



HISTORIC ROYAL PALACES

VICTORIA: A ROYAL CHILDHOOD

ESOL ENTRY LEVEL 3



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.

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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 (in a separate document) and Entry Level 3, 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 ascension 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

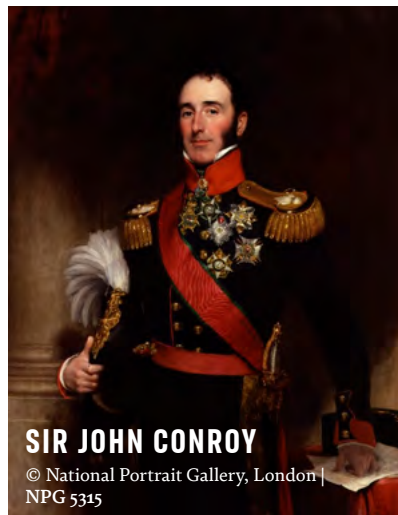
Victoria encountered a range of different visitors in this room, which commemorates a ball held to celebrate her 17th birthday. This party was the first time she encountered Prince Albert, who she would marry a few years later.

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/E3.1a Recognise a range of relevant specialist key words
Rw/E3.4a Sequence words into alphabetical order
- 1b. Rw/E3.5a Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words
Rt/E3.4a Extract the main points and ideas, and predict words from context
- 1c. Sd/E3.1f Make arrangements / make plans with other people
- 1d. Ws/E3.2a Use basic sentence grammar accurately
- 1e. Sc/E3.4c Narrate events in the past
Sd/E3.1d Express views and opinions
- 1f. Rt/E3.7a Scan different parts of texts to locate information
- 1g. Sc/E3.4a Express clearly statements of fact
Sd/E3.1d 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

Alphabetical order: gardens / painting / palace / palace host / staircase / statue

Pronunciation of 'a': /'gɑ:dn/ /'peɪntɪŋ/ /'pɑ:ls/ /'ste:kes/ (/statju:./ - as palace) Answer: 5

1b. About the palace

For the first stage of this reading activity the hardest vocabulary should be discussed and pre-taught.

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

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/film** inside the palace.

You can't **smoke** in the palace grounds.

You can't **film/smoke** inside the palace.

You can **see** paintings of people from history.

You **can't** use pens in 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:

(Note that two sets of dates are given – one for life and one for reign.)

1.	<i>Albert died in December 1861 aged 42, when the Queen was the same age, 42.</i>
2.	<i>King Charles, who is one year younger than Camilla and Prince Albert, who was 3 months younger than Queen Victoria.</i>
3.	<i>George VI</i>
4.	<i>Queen Elizabeth II (70 years 214 days)</i>
5.	<i>Queen Victoria (63 years, seven months and two days)</i>
6.	<i>III</i>
7.	<i>VII</i>
8.	<i>VII</i>
9.	<i>King George V was King Edward VII's son.</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.

Possible answers for vocabulary task:

<i>a. empire / communication</i>	<i>b. slavery/freedom</i>
<i>c. child workers / dangerous</i>	<i>d. education / discipline</i>
<i>e. inventions / technology</i>	<i>f. pollution / poverty</i>

ACTIVITY 1:

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1D: RULES FOR VISITING THE PALACE

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

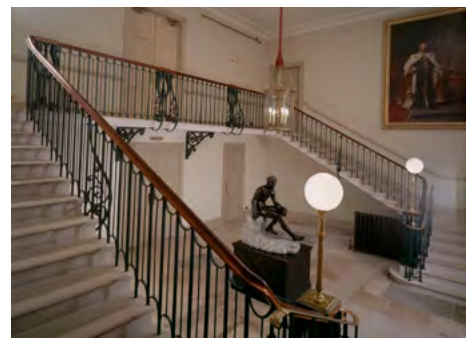
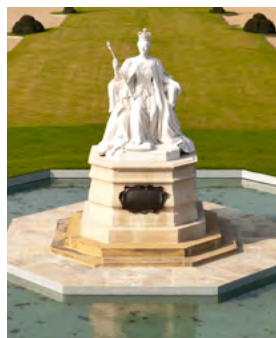
**1F. AN INTRODUCTION TO QUEEN VICTORIA &
TEAM QUESTION SHEET**

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



Now put these words into alphabetical order.

How many ways is the letter 'a' pronounced in this group of words?

1B: ABOUT THE PALACE

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

About Kensington Palace

Kensington Palace became a royal home in 1689 when King William III and Queen Mary II bought what was then called Nottingham House and asked architect Sir Christopher Wren to transform it into a palace for royals to live. Over the following 100 years, the palace was a centre of the royal court, holding important parties, society events and international visits under Kings George I and George II.

In 1819, then Princess Victoria was born at Kensington Palace and lived here until her ascension to the throne in 1837. After she became Queen, Victoria lived at the palace for a few weeks before moving to Buckingham Palace.

Victoria was a very important Queen. She renewed the public's love of monarchy by giving a stable and proper image. She took up many public appearances and began the royal tradition of supporting charities. During her reign, the British Empire grew to its largest, with more than 400 million subjects. The period also saw a number of changes to society and industry, including extending voting rights to men of lower classes and introduction of the first automobiles. She reigned for 63 years, something stable in the country during these many changes. She had nine children, many of whom married into other royal families of Europe.

Since Queen Victoria, the palace has been home to many members of the royal family, including Prince William and his family who still make Kensington their London home today.

