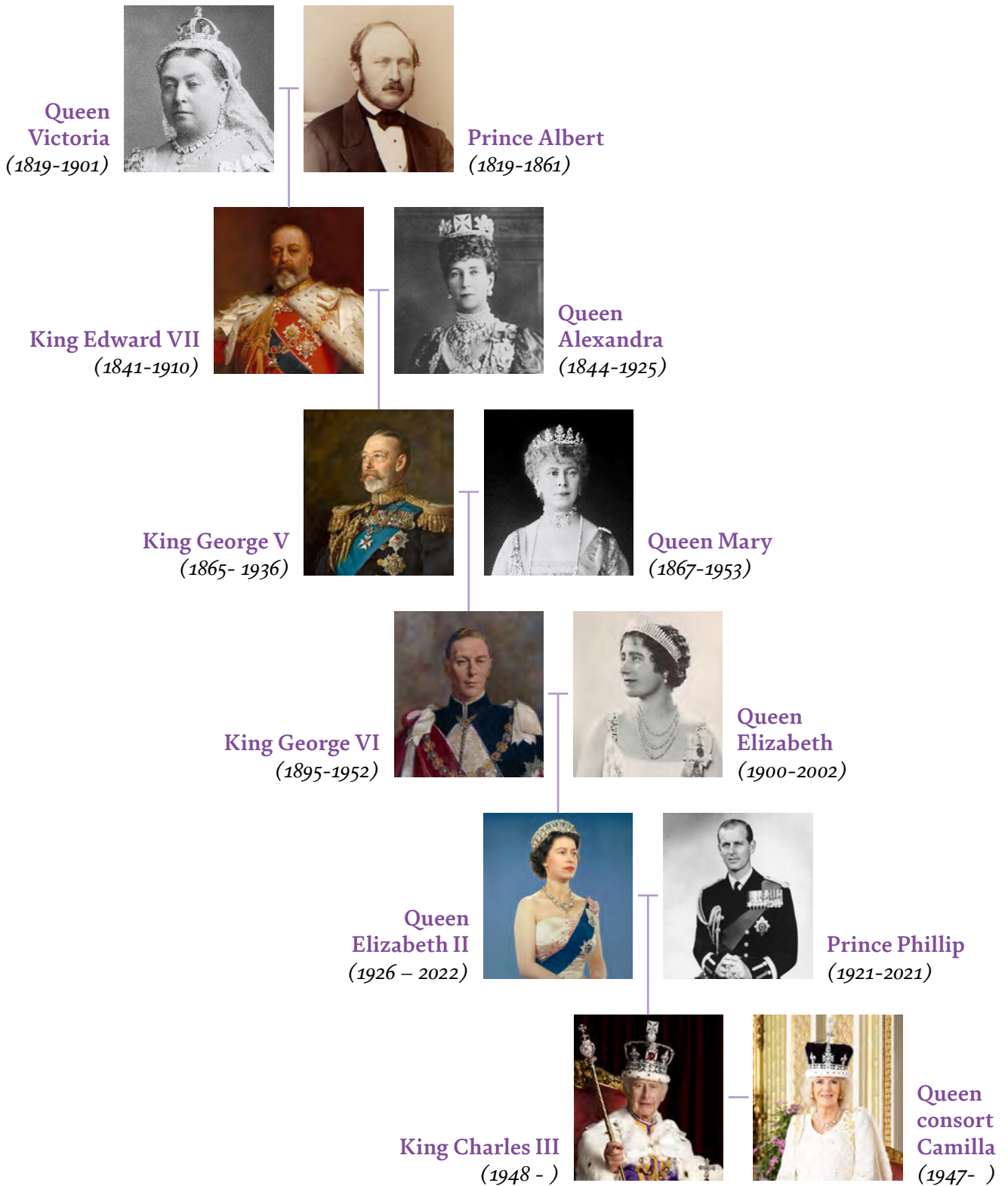


Image credits: Prince Albert, Royal Collection Trust;
King Charles III and Queen consort Camilla portraits,
Hugo Burnand/Royal Household

TEAM QUESTION SHEET

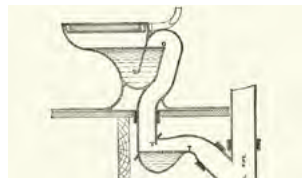
Look at the royal family tree and answer the questions below:

1. How many years did Queen Victoria live?
2. Who was the son of Queen Victoria?
3. Who was the great-grandson of Queen Victoria?
4. Who was the great-great-granddaughter of Queen Victoria?
5. Who was the daughter of King George VI and Queen Elizabeth?
6. If I is 1 and II is 2, what is 3?
7. If V is 5 and VI is 6, what is 7?
8. Who lived for 100 years or older?
9. Who had the shortest life?
10. What can VEGGEC help you to remember?

1G: IMPORTANT EVENTS IN THE LIFE OF QUEEN VICTORIA



Queen Victoria is an important queen because in her life many important things happened in the United Kingdom. **Look at the pictures below.**
What changes do they show?



Match the words below with the pictures

SLAVERY	INVENTIONS	EMPIRE
EDUCATION	POLLUTION	CHILD WORKERS

ACTIVITY 2:

THE HOME OF A PRINCESS

2A: WORDSEARCH (ENTRY 1)

WORDSEARCH (ENTRY 2)

2B: VOCABULARY MATCHING

2C: PICTURE LABELLING / PREPOSITIONS

2D: IMPORTANT DATES

2E: ORDERING OF DATES CUT UP

2F: LET'S TALK QUESTIONS / ANSWERS

**2G: THE PRINCESS AT KENSINGTON PALACE
CUT UP WITH QUESTION SHEET**

Curriculum Reference

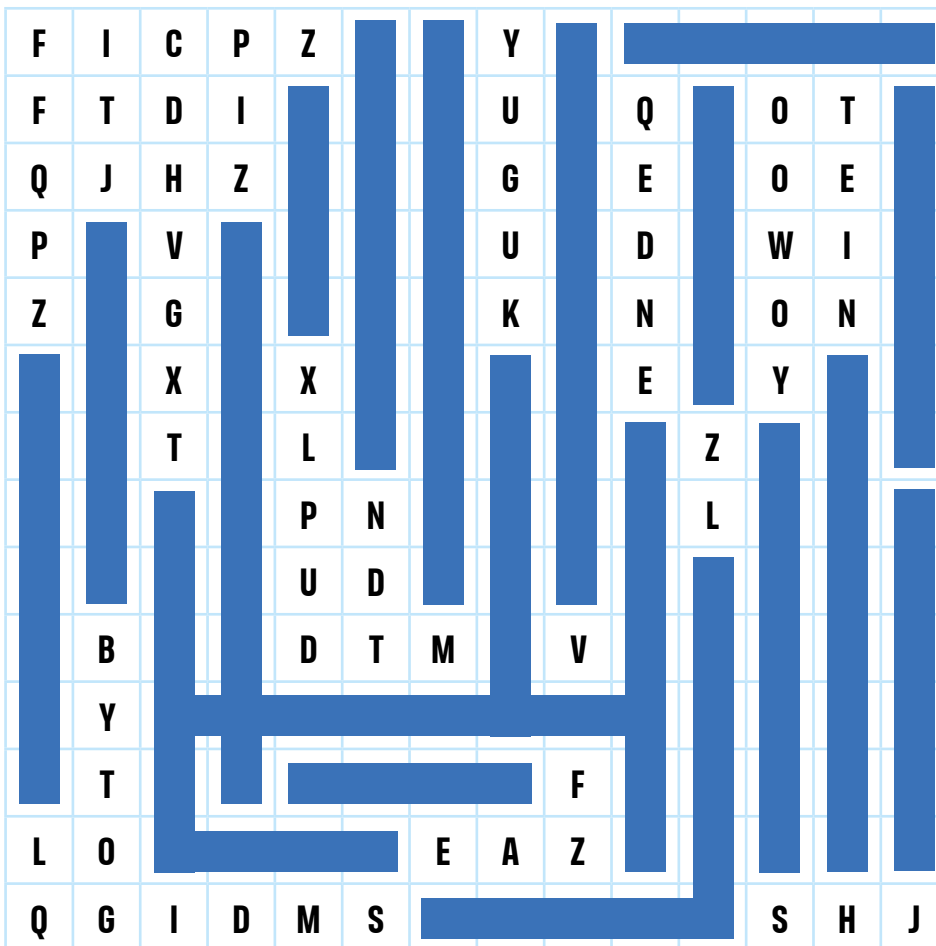
- 2a. R_w/E_{1.1a} Recognise a limited number of words, signs and symbols
 - R_w/E_{2.4a} Obtain information from a simplified dictionary
- 2b. R_w/E_{1.1a} Recognise a limited number of words
- 2c. W_s/E_{1.1a} Construct a simple sentence using basic word order and verb form
- 2d. R_t/E_{1.1b} Obtain information from texts
 - W_w/E_{1.2b} Form digits
- 2e. R_w/E_{1.3b} Recognise digits
 - R_s/E_{1.1a} Read and recognise simple sentence structure
 - R_t/E_{2.1a} Use a range of strategies to trace main events of chronological texts
- 2f. S_c/E_{1.3a} Ask for personal details
 - W_s/E_{1.1c} Understand how verbs are used to construct questions
 - S_c/E_{2.3b} Direct/less direct requests for information
- 2g. R_t/E_{1.1a} Follow a short narrative
 - R_t/E_{1.1b} Obtain information from texts
 - R_t/E_{2.1a} Use a range of strategies to trace main events of chronological texts

TUTOR'S NOTES AND ANSWERS

2a. Wordsearch - Entry 1

Begin by reminding the students to label the pictures.

Then move on to the wordsearch. Some words such as furniture / hallway will need support. There are two 'toys'! These refer to the dolls and other toys of Queen Victoria that are on display. Jewellery refers to the items on display in the Jewel Room which is part of the Queen Victoria exhibition.



- QUEEN
- KING
- PRINCE
- PRINCESS
- PALACE
- CROWN
- STATUE
- STAIRS
- PICTURE
- DANCING
- GARDEN
- TOYS
- JEWELLERY
- DRESSES
- ROYAL
- CARPET
- FURNITURE
- HALLWAY
- TOYS
- EXPENSIVE
- VICTORIA

2b. Vocabulary matching

A cut up pelmanism activity to establish some relevant vocabulary. An opportunity for pronunciation practice and putting the vocabulary into groups according to the number of syllables.

2c. Picture labelling

This activity involves the labelling of a photograph of the room Victoria was born in with a cloze activity practising the use of prepositions of place.

2d. Ordering of dates cut up

Pairs / groups organise the text chronologically. An opportunity to practise the present simple 3rd person singular.

2e. Important dates

As a follow up to the information learned in 2d, this activity is for the practice of ordinals, months and saying years.

2f. Let's talk questions / answers

For this activity questions are elicited in the second person from the examples given in the 3rd person. An extra line is for alternative questions. e.g. How tall are you? (At her tallest Queen Victoria was 5' 1"). Once the language is established, pairs can role-play the interview.

As a girl Victoria enjoyed drawing, singing, animals and collecting dolls.

2g. The Princess at Kensington Palace cut up with question sheet

The text about Victoria's life at Kensington Palace is more challenging than 2d. Students can be supported by going through the text on an interactive whiteboard first before giving out the cut up narrative. Students may need prompting to find the links between the cut-up sentences. Once completed there is a question sheet. The wording is all in the present simple, but Entry 2 students could be tasked with changing it to the past simple.

Answers:

1. *c) in England*
2. *c) father dies*
3. *b) she has a teacher*
4. *c) Music*
5. *b) she is sick*
6. *b) Victoria's uncle*

ACTIVITY 2:

THE HOME OF A PRINCESS

2A: WORDSEARCH (ENTRY 1)

WORDSEARCH (ENTRY 2)

2B: VOCABULARY MATCHING

2C: PICTURE LABELLING / PREPOSITIONS

2D: ORDERING OF DATES CUT UP

2E: IMPORTANT DATES

2F: LET'S TALK QUESTIONS / ANSWERS

**2G: THE PRINCESS AT KENSINGTON PALACE
CUT UP WITH QUESTION SHEET**

2A: WORDSEARCH (ENTRY 1)

Can you find the words for the pictures?

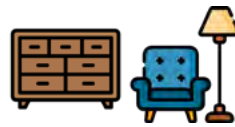


F	I	C	P	Z	P	J	Y	E	Q	U	E	E	N
F	T	D	I	T	I	E	U	X	Q	R	O	T	P
Q	J	H	Z	O	C	W	G	P	E	O	O	E	A
P	S	V	F	Y	T	E	U	E	D	Y	W	I	L
Z	T	G	U	S	U	L	K	N	N	A	O	N	A
H	A	X	R	X	R	L	S	S	E	L	Y	V	C
A	I	T	N	L	E	E	T	I	D	Z	D	I	E
L	R	C	I	P	N	R	A	V	R	L	A	C	P
L	S	A	T	U	D	Y	T	E	E	G	N	T	R
W	B	R	U	D	T	M	U	V	S	A	C	O	I
A	Y	P	R	I	N	C	E	S	S	R	I	R	N
Y	T	E	E	K	I	N	G	F	E	D	N	I	C
L	O	T	O	Y	S	E	A	Z	S	E	G	A	E
Q	G	I	D	M	S	C	R	O	W	N	S	H	J

QUEEN
 KING
 PRINCE
 PRINCESS
 PALACE
 CROWN
 STATUE
 STAIRS
 PICTURE
 DANCING
 GARDEN
 TOYS
 JEWELLERY
 DRESSES
 ROYAL
 CARPET
 FURNITURE
 HALLWAY
 TOYS
 EXPENSIVE
 VICTORIA

2A: WORDSEARCH (ENTRY 2)

Can you find the words for the pictures?



D	K	P	I	Y	P	R	I	N	C	E	S	S	H
S	N	R	M	G	S	C	A	R	P	E	T	T	A
G	K	P	A	L	A	C	E	T	O	Y	S	O	L
V	I	U	K	J	H	R	G	L	H	P	F	Y	L
G	I	K	H	D	E	L	D	Z	N	I	U	S	W
A	C	C	S	D	A	W	C	E	E	C	R	D	A
P	S	R	T	T	R	N	E	K	N	T	N	L	Y
R	U	T	O	O	A	E	C	L	P	U	I	A	V
I	Q	A	A	W	R	T	S	I	L	R	T	Y	L
N	J	U	M	I	N	I	U	S	N	E	U	U	R
C	V	H	E	U	R	L	A	E	E	G	R	N	O
E	G	G	Z	E	M	S	A	J	N	S	E	Y	Y
N	U	G	W	Z	N	Z	U	M	K	I	N	G	A
E	X	P	E	N	S	I	V	E	P	X	G	I	L

QUEEN
 KING
 PRINCE
 PRINCESS
 PALACE
 CROWN
 STATUE
 STAIRS
 PICTURE
 DANCING
 GARDEN
 TOYS
 JEWELLERY
 DRESSES
 ROYAL
 CARPET
 FURNITURE
 HALLWAY
 TOYS
 EXPENSIVE
 VICTORIA

2B: VOCABULARY MATCHING



PALACE

TOYS

DOLL

DRAWING

PAINTING

JEWELLERY

CRADLE

CARPET

DRESS

DANCING

CROWN

GARDEN

2C: PICTURE LABELLING

This is the room where Princess Victoria was born.



Find these things in the room:

A BED	A CARPET	A CHAIR	A DOOR	A PLANT
A PICTURE	A CRADLE	A MIRROR	A FIREPLACE	A LIGHT
A VASE	A CHEST-OF-DRAWERS	A BEDSIDE-CUPBOARD		

Write sentences about where things are:

on the floor | behind the chair | on the wall | against the wall |
in the corner | in front of the mirror | above the cradle

Example: *the carpet is on the floor.*

2D: ORDERING OF DATES CUT UP

Put the sentences in order of dates

Victoria is born at Kensington Palace on **24th May 1819**.

Her father dies when Victoria was 8 months old, on **23rd January 1820**.

On **20th June 1837** Princess Victoria is the new queen.

In **July 1837** she goes and lives at Buckingham Palace.

In 1836 Princess Victoria meets her future husband Prince Albert and they marry on **10th February 1840**.



2E: IMPORTANT DATES

23RD JANUARY 1820	20TH JUNE 1837	
24TH MAY 1819	10TH FEBRUARY 1840	JULY 1837

Look at the dates in the box and fill in the gaps:

1. ____ May 1819 *example: 24th May 1819*
2. _____ 1820
3. _____ 1837
4. July _____
5. _____ 1840

Use what you read about young Victoria in the last exercise and fill in the missing words:

Victoria is born at Kensington Palace on 24th ____ 1819.

Her father dies when Victoria was 8 ____ old, on 23rd _____ 1820.

On 20th ____ 1837 Princess Victoria is the new _____ .

In ____ 1837 she goes and _____ at Buckingham Palace.

In 1836 Princess Victoria _____ her future husband Prince Albert and they marry on 10th _____ 1840.

Saying a year

- a) For 1819 say 18 - 19 b) For 1918 say 19 - 18

Say the dates below:

1550 1770 1888 1990 1066 2020

2F: LET'S TALK QUESTIONS / ANSWERS



This is Princess Victoria.

How old is she?

Is she happy?

Where does she live?

What does she like?

Can you ask Princess Victoria some questions?

a) How old are you?

b) _____

c) _____

d) _____

e) _____

Can you write the opposite words below?

old – y _ _ _ _ like – h _ _ _

happy – s _ _ tall – s _ _ _ _

2G: THE HOME OF A PRINCESS

In April 1819 Victoria's mother comes to Britain from Germany.

In May 1819 Victoria is born at Kensington Palace.

In 1820 Victoria's father dies.

When Victoria is 10 years old, she has a new teacher.

She learns French and Italian.

Also, she likes reading and music.

When Victoria is 16, she is very sick.

She does exercises and is fit and strong again.

In 1837 her uncle, King William IV, dies.

Victoria is now the Queen of Britain.