About Victoria: A Royal Childhood

You will be visiting an exhibition called *Victoria: A Royal Childhood*. This exhibition shows you about Queen Victoria's life in Kensington Palace as a child.

You will see the room she was born in, where she studied, toys she used, and where she signed her oath to become Queen. The rooms have been restored to look how they did when Victoria lived in the palace.

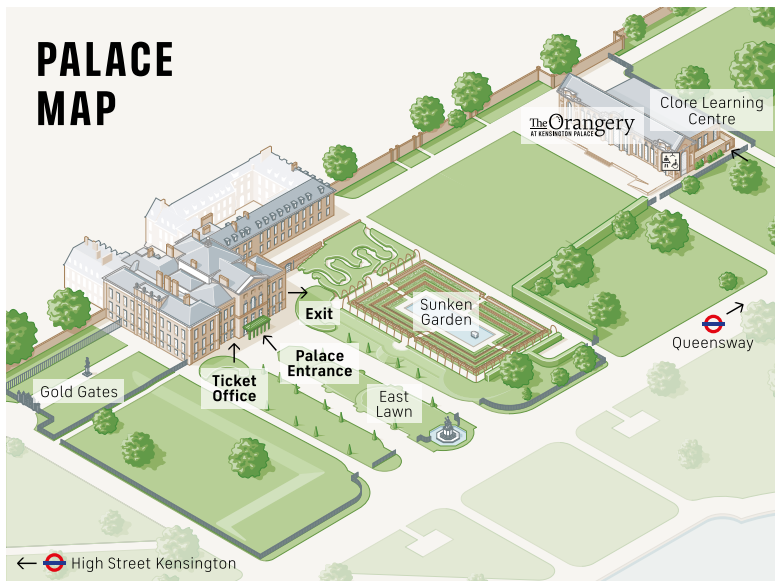
Victoria's childhood at Kensington was different to many other children's. As the heir to the throne, Victoria's mother was very protective. Victoria had to follow strict rules, known as the Kensington System, that meant she was always looked after by her governess.

In the exhibition, there are toys and clothes which you are welcome to touch. These show you what it was like to be a child in the early 1800s.

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 anymore	T	F
Queen Victoria was born at the palace	T	F
Victoria gave her support to many charities	T	F
Victoria's mother was very strict	T	F
You can see toys and study materials from Queen Victoria	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.

Complete the sentences with the correct verb from the box below:

TOUCH	SMOKE	FILM	SEE	ASK
SIT	TAKE	EAT	MUSTN'T	LEAVE

You can _____ in the gardens.

You can't _____ your child unattended.

You are allowed to _____ photographs, but you can't use flash.

You can _____ in the palace cafe.

You mustn't _____ the paintings.

You are welcome to _____ palace hosts questions about history, or if you need help.

You mustn't _____ inside the palace.

You can't _____ in the palace grounds.

You can _____ paintings of people from history.

You _____ use pens inside the palace.

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

Can you match the face with the correct name below?

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



How much do you know about the people in the pictures? Are you interested in the royal family?



Discuss in groups what you know and how you feel about the royal family.

1F: AN INTRODUCTION TO QUEEN VICTORIA

Kings and queens of the United Kingdom after Queen Victoria

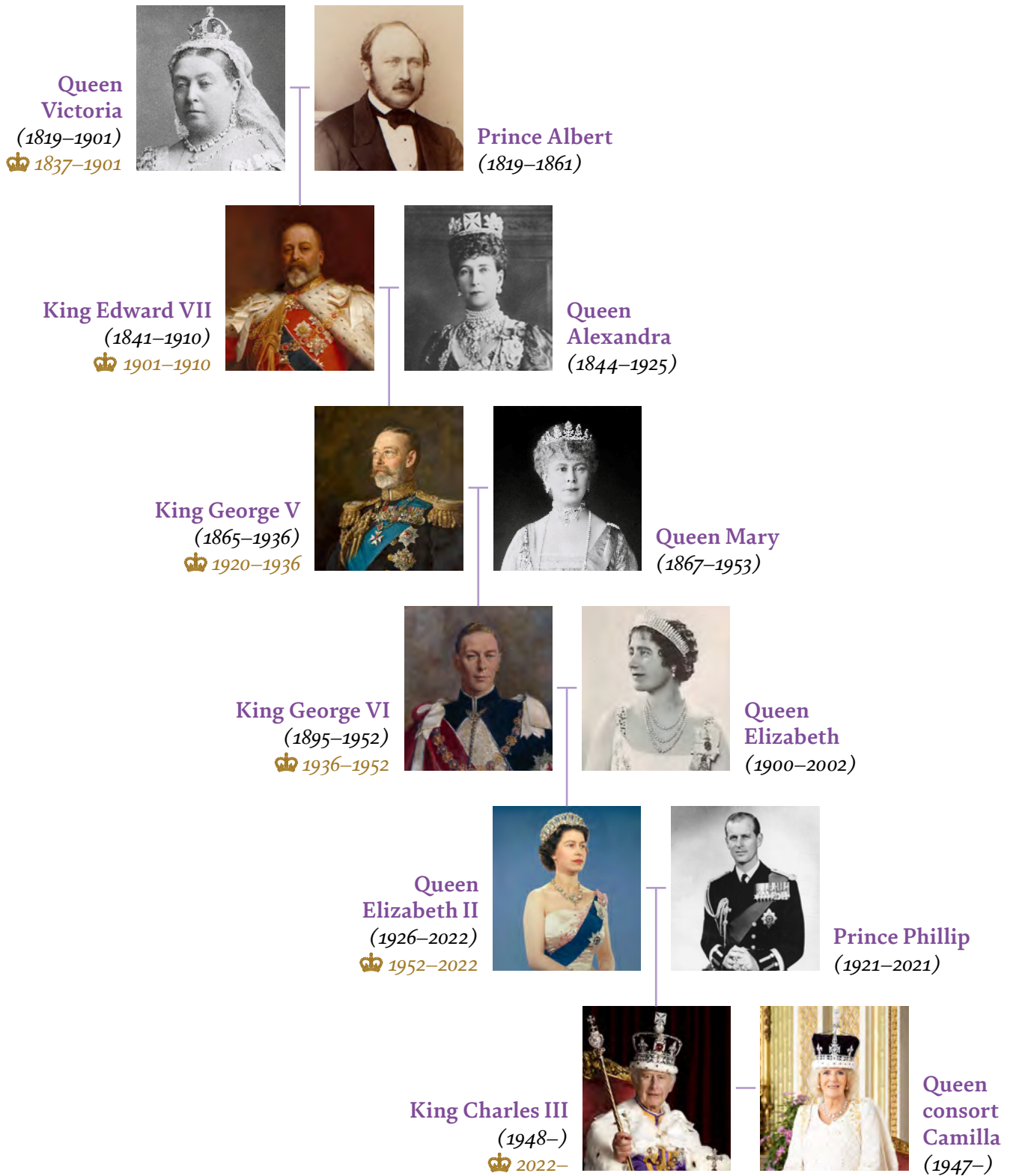


Image credits: Prince Albert, Royal Collection Trust; King Charles III and Queen consort Camilla portraits, Hugo Burnand/Royal Household

TEAM QUESTION SHEET

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

1. How old was Queen Victoria when her husband Albert died?
2. Which king and prince married someone older than themselves?
3. World War II lasted from 1939 to 1945. Who was king in that war?
4. Which past King or Queen ruled for the longest?
5. Which past King or Queen had the second longest reign?
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. What number will the next King George have?
9. How do you think king George V was related to King Edward VII?
10. What can VEGGEC help you to remember?



TEAM QUESTION SHEET

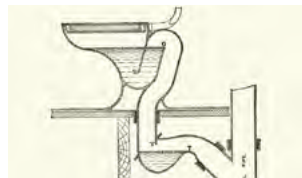
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1G: IMPORTANT EVENTS IN THE LIFE OF QUEEN VICTORIA



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
POVERTY	TECHNOLOGY	DISCIPLINE	DANGEROUS	FREEDOM	COMMUNICATION

ACTIVITY 2: THE HOME OF A PRINCESS

2A: WORDSEARCHES

2B: TEXT AND IMPORTANT DATES

2C: CUT UP TEXT

Curriculum Reference

- 2a. Rw/E3.1a Recognise and understand relevant specialist key words
- 2b. Rt/E3.7a Scan different parts of texts to locate information
- 2c. Rt/E3.1a Understand and identify how meaning is built up in chronological texts

TUTOR'S NOTES AND ANSWERS

2a. Wordsearch – easier

The activity starts by matching vocabulary to images. Then move on to the wordssearch.
Note: some words run diagonally.

Answers:

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

PORTRAIT
 PILLAR
 ROYALTY
 FABRIC
 DRAWINGS
 IMPRESSIVE
 VICTORIAN
 GEORGIAN
 MONARCHY
 PRINCESS
 TEENAGER
 CHILDHOOD
 THRONE
 DASH
 CROWN
 STAMP
 BALLROOM
 LANDSCAPED
 SIGNATURE
 APARTMENT
 RESIDENT
 ORANGERY

2a. Wordsearch – harder

Begin by matching vocabulary with images. Then move on to the wordsearch.
 Note: some words are formed right to left, as well as diagonally.

Answers:

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

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CHILDHOOD
THRONE
DASH
CROWN
STAMP
BALLROOM
LANDSCAPED
SIGNATURE
APARTMENT
RESIDENT
ORANGERY

2b. Text and important dates

This activity can be used to practice saying dates / years and also to focus on the different prepositions used.

If used as a smartboard activity, prepositions could be elicited from the date box without reference to the text.

Answers to gap fill:

a.	on	24th May 1819
b.	on	23rd January 1820
c.	for	18 years
d.	on	20th June 1837
e.	in	July 1837
f.	on	10th February 1840

2c. Cut up text

The cut up text requires students to use knowledge of chronological detail and themes to give a logical order and cohesion to a text.

Clues for ordering the text

<i>Victoria's family moved into Kensington Palace in 1818.</i>	
<i>In 1819 a baby girl was born.</i>	<i>1818 - 1819</i>
<i>She was named Alexandrina, but her parents called her Victoria.</i>	<i>Baby girl - name</i>
<i>When she was 10 years old, she was given a teacher.</i>	<i>Age of Victoria</i>
<i>She studied and enjoyed French and Italian.</i>	<i>Teacher - subjects</i>
<i>Also, she did art and maths.</i>	<i>Also – more subjects</i>
<i>She loved drawing, but hated doing sums.</i>	<i>Art/maths – loved drawing/hated sums</i>
<i>When she was 16, she caught typhoid and was very unwell.</i>	<i>Age of Victoria</i>
<i>As a result, she used exercise clubs every day after that to stay healthy.</i>	<i>Unwell – as a result/exercises</i>
<i>In 1837 her uncle, King William IV, died.</i>	<i>1837</i>
<i>Victoria was only 18, but she was now the Queen of Britain.</i>	<i>King dying – Victoria becomes queen</i>

ACTIVITY 2: THE HOME OF A PRINCESS

2A: WORDSEARCHES

2B: TEXT AND IMPORTANT DATES

2C: CUT UP TEXT

2A: WORDSEARCH (EASIER)

Can you find the words for the pictures?