Questions about 'The home of a princess'

1. Victoria is born ...
 - a) in Germany
 - b) in France
 - c) in England
2. In 1820 ...
 - a) Victoria is born
 - b) mother dies
 - c) father dies
3. When Victoria is 10 years old ...
 - a) her father dies
 - b) she has a teacher
 - c) she is sick
4. At school Victoria likes ...
 - a) Maths
 - b) German
 - c) Music
5. When Victoria is 16 years old
 - a) she is queen
 - b) she is sick
 - c) she learns French
6. King William IV is ...
 - a) Victoria's father
 - b) Victoria's uncle
 - c) Victoria's brother

Now finish the sentences below:

1. Victoria is born _____
2. In 1820 _____
3. When Victoria is 10 years old _____
4. At school Victoria likes _____
5. When Victoria is 16 years old _____
6. King William IV is _____

ACTIVITY 3:

THE KENSINGTON SYSTEM

3A: RULES DISCUSSION CAN / CAN'T

3B: CUT UP RULES AND ANSWERS

3C: LIKES AND DISLIKES PRESENT SIMPLE

LIKES AND DISLIKES WITH PRESENT / PAST SIMPLE

Curriculum Reference

- 3a. Sc/E1.2b Use 'can' for permission
 - Sc/E1.4b Use contracted forms
 - Lr/E1.2c Recognise contracted forms
 - Sc/E2.3b Talk about past events
- 3b. Rt/E1.1b Recognise ways of expressing prohibition
 - Rt/E2.2b Identify the purposes of short texts
- 3c. Sd/E1.1c Express likes and dislikes
 - Sd/E2.1c Express likes and dislikes

TUTOR'S NOTES AND ANSWERS

3a. Rules discussion can / can't

A discussion about the rules parents have at home. This could be kept in the present or rules could be elicited from students' childhoods (language permitting).

Tutor's notes

At this stage the character John Conroy is introduced. He was a divisive figure, maybe loved by Princess Victoria's mother, but hated by Victoria as he started to exert pressure on her to be submissive to him, particularly by creating the Kensington System of rules Victoria had to follow. His ultimate goal was to gain legal authority over her in case she succeeded to the throne before being 18 years old. This would make him one of the most powerful people in the country.

3b. Cut up rules and answers

This is a matching exercise: John Conroy's rules with Princess Victoria's replies to them.

Imperatives can be highlighted alongside can / can't. Positive and negative imperatives can be practised using rules elicited in 3a.

3c. Entry 1 Likes and dislikes with present simple

Entry 2 Likes and dislikes with present / past simple

Both worksheets elicit a class discussion about likes and dislikes. The thumbs up / down gesture may need to be explained.

The Entry 2 material involves some spelling practice and past tenses.

Tutor's notes

- Queen Victoria owned 88 dogs in her lifetime.
- She loved fruit. It is said that the Chilean Guava was her favourite.
- She was known to like and wear purple a lot. It was also said that she liked chocolate brown. However, after Prince Albert died black became her default choice of clothing.

ACTIVITY 3:

THE KENSINGTON SYSTEM

3A: RULES DISCUSSION CAN / CAN'T

3B: CUT UP RULES AND ANSWERS

3C: LIKES AND DISLIKES PRESENT SIMPLE

LIKES AND DISLIKES WITH PRESENT / PAST SIMPLE

3A: RULES DISCUSSION CAN / CAN'T

The rules when Victoria was a child

Victoria was eight months old when her father died.

A friend of her father called John Conroy helped to look after Victoria.

Conroy was in the army and liked rules. He was very strict.

Victoria did not like him.



Talk about the rules you have at home.
When you were a child were there rules?

Write some rules for children with the words in the box.

WEAR YOUR SHOES IN THE HOUSE	READ A BOOK	BE RUDE	EAT FRUIT
GO OUT AT NIGHT	GO TO BED EARLY	GET A TATTOO	BE NOISY

You can help your mother.

You can't be rude.

You can _____

You can't _____

You _____

You _____

You _____

You _____



Is it good to be a very strict parent?
Discuss.

3B: CUT UP RULES AND ANSWERS

Match John Conroy's rules with Victoria's answers.

RULE

Hold the hand of an adult when you go downstairs.

I am 16 and I cannot go down stairs alone.

RULE

Eat bread with milk, but not fruit.

I like to eat fruit and sweet things.

RULE

Do exercises every morning.

I am tired.

RULE

You cannot meet people alone.

I cannot talk to my sister in private.

RULE

Sleep in your mother's bedroom.

I cannot sleep with her in the room.



3C: LIKES AND DISLIKES WITH PRESENT SIMPLE

E1



What do you like? - *I like music*
 What don't you like? - *I don't like cleaning*

Discuss the words in the box. I like ... / I don't like ...

ART	MATHEMATICS	SWIMMING	FOOTBALL
THE INTERNET	PIZZAS	SUPERMARKETS	PARKS

Look at the pictures and write some sentences about what Princess Victoria likes and doesn't like.

<p>Royal Collection Trust / © His Majesty King Charles III 2019 RCIN 405969</p>		<p>© National Portrait Gallery, London NPG 5315</p>
<p>PETS</p>	<p>RULES</p>	<p>JOHN CONROY</p>
		<p>© Historic Royal Palaces 3004354</p>
<p>STRAWBERRIES</p>	<p>PURPLE</p>	<p>PRINCE ALBERT</p>

Likes	Loves
Doesn't like	Hates

Example: *She likes her pets.*

3C: LIKES AND DISLIKES WITH PRESENT / PAST SIMPLE

E2



What do you like? - *I like music / I love dancing*







What don't you like? - *I don't like cleaning / I hate ironing*

Discuss the subjects in the box below.

Give reasons why you like or dislike something.

ART	MATHEMATICS	SWIMMING	FOOTBALL
THE INTERNET	PIZZAS	SUPERMARKETS	PARKS

Victoria's likes and dislikes.

 <p>Royal Collection Trust / © His Majesty King Charles III 2019 RCIN 405969</p>		 <p>© National Portrait Gallery, London NPG 5315</p>
<p>👍 P _ _ S</p>	<p>👎 R _ _ _ _</p>	<p>👎👎 J _ _ _ CONROY</p>
		 <p>© Historic Royal Palaces 3004354</p>
<p>👍 S _ _ _ B _ _ _ _ _</p>	<p>👍 P _ _ _ _ _</p>	<p>👍👍 PRINCE AL _ _ _ _ _</p>

Look at the pictures above and write some sentences about Princess Victoria.

- Princess Victoria liked _____, but didn't like _____
- _____

ACTIVITY 4:

PRINCESS VICTORIA FALLS IN LOVE

**4A: THE STORY OF VICTORIA'S STAIRCASE:
NUMBERS AND VOCABULARY**

**4B: DATES QUESTIONNAIRE
DATES AND PREPOSITIONS QUESTIONNAIRE**

4C: ASKING FOR AND GIVING PERSONAL INFORMATION

Curriculum Reference

- 4a. Wt/E1.1a Compose a very simple text
- 4b. Sc/E1.3b,3c,4c Ask for information, make statements of fact clearly
 - Sc/E1.3b Ask for information
 - Sc/E2.2d Ask for factual information
- 4c. Rw/E1.3b Recognise digits
 - Lr/E1.2e Listen and extract key information
 - Lr/E2.2a Listen for detail in short narratives

TUTOR'S NOTES AND ANSWERS

4a. The story of Victoria's staircase: Numbers and Vocabulary

Show the meaning of the instruction 'label' with an example on the white board. Students can then take turns labelling the photograph with vocabulary taken from the box below the text.

Fill the gaps answers:

1. *six*
2. *three / round*
3. *square*
4. *five (there are two in the back corners)*
5. *pictures*
6. *ground floor*

Tutor's note

The significance of the Stone Staircase is that it shows the precise spot where Victoria and Albert saw each other for the first time. Their relationship was one of love, and after their marriage in 1840 they went on to have nine children. This information could be used as the basis for a discussion about the size of families. *For example, Do you think it is good to have a big family? Why or why not?*

4b. Dates questionnaire Entry 1

Student pairs swap information to complete the table. The aim is not to just copy from the partner, but to say the dates.

Tutor's note

All the dates are significant in the personal life of Queen Victoria. The death of Albert due to typhoid illustrates how everyone was vulnerable to disease in the 19th century.

4c. Asking for and giving personal information

'Place of birth' will need to be pre-taught.

Students should be encouraged to try and write the information from what their partner says and not check the spelling. Checking can be done as a class.

This is an opportunity to look at simple forms and form language.

ACTIVITY 4:

PRINCESS VICTORIA FALLS IN LOVE

**4A: THE STORY OF VICTORIA'S STAIRCASE:
NUMBERS AND VOCABULARY**

**4B: DATES QUESTIONNAIRE
DATES AND PREPOSITIONS QUESTIONNAIRE**

4C: ASKING FOR AND GIVING PERSONAL INFORMATION

4A: THE STORY OF VICTORIA'S STAIRCASE



Look at the picture. This is where Princess Victoria first sees her future husband.

Can you label the picture with these words?

HALLWAY	DOOR	SQUARE	ROUND
LIGHT	LANDING	GROUND FLOOR	PICTURE
CUPBOARD	FIRST FLOOR	BANISTER	

Can you fill the gaps below? Use numbers and some of the words in the box.

1. In the picture there are _____ doors.
2. On the ground floor there are _____ doors. One door is square and two doors are _____.
3. On the landing the three doors are _____.
4. There are _____ lights.
5. Upstairs there are two _____ on the wall.
6. The _____ is on the floor under the stairs.

4B: DATES QUESTIONNAIRE

E1

STUDENT A

Ask you partner questions and fill the gaps.

Princess Victoria is born	24th May 1819
Prince Albert is born	
Princess Victoria sees Prince Albert for the first time	18th May 1836
Victoria is queen	
Victoria asks Albert to marry her	October 1839
They marry	
Prince Albert dies from typhoid	14th December 1861
Queen Victoria dies	



STUDENT B

Ask you partner questions and fill the gaps.