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

PORTRAIT
 PILLAR
 ROYALTY
 FABRIC
 DRAWINGS
 IMPRESSIVE
 VICTORIAN
 GEORGIAN
 MONARCHY
 PRINCESS
 TEENAGER
 CHILDHOOD
 THRONE
 DASH
 CROWN
 STAMP
 BALLROOM
 LANDSCAPED
 SIGNATURE
 APARTMENT
 RESIDENT
 ORANGERY

2A: WORDSEARCH (HARDER)

Can you find the words for the pictures?



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

PORTRAIT
PILLAR
ROYALTY
FABRIC
DRAWINGS
IMPRESSIVE
VICTORIAN
GEORGIAN
ROYAL
MONARCHY
PRINCESS
TEENAGER
CHILDHOOD
THRONE
DASH
CROWN
STAMP
BALLROOM
LANDSCAPED
SIGNATURE
APARTMENT
RESIDENT
ORANGERY

2B: TEXT AND IMPORTANT DATES

Read about young Victoria

Victoria was born at Kensington Palace on 24th May 1819. Sadly, her father died when Victoria was 8 months old, on 23rd January 1820.

Princess Victoria lived at Kensington Palace for 18 years.

In 1837 the king died and Princess Victoria was crowned the new queen. Almost at once, she went to live in Buckingham Palace.

Victoria was a princess when she met her future husband Prince Albert in 1836, but she was a queen when they married four years later.

Important dates for young Victoria.

JULY 1837	23RD JANUARY 1820	20TH JUNE 1837
24TH MAY 1819	18 YEARS	10TH FEBRUARY 1840

Can you put the correct *date* and *preposition* in the gaps below?

- Victoria was born _____ .
- Her father died _____ .
- She lived at Kensington Palace _____ .
- _____ Victoria was Queen.
- _____ Queen Victoria moved from Kensington Palace to Buckingham Palace.
- Queen Victoria married Prince Albert _____ .

2C: CUT UP TEXT

Put the sentences into order of time

Victoria's family moved into Kensington Palace in 1818.

In 1819 a baby girl was born.

She was named Alexandrina, but her parents called her Victoria.

When she was 10 years old, she was given a teacher.

She studied and enjoyed French and Italian.

Also, she did art and maths.

She loved drawing, but hated doing sums.

When she was 16, she caught typhoid and was very unwell.

As a result, she used exercise clubs every day after that to stay healthy.

In 1837 her uncle, King William IV, died.

Victoria was only 18, but she was now the Queen of Britain.



ACTIVITY 3:

THE KENSINGTON

SYSTEM

3A: RULES LANGUAGE AND DISCUSSION

3B: CUT UP MATCHING ACTIVITY

3C: GROUP INFORMATION SHARING

3D: FOLLOW UP QUIZ FOR ACTIVITY 3C

Curriculum Reference

- 3a. Sc/E3.4b Give personal information (using verb form used to)
 - Sd/E3.1d Express views and opinions
 - Ws/E3.2a Use basic sentence grammar accurately
- 3b. Ws/E3.2a Use basic sentence grammar accurately
 - Sd/E3.1d Express views and opinions
- 3c. Sc/E3.4b Give personal information about someone
 - Lr/E3.2b Listen for detail in a face-to face situation
- 3d. Lr/E3.2a Listen for detail in explanations and narratives

TUTOR'S NOTES AND ANSWERS

3a. Rules language and discussion

Open with a group / class discussion about house rules now and when students were young. Elicit language for past habits and the language of imperatives.

The final discussion could be the basis for a class survey.

Language focus:

Imperatives e.g. Take your shoes off / *Please take your shoes off *note the issue of politeness

Don't be + adjective

You must / mustn't + infinitive

You can / cannot + infinitive *note the difference between ability and permission

used to / ju:st / For past habits that no longer exist.

didn't use to / ju:s /

To be allowed to *note that 'to not be allowed to' means to not be permitted

3b. Cut up matching activity

Introduce this activity by telling the class that Princess Victoria had to follow a lot of very strict rules and this made her very unhappy. The rules she had to follow were called the Kensington System.

Pairs/groups match the rule with Victoria's reply to the rule.

Language focus:

'Must' for specific obligations and the user being in authority

'Have to' for general obligations and the user talking about external obligations like rules

3c / 3d. Group information sharing

In groups of four, students are each given a character card. They take turns to share their information and piece together the relationship between the four characters. The Kensington questionnaire could then be introduced. To make the task more challenging, groups could be asked to answer the questions from memory.