Princess Victoria is born	
Prince Albert is born	26th August 1819
Princess Victoria sees Prince Albert for the first time	
Victoria is queen	20th June 1837
Victoria asks Albert to marry her	
They marry	10th February 1840
Prince Albert dies from typhoid	
Queen Victoria dies	22nd January 1901

4B: DATES QUESTIONNAIRE

E2

STUDENT A

Ask you partner questions and fill the gaps.

Princess Victoria was born	on the 24th May 1819
Prince Albert was born	
Victoria became queen	in 1837
Princess Victoria saw Prince Albert for the first time	
Victoria proposed to Albert	in October 1839
They got married	
Prince Albert died from typhoid	in 1861
Queen Victoria died	



STUDENT B

Ask you partner questions and fill the gaps.

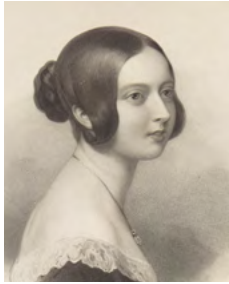
Princess Victoria was born	
Prince Albert was born	on the 26th August 1819
Victoria became queen	
Princess Victoria saw Prince Albert for the first time	in May 1836
Victoria proposed to Albert	
They got married	in 1840
Prince Albert died from typhoid	
Queen Victoria died	on the 22nd January 1901

4C: ASKING FOR AND GIVING PERSONAL INFORMATION


In 1840 Victoria and Albert marry. They have nine children and are happy.



Work with a partner to ask and answer questions about the pair.

	Personal information	Questions to Albert	Answer
Age: 17 years old	Name: Alexandrina Victoria	What is your name? _____	How old are you? _____
Place of birth: Kensington Palace in London	What Victoria likes: I like art, reading and singing. I can speak French, Italian and German. Also, I like horses.	Where were you born? _____	What do you like? _____
What Victoria doesn't like: I don't like smoking.		What don't you like? _____	



	Personal information	Questions to Victoria	Answer
Age: 17 years old	Name: Francis Albert	What is your name? _____	How old are you? _____
Place of birth: in Germany	What Albert likes: I like reading and singing. Also, I like horses.	Where were you born? _____	What do you like? _____
What Albert doesn't like: I don't like dancing.		What don't you like? _____	

ACTIVITY 5:

FROM A PRINCESS TO A QUEEN

5A: PICTURE 1 FOR DISCUSSION (ENTRY 1 & 2)

PICTURE 1 FOR DISCUSSION WITH JUMBLED QUESTIONS

5B: PICTURE 2 FOR DISCUSSION

5C: TRUE / FALSE QUESTIONS

5D: VICTORIA AND ALBERT CLOZE ACTIVITY (ENTRY 1)

VICTORIA AND ALBERT CLOZE ACTIVITY (ENTRY 2)

Curriculum Reference

- 5a. Sc/E1.4d Give a description
Sc/E2.3f Give a short description
- 5b. Sd/E2.1d Express opinions
- 5c. Sc/E1.4d Give a description
Sd/E2.1d Express opinions
- 5d. Lr/E1.1b Listen for gist in short explanations
Sd/E2.1d Express opinions

TUTOR'S NOTES AND ANSWERS

5a. Picture 1 for discussion (Entry 1 / 2)

Picture 1 for discussion with jumbled questions

The questions are prompts to help elicit descriptive language. The painting could be used by itself to begin the activity. Picture 1 can progress to picture 2 to test if students can remember the word order of the questions.

Tutor's notes: Information about picture 1

Victoria Regina: Queen Victoria Receiving the News of Her Accession (1887) painted by the British artist Henry Tanworth Wells (1828-1903).

An extract from Victoria's diary states, "I was awoken at 6 o'clock by Mamma who told me that the Archbishop of Canterbury and Lord Conyngham were here and wished to see me. I got out of bed and went into my sitting room (only in my dressing gown) and alone, and saw them. Lord Conyngham (the Lord Chamberlain) then acquainted me that my poor Uncle, the King, was no more, and had expired at 12 minutes past 2 this morning and consequently that I am Queen."

For the first time in her life, she was free from other people's rules and able to see visitors by herself. The painting depicts the moment Princess Victoria became Queen Victoria and the beginning of her 63-year reign.

5b. Picture 2 for discussion

Explain that picture 2 is only a few hours after picture 1. Elicit descriptive words about the painting. Groups compete to count how many people are in the room. In reality, some 97 councillors, Cabinet ministers and officials were in attendance.

At centre stage of the painting the 18-year-old Queen Victoria calmly conducts the meeting.

Elicit the names of powerful women that the students know. Are there women leaders in different countries today?

Tutor's notes: Information about picture 2

The first Council of Queen Victoria 1838 by Sir David Wilkie (1785-1841). Queen Victoria reportedly did not like this painting because the artist depicted her as wearing white when in reality, she wore black to indicate that she was in mourning.

Which person is the Lord Melbourne, the Prime Minister? He is standing holding the paper. Her uncle Lord Cumberland is standing at the back to the left of the right-hand column and the Duke of Wellington is standing in front of the same column.

5c. True / False questions

1. <i>I want a big party. T / F</i>	<i>False – She took her role as queen seriously, but a year later at her coronation there was partying in the streets.</i>
2. <i>I want a beautiful new dress. T / F</i>	<i>False – She wore black because King William IV had just died.</i>
3. <i>I want my mother to help me. T / F</i>	<i>False – She did not forgive her mother for the Kensington System of rules.</i>
4. <i>I want a new bedroom. T / F</i>	<i>True – She immediately separated herself from her mother and had separate bedrooms.</i>
5. <i>I want to marry. T / F</i>	<i>False – Victoria put being queen first. She finally married Albert in 1840, 3 years later.</i>
6. <i>I want to move to Buckingham Palace. T / F</i>	<i>True – In the same year that she became queen, Victoria made Buckingham Palace her home.</i>

5d. Victoria and Albert cloze activity (Entry 1)

Victoria and Albert cloze activity (Entry 2)

Start with the image enlarged to elicit vocabulary and descriptive language. Then zoom out to include the cloze activity and encourage students to come up to fill in the gaps, possibly as a competition.

The second version (E2) could be used as a more difficult follow-up activity with the same group. The vocabulary box could be excluded to make it even more challenging.

ACTIVITY 5: FROM A PRINCESS TO A QUEEN

5A: PICTURE 1 FOR DISCUSSION (ENTRY 1 & 2)

PICTURE 1 FOR DISCUSSION WITH JUMBLED QUESTIONS

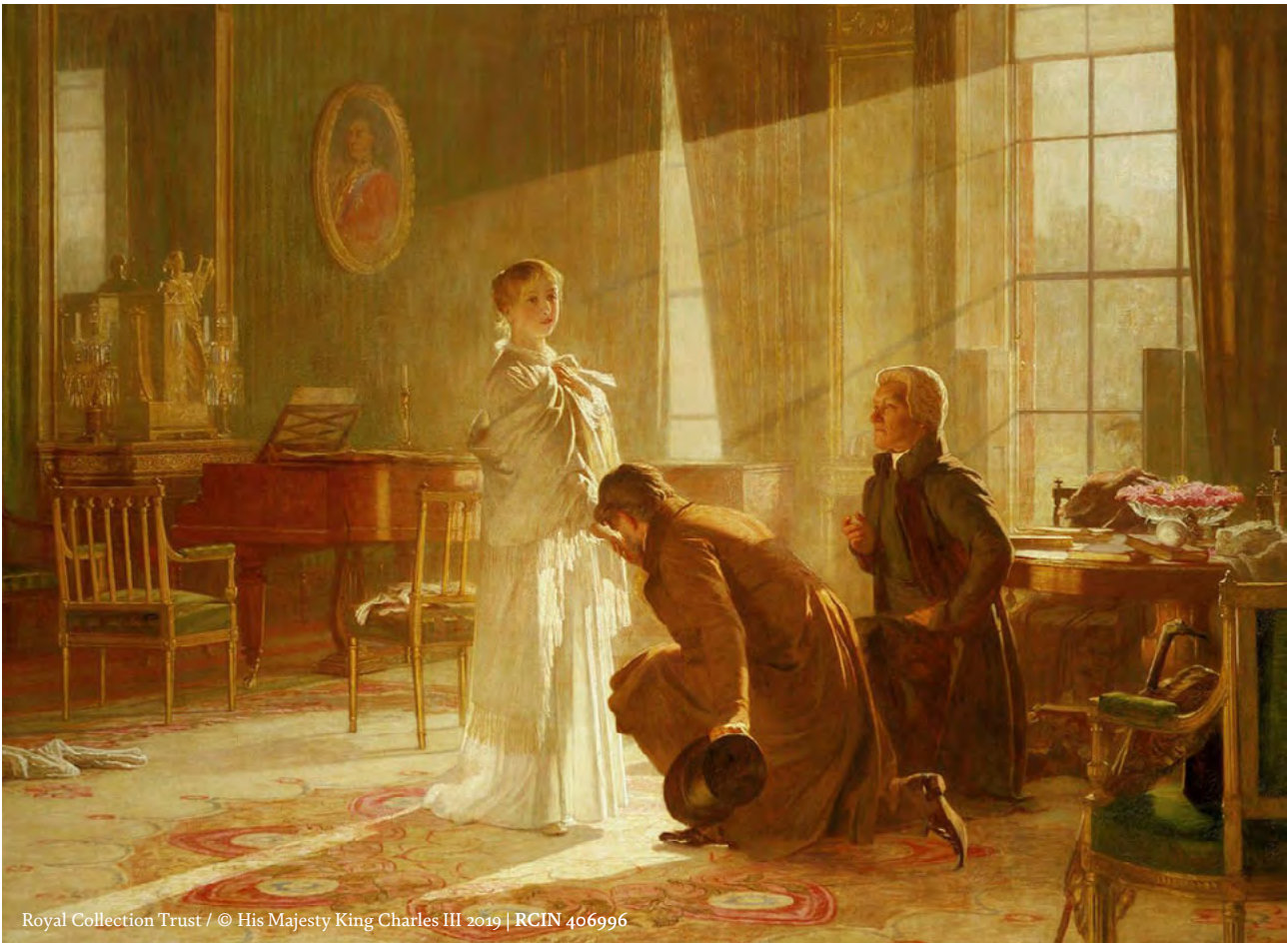
5B: PICTURE 2 FOR DISCUSSION

5C: TRUE / FALSE QUESTIONS

5D: VICTORIA AND ALBERT CLOZE ACTIVITY (ENTRY 1)