Answers for 3d quiz:

1.	<i>c) John Conroy (the Duchess of Kent went along with it)</i>
2.	<i>False; The lessons were not part of the Kensington System. She hated being lonely.</i>
3.	<i>c) Difficult</i>
4.	<i>He was her uncle / she was his niece</i>
5.	<i>He wanted her to be queen before she was 18 because it would then be a regency and he could obtain powers to rule for Victoria.</i>
6.	<i>William IV promised not to die before his niece's eighteenth birthday. He succeeded and a regency was avoided.</i>
7.	<i>c) Controlling (although it could be argued he was also responsible)</i>
8.	<i>The Kensington System, unpleasant as it was, made Victoria mentally strong and taught her to be careful about who to trust.</i>

ACTIVITY 3:

THE KENSINGTON SYSTEM

3A: RULES LANGUAGE AND DISCUSSION

3B: CUT UP MATCHING ACTIVITY

3C: GROUP INFORMATION SHARING

3D: FOLLOW UP QUIZ FOR ACTIVITY 3C

3A: RULES AND LANGUAGE DISCUSSION

The rules when Victoria was a child



Talk about the rules you had at home when you were a child.
Was it strict or relaxed?

Write some rules for children with some of the ideas below:

TAKE SHOES OFF	BE RUDE	WASH HANDS	TIDY ROOM	BE NOISY
MAKE A MESS	CLEAN TEETH	GO TO BED	DO HOMEWORK	

e.g. Don't be rude / You mustn't be rude / You cannot be rude

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

What did you use to have to do?

e.g. I used to have to wash the floor.

1. _____
2. _____

What weren't you allowed to do?

e.g. I wasn't allowed to go out late at night.

1. _____
2. _____



When do you think a young person is old enough to decide what to do (*e.g., go out late / choose their own clothes / eat what they want*)?
Discuss with your group.

3B: CUT UP RULES AND ANSWERS

Match the princess' replies to the rules

RULE

You must hold the hand of an adult when you go downstairs even when you are 18 years old.

I am a sixteen-year-old and **I cannot** go down stairs alone.

RULE

You must eat a simple diet.
You are not allowed fruit.

I have to eat bread and milk, but I like fruit and sweet things.

RULE

You must do exercises every morning.

I have to do them, but I want to rest.

RULE

You mustn't meet people alone.

I cannot talk to my sister in private. I always have to have someone with me.

RULE

You are not allowed to sleep alone.

I am 18, but **I have to** sleep in my mother's bedroom.



3C: GROUP INFORMATION SHARING (PAGE 1 OF 2)

The story of the Kensington System

In groups of 4, tell the group about your person.

Victoria's father died when she was eight months old.

A friend of her father called John Conroy helped to bring up Victoria.

He used to be in the army and liked rules. Conroy wanted power. He hoped that if the king died before Victoria was 18 years old, he could control her and the country. Therefore, he made a set of rules: the Kensington System. These rules gave him a lot of power over Victoria.



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John Conroy



Princess Victoria's mother was known as the Duchess of Kent. When her husband died, she needed help with Victoria and thanked John Conroy for helping her. She loved Victoria very much, but let Conroy organise all the business and politics.

When Victoria was older, her mother and Conroy knew that she might be queen. If her daughter was under 18 years old, the Duchess and Conroy could control the country. Many people felt that Conroy controlled Victoria's mother.



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The Duchess of Kent



3C: GROUP INFORMATION SHARING (PAGE 2 OF 2)

Princess Victoria's mother and John Conroy introduced a list of strict rules for Victoria when she was very young.

When she was 5 years old, she had lessons for languages, maths and lots of other subjects each morning and afternoon.

She was not allowed to meet people or have friends. As a result, Victoria felt lonely and strained in her relationship with her mother and Conroy.

All the rules made her feel unhappy, but they also helped her to grow up strong. She never agreed to give Conroy all the power he wanted.



Princess Victoria



William IV became king in 1831 when Princess Victoria was 11. He disliked Victoria's mother and John Conroy, but was fond of his niece Victoria. He knew that if he died before Victoria was 18, her mother and Conroy would be able to rule the country.

William had serious health problems, but promised to stay alive until his niece was 18 years old. He did, but 4 months later he died.



King William IV



3D: KENSINGTON RULES QUESTIONNAIRE

1. Who created the Kensington System of rules?

- a) Duchess of Kent b) King William IV c) John Conroy

2. What Victoria hated the most about the Kensington System were her lessons for languages and maths.

True / False

3. How would you describe Victoria's relationship with her mother?

- a) loving b) close c) difficult

4. How was Victoria related to William IV?

Answer: _____

5. Did John Conroy hope that Victoria would be queen before or after she was 18 years old? *Why/why not?*

Answer: _____

6. How did King William IV stop John Conroy's plan?

Answer: _____

7. Which word best describes John Conroy?

- a) responsible b) caring c) controlling

8. Are there any arguments that the Kensington rules helped Victoria?

Answer: _____

ACTIVITY 4:

PRINCESS VICTORIA FALLS IN LOVE

4A: THE STORY OF VICTORIA'S STAIRCASE: WORD STRESS

4B: PICTURE FOR DESCRIPTIVE WRITING

**4C: PERSONAL INFORMATION: STUDENT PAIR WORK/
ROLE-PLAY**

Curriculum Reference

- 4a. Rw/E3.1a Understand relevant specialist key words
Sc/E3.1a Use stress and pronunciation to be understood
- 4b. Wt/E3.2a Structure writing in short paragraphs
- 4c. Sc/E3.4b Give personal information

TUTOR'S NOTES AND ANSWERS

4a. The story of Victoria's staircase: word stress

Show the photograph and elicit descriptive language. Explain that something important happened to Princess Victoria there. Elicit what it might have been. Introduce the cloze activity with pairs working together to complete the activity.

Answers:

On the 18th of May 1836 two **important** visitors called Albert and Ernest arrived at Kensington Palace. They were two princes from Germany, who were **cousins** of Princess Victoria. When they entered the **palace**, she was standing at the top of the **staircase** in the picture. This was the first time she saw Albert.

The **plan** was that Victoria would marry one of the princes. This was what her mother and uncle wanted **because** it would make their families **powerful**.

After their visit Princess Victoria wrote in her diary: "Albert, who is just as tall as Ernest, but stouter, is **extremely** handsome; his hair is about the same colour as mine; his eyes are large & blue, & he has a beautiful nose, & a very sweet mouth with fine teeth; but the charm of his countenance (face) is his expression, which is most delightful; C'est à la fois, full of goodness and **sweetness**, & very clever and **intelligent**."

The plan was **successful**! In 1840 Queen Victoria married Prince Albert and they lived very happily until Albert's sudden death in 1861. From that time Queen Victoria would only wear black.

Discuss the story. Do any of the students have their own story?

Language focus

Word stress and schwa: encourage the class to analyse other vocabulary for stress and schwa.

One syllable	Two syllables	Three syllables	Four syllables
<i>plan</i> /plæn/	<i>cousins</i> /'kʌz.ənz/ <i>palace</i> /'pæl.ɪs/ <i>sweetness</i> /'swi:t.nəs/ <i>sudden</i> /'sʌd.ən/ <i>because</i> /bɪ'kəz/	<i>Powerful</i> /'paʊə.fəl/ <i>Extremely</i> /ɪk'stri:m.li/ <i>Successful</i> /sək'ses.fəl/ <i>Important</i> /ɪm'pɔ:t.ənt/	<i>Intelligent</i> /ɪn'tel.ɪdʒənt/

4b. Picture for descriptive writing

Students produce a short descriptive text. A few ideas may need to be elicited to begin the activity and establish the use of the present simple and present continuous.

Elicit from the class the ingredients needed for a long-lasting happy relationship.

Tutor's note

Queen Victoria and Prince Albert were happily married for 21 years until Albert's sudden death due to typhoid. Queen Victoria was heartbroken and would only wear black thereafter.

4c. Personal information: student pair work/role-play

This activity practises exchanging personal information and recording that information by making notes. It is important that students do not look at each other's information!

Having completed the roleplay as Queen Victoria and Prince Albert, pairs can repeat the interview giving their own answers.

ACTIVITY 4:

PRINCESS VICTORIA FALLS IN LOVE

4A: THE STORY OF VICTORIA'S STAIRCASE: WORD STRESS

4B: PICTURE FOR DESCRIPTIVE WRITING

**4C: PERSONAL INFORMATION: STUDENT PAIR WORK/
ROLE-PLAY**

4A: THE STORY OF VICTORIA'S STAIRCASE



Read the text – guess what goes in the gaps.

On the 18th of May 1836 two _____ visitors called Albert and Ernest arrived at Kensington Palace. They were two princes from Germany, who were _____ of Princess Victoria. When they entered the _____ she was standing at the top of the _____ in the picture. This was the first time she saw Albert.

The _____ was that Victoria would marry one of the princes. This was what her mother and uncle wanted _____ it would make their families _____.

After their visit Princess Victoria wrote in her diary:

“Albert, who is just as tall as Ernest, but stouter, is _____ handsome; his hair is about the same colour as mine; his eyes are large & blue, & he has a beautiful nose, & a very sweet mouth with fine teeth; but the charm of his countenance (face) is his expression, which is most delightful; C’est à la fois, full of goodness and _____, & very clever and _____.”

The plan was _____! In 1840 Queen Victoria married Prince Albert and they lived very happily until Albert’s _____ death in 1861. From that time Queen Victoria would only wear black.

Finish the text with words from the box

POWERFUL	COUSINS	SWEETNESS	PALACE
EXTREMELY	SUCCESSFUL	STAIRCASE	INTELLIGENT
SUDDEN	PLAN	BECAUSE	IMPOTRANT

Study the words in the box. Can you mark the stressed syllable?

e.g. powerful
/ˈpaʊəf(ʊ)l/

Can you find schwa in any of the words?

4B: PICTURE FOR DESCRIPTIVE WRITING



Discuss the picture above with your partner and write a short description. There is some vocabulary in the box to help you. Write two paragraphs.

Also if you need to, use a dictionary to help you.

BALCONY	CROWN	JEWELLERY	MILITARY UNIFORM
SWORD	FAN	ROSE	CLOTHES
SMILING	PURPLE	ROBE	LUXURIOUS

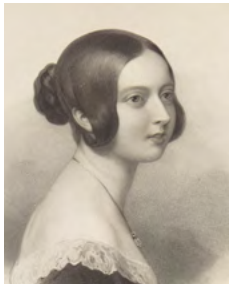


This is where Victoria first saw Albert and fell in love. Do you think this story is true?



What makes a good relationship?
Discuss

4C: PERSONAL INFORMATION: STUDENT PAIR WORK/ROLE-PLAY



Personal information

Name:
Alexandrina
Victoria

Age: 17 exactly

Place of birth:
Kensington Palace in London

What Victoria likes:
I like drawing, reading novels and singing. I can speak French, Italian and German. Also, I love animals and I like riding horses.