VICTORIA AND ALBERT CLOZE ACTIVITY (ENTRY 2)

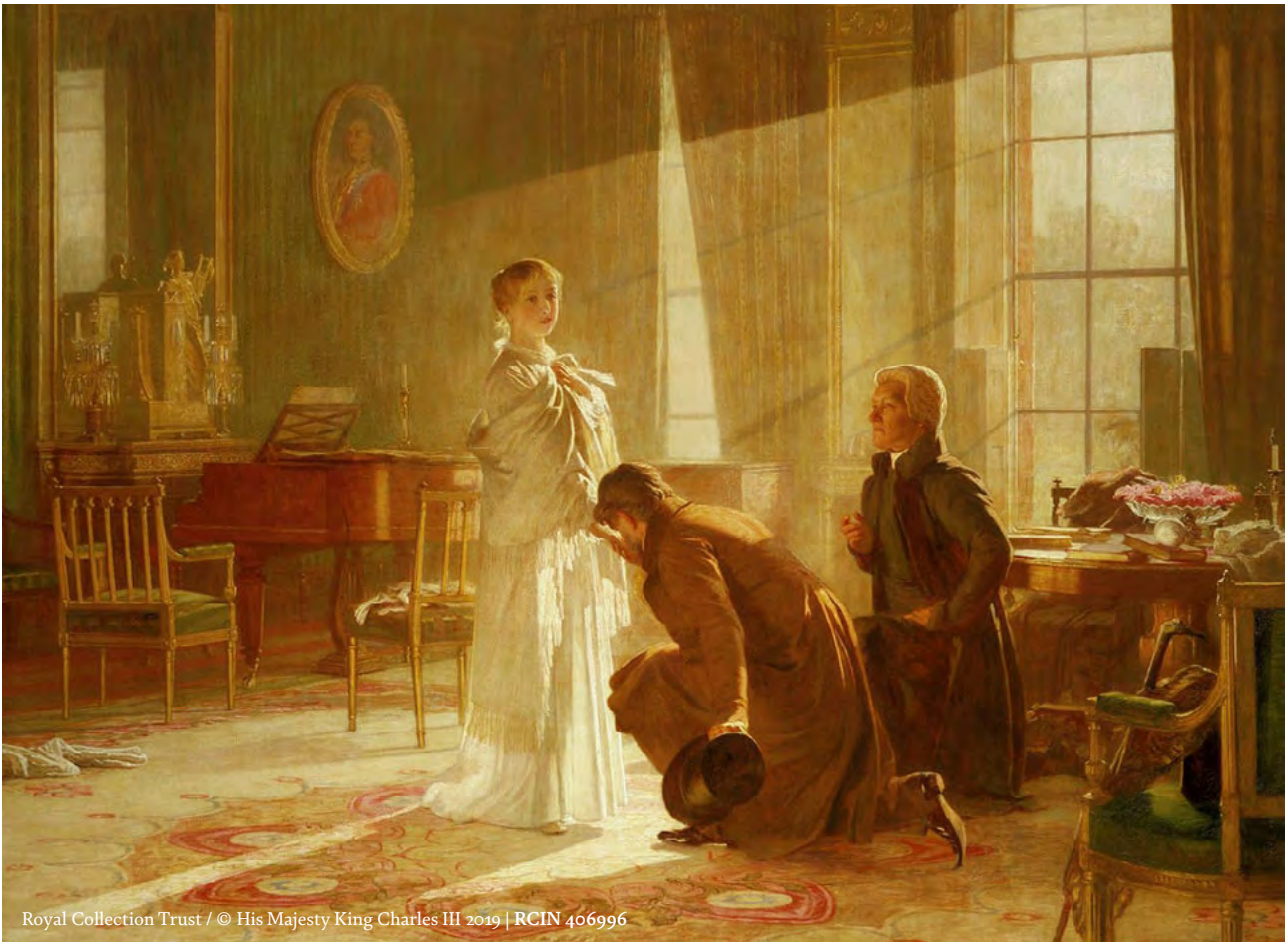
5A: PICTURE 1 FOR DISCUSSION



Look at the picture and talk with your partner:

1. Who is the girl?
2. What is she wearing?
3. Is it in the night?
4. Is it light or dark?
5. Which room are they in?
6. Do the men bring good news or bad news?

5A: PICTURE 1 FOR DISCUSSION WITH JUMBLED QUESTIONS



Work in groups. What are the questions?

1. GIRL IS WHO THE ?

Example: Who is the girl?

2. WEARING WHAT SHE IS ?

3. NIGHT AT ? IT IS

4. LIGHT DARK OR ? IT IS

5. ROOM WHICH ? IN THEY ARE

6. GOOD NEWS BRING BAD NEWS THE MEN DO ?

In groups talk about the picture and what you can see. Why are the men there?

5B: PICTURE 2 FOR DISCUSSION



It is 1837 and Princess Victoria is now Queen Victoria.

In groups talk about the questions below.

1. How many women are in the room?
2. How many men are in the room?
3. Who is the most important person?
4. Is Victoria afraid?

5C: TRUE / FALSE QUESTIONS



**Victoria is now queen.
She is 18 years old.
What does she want?**

Are these sentences True or False (T / F)

- | | | |
|--------------------------------------|---|---|
| I want a big party. | T | F |
| I want a beautiful new dress. | T | F |
| I want my mother to help me. | T | F |
| I want a new bedroom. | T | F |
| I want to marry. | T | F |
| I want to move to Buckingham Palace. | T | F |

5D: VICTORIA AND ALBERT CLOZE ACTIVITY

E1



What can you see in the picture?
Who are they?
What are they doing?
What are they wearing?

Talk in groups.

Can you fill in the gaps below?

Queen Victoria is sitting on a _____ .

On her h_____ there is a crown.

Prince Albert is standing _____ her.

They are married – he is her _____ and she is his wife.

Queen Victoria is wearing a purple _____ .

Prince Albert is wearing a _____ jacket with g_____ buttons.

His trousers are _____ .

B_____ them we can see a lot of green _____ .

DRESS	WHITE	NEXT TO	CHAIR	RED
HEAD	BEHIND	HUSBAND	TREES	GOLD



What can you see in the picture?
 Who are they?
 What are they doing?
 What are they wearing?

Talk in groups.

Can you fill in the gaps below?

Queen Victoria is _____ on a chair.

On her head there is a _____.

Prince Albert is _____ next to her.

They are _____ – he is her husband and she is his wife.

Queen Victoria is _____ a purple _____.

Prince Albert is _____ a red jacket w_____ gold buttons.

His _____ are white.

_____ them we can see a lot of green trees.

SITTING	WEARING X2	BEHIND	STANDING	WITH
TROUSERS	MARRIED	CROWN	DRESS	

ACTIVITY 6: VISIT TRAIL: FIND THIS AT KENSINGTON PALACE!

Curriculum Reference

Sc/E1.4a Make simple statements of fact

Sd/E2.1e Relate to other speakers

Rt/E1.1b Obtain information from texts

Rt/E2.1b Obtain information from texts

TUTOR'S NOTES AND ANSWERS

To maximise communication, split the class into small groups and ask them to work together to find the answers to this trail. Please make it clear to the students that only pencils should be used for this activity (pens pose a risk to the palace and collections) and that they should avoid touching materials unless otherwise stated.

The trail looks exclusively at the Victoria: A Royal Childhood route, and does not require visiting the King's or Queen's State Apartments. The trail begins at the Stone Stairs which are immediately after where the tickets are checked. It is important to keep groups together at this stage, otherwise unsupervised students can easily wander through to the Stuart and Georgian sections of the palace.

The first trail question requires the students to look carefully at the metalwork of the staircase. Once they have completed this task, the group should move up the stairs and through the Jewel Room to the Victoria Apartments. The rest of the trail's questions are based on the contents of each of these rooms.

Answers:

1. *Lions*
2. *When the display lights up you can hear a dog barking and a child laughing*
3. *A pear*
4. *It is a bust of The Duchess of Kent, Victoria's mother (Marie Louise Victoire)*
5. *10 (X)*
6. *Books*
7. *Singing*
8. *Exercise clubs*
9. *12 (6 pairs)*
10. *A model of Dash the dog*

**ACTIVITY 6:
VISIT TRAIL:
FIND THIS AT
KENSINGTON
PALACE!**

VISIT TRAIL: FIND THIS AT KENSINGTON PALACE!

LOOK AT THE STAIRS

1.



Can you find this? Yes/No

(Look by the stairs)

What animal is it?

LOOK IN ROOM 1 OF VICTORIA'S HOME

2.



Can you find this? Yes/No

What can you hear?

3.



Can you find this? Yes/No

What fruit is it?

LOOK IN ROOM 2

4.



Can you find this? Yes/No

What is her name?

VISIT TRAIL: FIND THIS AT KENSINGTON PALACE!

LOOK IN ROOM 3



Can you find this? Yes/No

How many rules can you see?



Can you find this? Yes/No

What is inside it?

LOOK IN ROOM 4



Can you find this? Yes/No

What can you hear?

S _____ g

LOOK IN ROOM 5



Can you find this? Yes/No

What are they called?

VISIT TRAIL: FIND THIS AT KENSINGTON PALACE!

LOOK IN ROOM 6



Can you find this? Yes/No

How many dancers are in the room?

LOOK IN THE RED ROOM



Can you find this? Yes/No

What is under the chair?

ACTIVITY 7:

POST VISIT TASKS

- 7A: GROUP INFORMATION SHARING GAME (ENTRY 1)**
GROUP INFORMATION SHARING GAME (ENTRY 2)
- 7B: EXERCISE CLUB INSTRUCTIONS GAME**
- 7C: SECRET MESSAGES WITH FLOWERS (ENTRY 1)**
SECRET MESSAGES WITH FLOWERS (ENTRY 2)
- 7D: A POSTCARD TO A FRIEND (ENTRY 1)**
A POSTCARD TO A FRIEND (ENTRY 2)
- 7E: CROSSWORD (ENTRY 1)**
CROSSWORD (ENTRY 2)

Curriculum Reference

- 7a. Sc/E1.4b Give personal information
Sc/E2.3c Give a short account
- 7b. Sc/E1.4c Give instructions
Sc/E2.3E Give instructions
- 7c. Lr/E1.2a Listen for gist in short explanations
Lr/E2.2a Listen for gist in short in short narratives and explanations
- 7d. Wt/E1.1a Compose a very simple text to communicate ideas or basic information
Wt/E2.1a Compose a simple text
- 7e. Ww/E1.1c Develop strategies to aid spelling
Ww/E2.1c Develop a strategy to aid spelling

TUTOR'S NOTES AND ANSWERS

7a. Group information sharing game (Entry 1)

Group information sharing game (Entry 2)

Groups of 6 are given the role cards. The students introduce themselves and give their information to the group. Next give each student the question sheet to complete within the group.

As a challenge the groups could also be asked to form questions out of the statements.

Answers Entry 1:

1. Victoria is born in 1819.
2. Victoria is queen from 1837 to 1901.
3. Her mother is called **Victoire Duchess of Kent**.
4. Her father is called **Edward Duke of Kent**.
5. Victoria's father dies in 1820. Victoria is only **eight months old**.
6. Sir John Conroy helps Victoire to **control Victoria**.
7. Victoria's husband is called **Prince Albert**.
8. King William IV is born in 1765 and in 1837 he **dies**.
9. King William IV is the brother of **Edward Duke of Kent**.
10. Victoria is queen for **63 years**.

Answers Entry 2:

1. Victoria was **born** in 1819.
2. Victoria was queen from 1837 to 1901.
3. Her mother was called **Victoire Duchess of Kent**.
4. Her father was **called** Edward Duke of Kent.
5. Victoria's father died in 1820. Victoria was only **eight months old**.
6. Sir John Conroy helped Victoire to **control Victoria**.
7. Victoria's husband was called **Prince Albert**.
8. King William IV was born in 1765. In 1837 he **died**.
9. King William IV was the older _____ of **Edward Duke of Kent**.
10. Victoria was queen for **63 years**.

7b. Exercise club instructions game

Explain that when Victoria was a girl, she was very ill (typhoid fever) and in order to build up her strength she used exercise clubs.

Pre-teach vocabulary: elbow, bent, straight, lift, return, etc. This could be done giving students instructions to copy and having a bit of fun!

Depending on how independent the learners are, this activity can be treated as pair work or as a whole class activity with the teacher leading the activity and explaining the instructions. Students could use a water bottle to be the exercise club.

Obviously, adequate space is needed for this activity. For fun, students could volunteer to give their interpretation of the exercises in front of the class.

7c. Secret messages with flowers

Elicit the colours of the roses (the vocabulary box could be hidden to test the students' spelling). Explain that the Victorians used the colours of flowers to send messages. Discuss if the colours are international in their meaning.

Read out the statements and ask the students to decide which colours of flowers they would send (possible answers in parentheses after each statement).

7d. A postcard to a friend (Entry 1)

A postcard to a friend (Entry 2)

Elicit possible vocabulary to complete the cloze activity on the whiteboard before showing the options in the box. Students can copy out the completed text onto a blank printed postcard and practise writing their address.

7e. Crossword (Entry 1)

Crossword (Entry 2)

This can be a group or individual activity.

Answers Entry 1:

Across

1. Children play with them (toys)
3. You can find flowers here (garden)
6. The opposite of cheap (expensive)
7. The house of a king or queen (palace)
9. You go up them (stairs)
10. The name of a queen (Victoria)
11. To move to music (dance)

Down

1. The chair of a king or queen (throne)
2. You walk on it (carpet)
4. The daughter of a king or queen (princess)
5. Rings and earrings are examples (jewellery)
8. A king or queen have it on their head (crown)

The crossword puzzle grid is filled with the following words:

- Across:**
 - 1. TOYS
 - 3. GARDEN
 - 6. EXPENSIVE
 - 7. PALACE
 - 9. STAIRS
 - 10. VICTORIA
 - 11. DANCE
- Down:**
 - 1. THRONE
 - 2. CARPET
 - 4. PRINCESS
 - 5. JEWELLERY
 - 8. CROWN

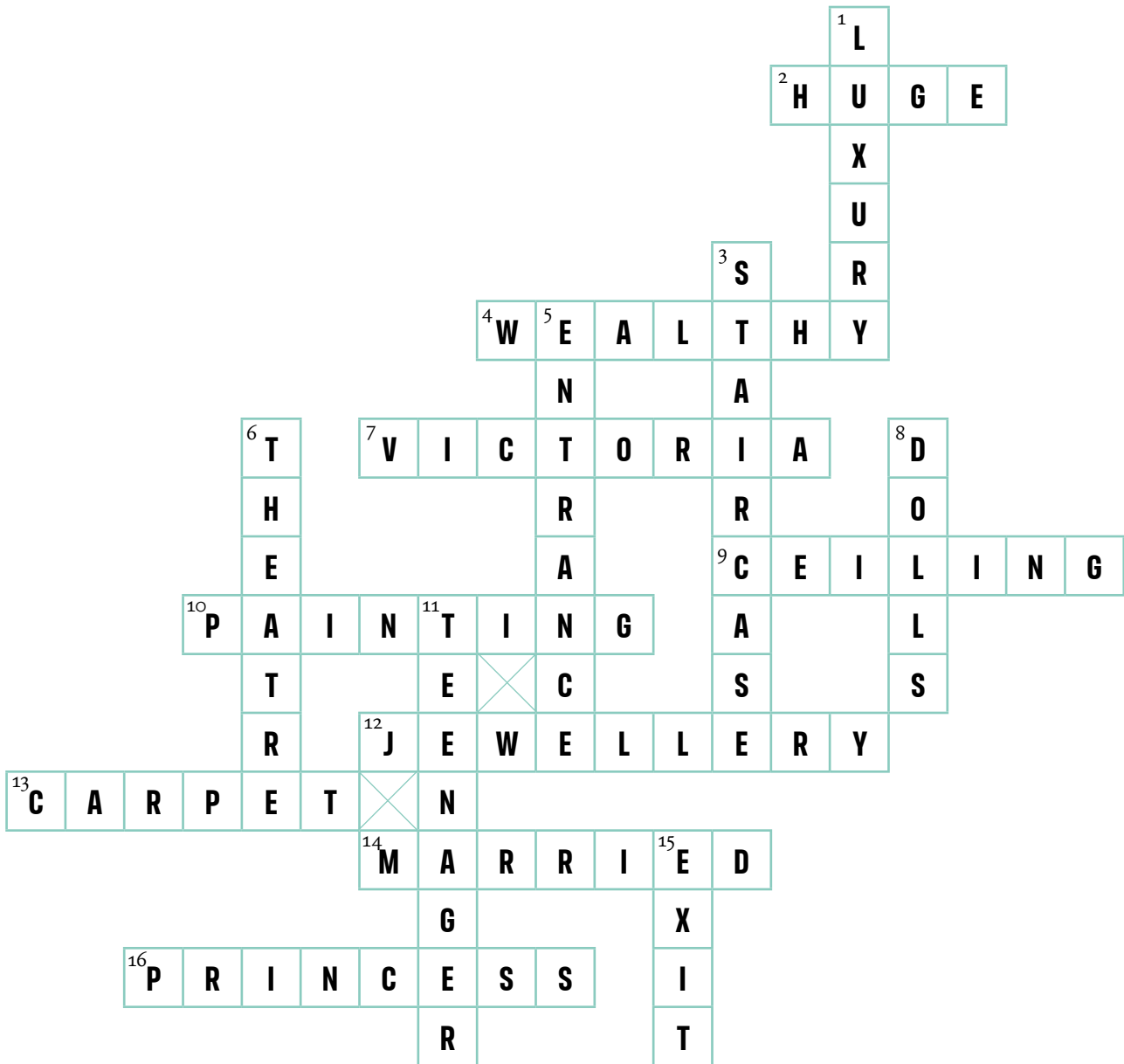
Answers Entry 2:

Across

- 2. Very big (huge)
- 4. Opposite of poor (wealthy)
- 7. The name of a famous queen (Victoria)
- 9. It is above your head (ceiling)
- 10. A painted picture (painting)
- 12. An earring or bracelet (jewellery)
- 13. It is under your feet (carpet)
- 14. Not single (married)
- 16. A royal daughter (princess)

Down

- 1. Expensive and rich (luxury)
- 3. You go up it (staircase)
- 5. Where you go in (entrance)
- 6. A place of entertainment, actors work there (theatre)
- 8. A type of toys, for example Barbie (dolls)
- 11. Someone who is 15 or 16 (teenager)
- 15. Where you come out (exit)



ACTIVITY 7:

POST VISIT TASKS

- 7A: GROUP INFORMATION SHARING GAME (ENTRY 1)**
GROUP INFORMATION SHARING GAME (ENTRY 2)
- 7B: EXERCISE CLUB INSTRUCTIONS GAME**
- 7C: SECRET MESSAGES WITH FLOWERS (ENTRY 1)**
SECRET MESSAGES WITH FLOWERS (ENTRY 2)
- 7D: A POSTCARD TO A FRIEND (ENTRY 1)**
A POSTCARD TO A FRIEND (ENTRY 2)
- 7E: CROSSWORD (ENTRY 1)**
CROSSWORD (ENTRY 2)

Queen Victoria at Kensington Palace



Victoria
Born 1819
Dies 1901

- Queen from 1837 to 1901
- Hates Sir John Conroy



King William IV
Born 1765
Dies 1837

- Brother to Edward Duke of Kent and uncle to Princess Victoria

Interests: ships and ladies



Victoire Duchess of Kent

- Mother of Victoria
- Likes Sir John Conroy



Edward Duke of Kent

- Father of Victoria, brother of King William IV
- Dies in 1820 when Victoria is 8 months old



Sir John Conroy

- Helps Victoire to control Victoria
- Wants power



Prince Albert

- Future husband of Victoria

Listen to your partners and fill the gaps

1. Victoria is born in 18 ____.
2. Victoria is queen from 18 ____ to 19 ____.
3. Her mother is called _____ .
4. Her father is called _____ .
5. Victoria's father dies in 18 ____ . Victoria is _____ months old.
6. Sir John Conroy helps Victoire to c _____ V _____ .
7. Victoria's husband is called _____ .
8. King William IV is born in _____ and in 1837 he _____ .
9. King William IV is the brother of _____ .
10. Victoria is queen for _____ years.



Listen to your partners and fill the gaps

1. Victoria is born in 18 ____.
2. Victoria is queen from 18 ____ to 19 ____.
3. Her mother is called _____ .
4. Her father is called _____ .
5. Victoria's father dies in 18 ____ . Victoria is _____ months old.
6. Sir John Conroy helps Victoire to c _____ V _____ .
7. Victoria's husband is called _____ .
8. King William IV is born in _____ and in 1837 he _____ .
9. King William IV is the brother of _____ .
10. Victoria is queen for _____ years.

Queen Victoria at Kensington Palace



Victoria
Born 1819
Died 1901
Queen 1837–1901

- Marries Prince Albert
- Interests:** reading, art and animals



King William IV
Born 1765
Died 1837

- Brother to Edward Duke of Kent and uncle to Princess Victoria
- Interests:** ships and ladies



Victoire Duchess of Kent

- Born in Germany
 - Mother of Victoria
- Interests:** Victoria and parties



Edward Duke of Kent
Born 1767
Died 1820

- Father of Victoria
 - Dies when Victoria is 8 months old
- Interests:** playing cards, horses



Sir John Conroy
Born 1786
Died 1854

- Helps Victoire to control Victoria
- Interests:** power and money



Prince Albert

- Future husband of Victoria
- Interests:** reading, art and science

Ask you partner questions and fill the gaps

1. Victoria was _____ in 1819.
2. Victoria was queen from _____ to _____ .
3. Her mother was called _____ .
4. Her father was _____ Edward Duke of Kent.
5. Victoria's father died in 18 ____ . Victoria was only _____ months old.
6. Sir John Conroy helped Victoire to _____ .
7. Victoria's husband was called _____ .
8. King William IV was born in _____ . In 1837 he _____ .
9. King William IV was the older _____ of Edward _____ .
10. Victoria was queen for _____ years.



Ask you partner questions and fill the gaps

1. Victoria was _____ in 1819.
2. Victoria was queen from _____ to _____ .
3. Her mother was called _____ .
4. Her father was _____ Edward Duke of Kent.
5. Victoria's father died in 18 ____ . Victoria was only _____ months old.
6. Sir John Conroy helped Victoire to _____ .
7. Victoria's husband was called _____ .
8. King William IV was born in _____ . In 1837 he _____ .
9. King William IV was the older _____ of Edward _____ .
10. Victoria was queen for _____ years.

7B: EXERCISE CLUB INSTRUCTIONS GAME

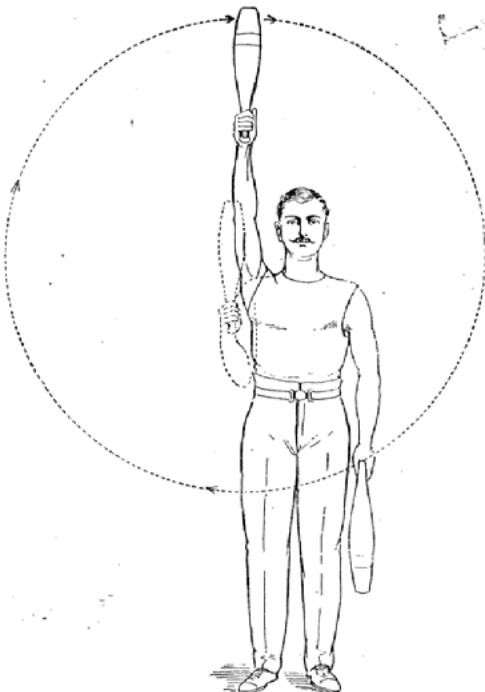
STUDENT A



1. Stand up **straight**, look straight ahead (*see picture*).
2. Hold the club in your **right hand**, pointing **down** to the floor.
3. **Slowly turn** to your **right** and lift the club **over your head**, but flat (*not pointing up – see the picture*).
4. **Return** to position 1.



STUDENT B



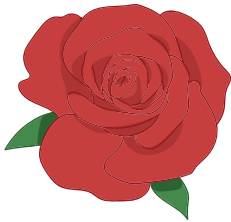
1. Hold the club in your **right hand** and lift it **up**. Your arm is now straight. (*see picture*).
2. **Slowly** move your right arm in a **circle** to your left.
3. **Count** slowly to **4** when you do the circle.
4. When the club has returned to the top position, lower your arm so your **elbow is bent** and the club is **pointing up**.

7C: SECRET MESSAGES WITH FLOWERS

Queen Victoria liked gardens and flowers.

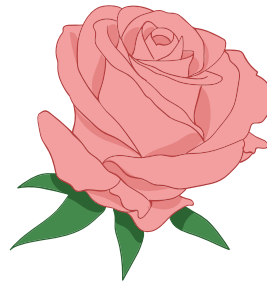
Write the colours of the roses below.

ORANGE	PURPLE	GREEN	RED
BLACK	PINK	YELLOW	BLUE

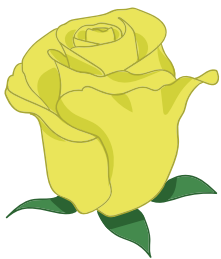


RED

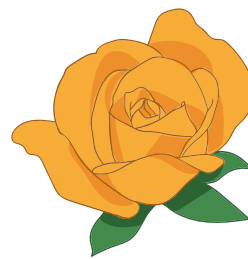
love



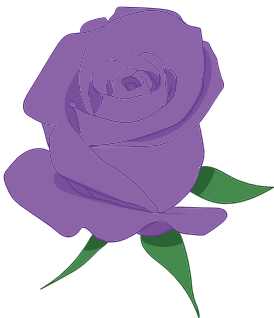
to someone young



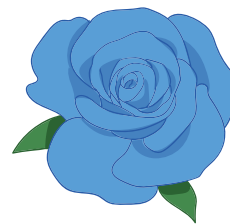
to a friend



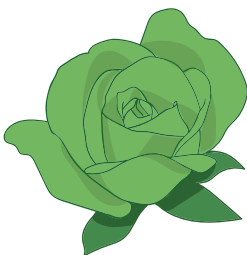
for energy



for royal things



have hope



for good health



to say goodbye

Which colour of flower would you give Victoria?

(Read to the class)

1. Feodore is Victoria's half sister. She likes Victoria and is her friend. *(yellow)*
2. Young Victoria is very ill with typhoid. *(green/orange)*
3. She does exercise every day to be strong. *(orange)*
4. Victoria is sad. She isn't free at Kensington Palace. *(blue)*
5. Victoria meets Albert. He will be her husband. *(red)*
6. Victoria hears that her uncle, the King, is dead. *(black)*
7. Victoria is now the Queen. *(purple)*

7D: A POSTCARD TO A FRIEND

E1



Dear _____

I hope you are _____ !