What Victoria doesn't like:
I don't like people smoking tobacco or bad manners.

Questions to Albert

Answers

What is your name? *His name is* _____

How old are you? _____

Where were you born? _____

What do you like? _____

What don't you like? _____



Personal information

Name:
Francis Albert
Augustus
Emmanuelle

Age: 16 and 9 months

Place of birth: Saxe-Coburg in
Germany

What Albert likes:
I like reading and listening to opera.
Also, I like riding horses.

What Albert doesn't like:
I don't like dancing or loud music.

Questions to Victoria

Answers

What is your name? *Her name is* _____

How old are you? _____

Where were you born? _____

What do you like? _____

What don't you like? _____

ACTIVITY 5:

FROM A PRINCESS TO A QUEEN

5A: PICTURE 1 FOR DISCUSSION: DESCRIPTIVE SENTENCES

5B: QUEEN VICTORIA'S DIARY: VOCABULARY PREDICTIVE SKILLS

5C: DIARY VS DAIRY: PRONUNCIATION

5D: PICTURE 2 FOR DISCUSSION

5E: ROLE-PLAY

Curriculum Reference

- 5a. Ws/E3.2a Use basic sentence grammar accurately
Wt/E3.2a Structure writing in short paragraphs
- 5b. Rw/E3.5a Use a variety of reading strategies to understand unfamiliar words
- 5c. Sc/E3.1b Articulate the sounds of English to make meaning clear
- 5d. Sd/E3.1d Express views and opinions
- 5e. Lr/E3.6b Listen to and respond appropriately to other points of view

TUTOR'S NOTES AND ANSWERS

5a. Picture 1 for discussion: descriptive sentences

Blow up the picture and elicit language about what is happening.

Pairs / groups produce sentences about the picture. Students can share their best sentences on the smartboard.

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. Queen Victoria's Diary

Introduce the activity with a short discussion with the class about diaries.

Vocabulary predictive skills

Pre-teach vocabulary that occurs in the 'Victoria becomes queen' text.

Pronunciation: note schwa and how compound nouns have the first word stressed.

<i>a sitting-room (n)</i>	<i>'sit.ɪŋ ,ru:m/</i>
<i>a dressing-gown (n)</i>	<i>/'dres.ɪŋ ,ɡaʊn/</i>

Students read the extract from Queen Victoria's diary and predict meaning of vocabulary in bold.

Answers for predictive task:

<i>acquainted</i>	<i>told</i>
<i>expired</i>	<i>died</i>
<i>p.2</i>	<i>past (two)</i>
<i>consequently</i>	<i>therefore</i>

5c. Diary or Dairy

Task 1 This is an opportunity to study phonemes and the use of schwa.

Vowel pair making one sound e.g. dairy	coach, fruit, brain, soap, nail, dairy, cream, blue /kəʊtʃ/ /fru:t/ /breɪn/ /səʊp/ /neɪl/ /'dɛ:ri/ /kri:m/ /blu: /
Vowel pair making two sounds e.g. dairy	poet, create, diary, serious, punctuate, piano, violin, diet, fluent, idea, duo /'pəʊt/ /kri'eɪt/ /'daɪəri/ /'sɪəri.əs/ /'pɪnj.ktʃu:.eɪt/ /pl'anəʊ/ / 'vaɪəlɪn/ /'daɪ.ət/ /'flu:.ənt/ /aɪ'diə/ /'dʒu:.əʊ/

Task 2 Identifying the number of syllables

1 syllable		2 syllables		3 syllables	
coach	nail	dairy	diet	diary	piano
fruit	cream	poet	fluent	serious	violin
brain	blue	create	duo	punctuate	idea
soap					

Task 3 Identifying the number of syllables in words

Acquainted – 3 syllables (ac-**quaint**-ed)

Expired – 2 syllables (ex-**pired**)

Consequently – 4 syllables (**con**-se-quent-ly)

5d. Picture 2 for discussion

The painting could be used by itself to begin the activity.

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

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

The questions are prompts for a discussion about the role of women in government and society. Elicit examples of female role models and discuss how societies are or are not changing

Tutor's notes: Information about picture 1

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.

5e. Role-play

Explain that as soon as she became queen, Victoria shut John Conroy and to some extent her mother out of her life. The role-play is between the newly crowned 18-year-old Queen Victoria and her mother (the Duchess of Kent) or John Conroy. The young queen is angry and the adults are extremely worried.

Confident pairs can act out the argument in front of the class!