I am enjoying my visit to Kensington _____ .

It is very _____ .

I am learning a lot about _____ .

She lived here when she was _____ .

Lots of _____ ,

BEAUTIFUL	QUEEN VICTORIA	LOVE
PALACE	YOUNG	WELL

7D: A POSTCARD TO A FRIEND

E2



Dear _____

I hope you are _____ !

Yesterday we _____ Kensington Palace.

It was a _____ day.

We _____ a lot about Queen Victoria and saw her _____ .

It was very _____ .

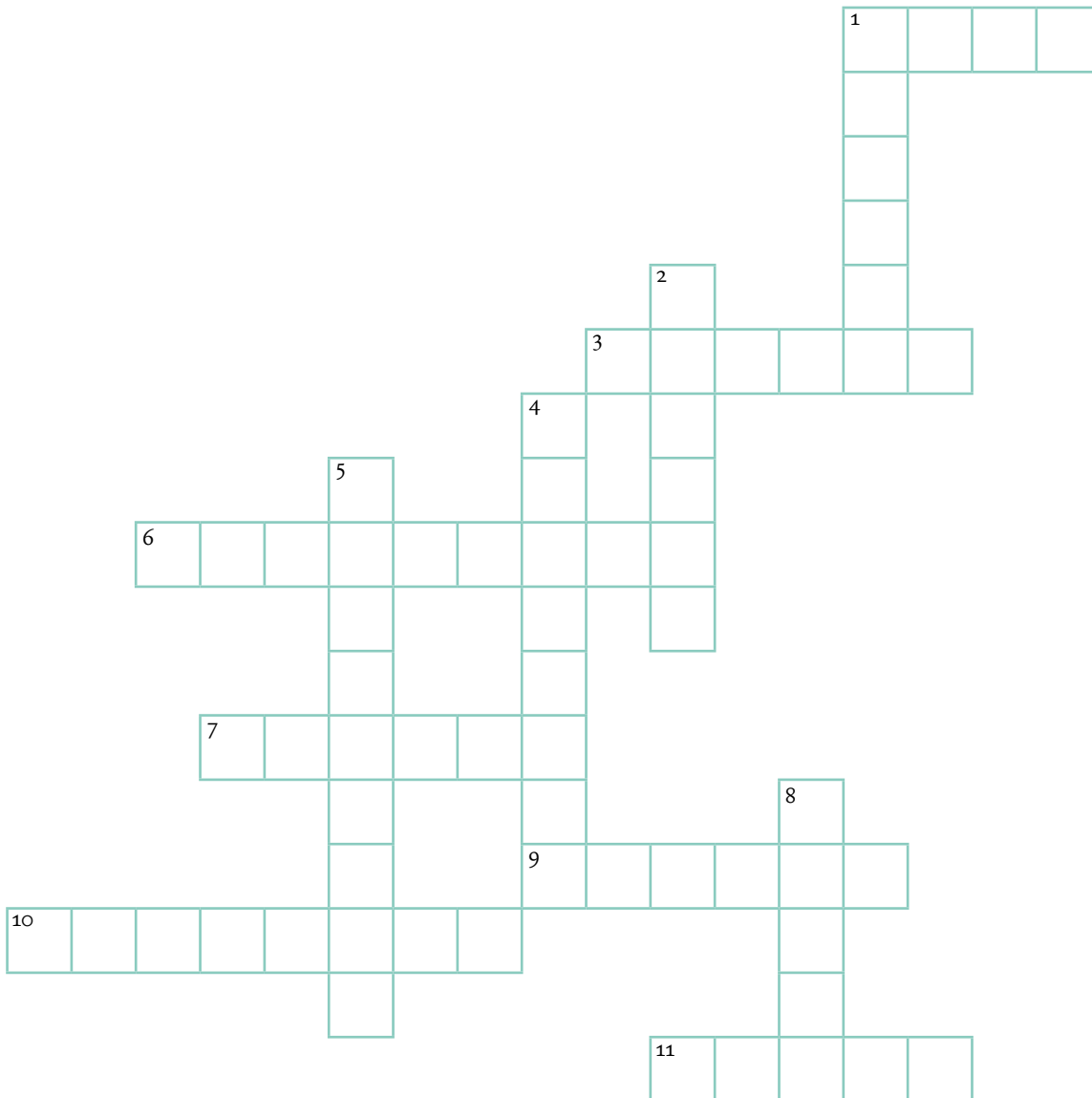
Lots of _____ ,

WONDERFUL	LEARNED	LOVE	TOYS
VISITED	INTERESTING	WELL	

7E: CROSSWORD

E1

Can you find the words?



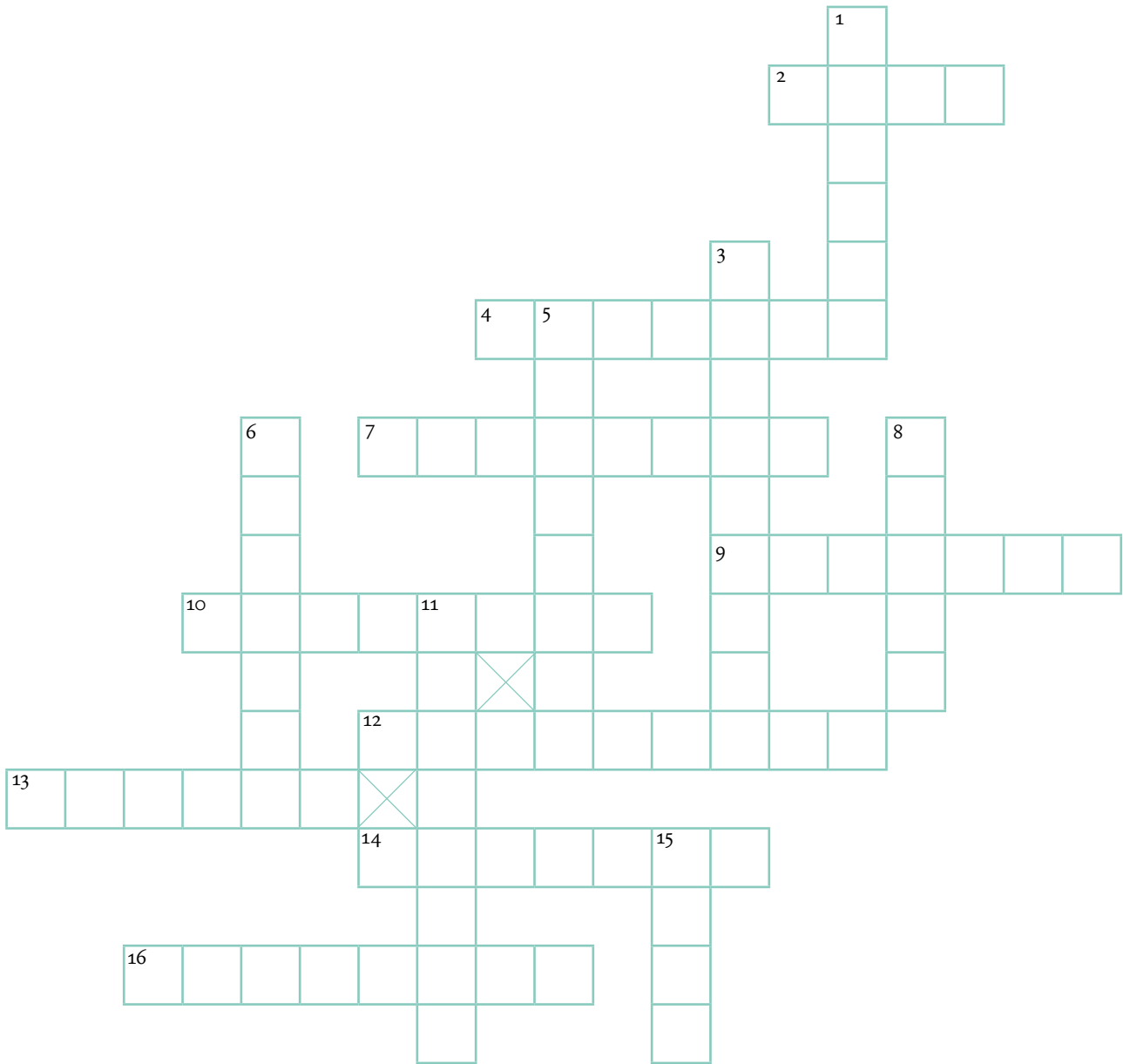
Across

1. Children play with them
3. You can find flowers here
6. The opposite of cheap
7. The house of a king or queen
9. You go up them
10. The name of a queen
11. To move to music

Down

1. The chair of a king or queen
2. You walk on it
4. The daughter of a king or queen
5. Rings and earrings are examples
8. A king or queen have it on their head

Can you find the words?



Across

- 2. Very big
- 4. Opposite of poor
- 7. The name of a famous queen
- 9. It is above your head
- 10. A painted picture
- 12. An earring or bracelet
- 13. It is under your feet
- 14. Not single
- 16. A royal daughter

Down

- 1. Expensive and rich
- 3. You go up it
- 5. Where you go in
- 6. A place of entertainment, actors work there
- 8. A type of toy, for example Barbie
- 11. Someone who is 15 or 16
- 15. Where you come out