ACTIVITY 5: FROM A PRINCESS TO A QUEEN

5A: PICTURE 1 FOR DISCUSSION: DESCRIPTIVE SENTENCES

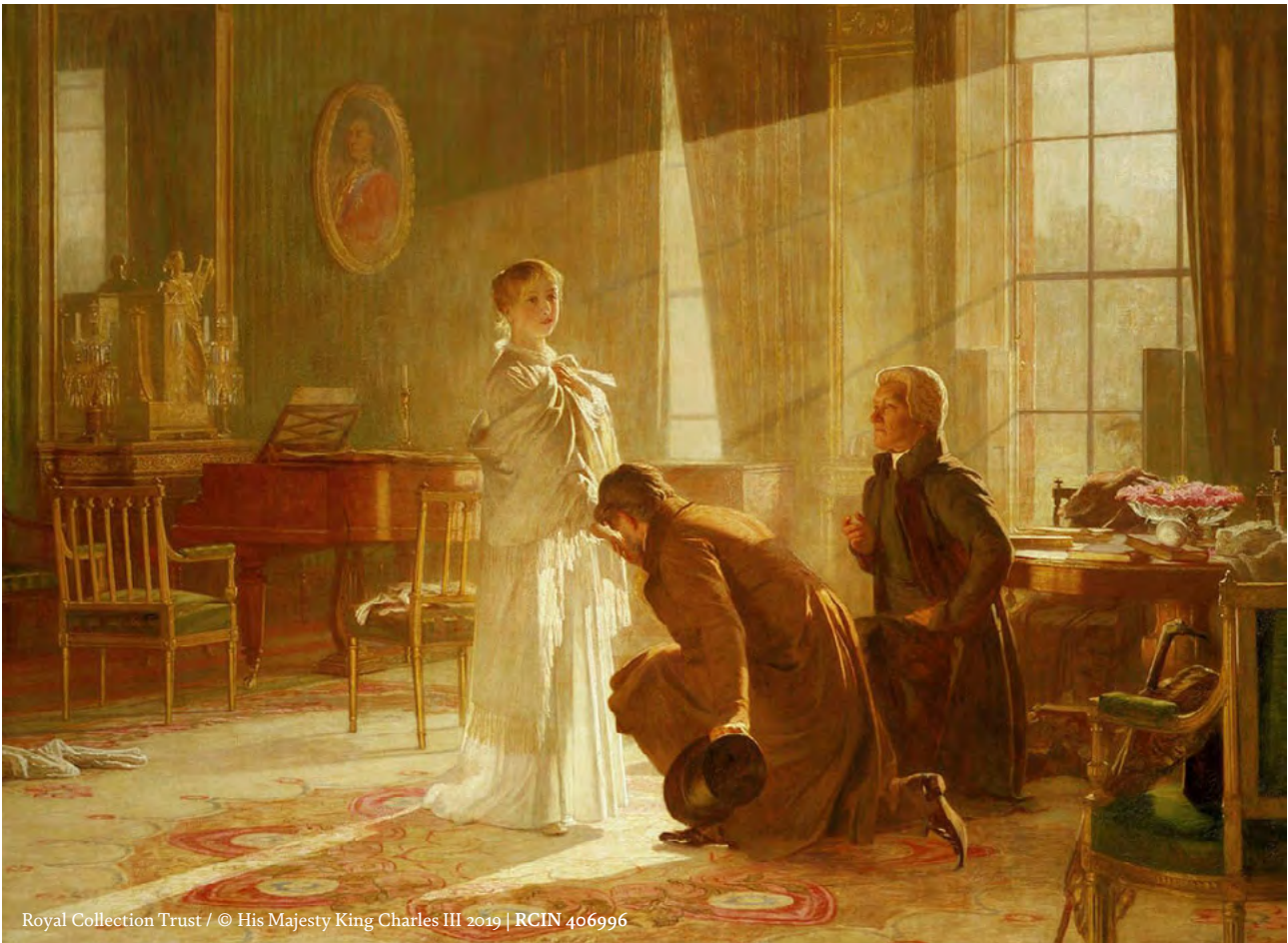
**5B: QUEEN VICTORIA'S DIARY: VOCABULARY PREDICTIVE
SKILLS**

5C: DIARY VS DAIRY: PRONUNCIATION

5D: PICTURE 2 FOR DISCUSSION

5E: ROLE-PLAY

5A: PICTURE 1 FOR DISCUSSION



Write some sentences describing what you can see in the picture.

Write one paragraph about Victoria and another paragraph about the two men.

Try and use the words in the box below.

SITTING-ROOM	LIGHT	HOLDING A HAT	KISSING A HAND
LONG COATS	WEARING WHITE	IMPORTANT NEWS	KNEELING

e.g. They are in a sitting-room and

What do you think the men are doing? Why are they there?

What do the words mean?

Practice saying them.

TO BECOME (V)

TO WAKE UP (V)

A VISITOR (N)

A DIARY (N)

A SITTING-ROOM (N)

A DRESSING-GOWN (N)

ALONE (ADJ)

POOR (ADJ)

5B: QUEEN VICTORIA'S DIARY

Queen Victoria liked to keep a diary. It is estimated that she wrote nearly 60 million words in her life, mainly in her diary.



Have you or someone you know ever had a diary?
Do you think it is a good idea to keep a diary? Discuss.

Read the text below from Queen Victoria's diary:

VICTORIA BECOMES QUEEN

At 6am on 20 June 1837, Victoria was woken at Kensington Palace to be told visitors had arrived with important news, which she later described in her diary:

*'I got out of bed and went into my sitting-room (only in my dressing-gown), and alone, and saw them. Lord Conyngham then **acquainted** me that my poor Uncle, the King, was no more, and had **expired** at 12 minutes **p.2** this morning, and **consequently** that I am Queen.'*

What might the words in bold mean?

Look at the words in the box below. Can you match them with the words in the text?

DIED	PAST	THEREFORE	TOLD
------	------	-----------	------

Acquainted – _____

Expired – _____

p.2 – _____

Consequently – _____

5C: DIARY OR DAIRY?

Task 1 – Study the words below.

Can you Identify the vowel pairs which have two sounds?

COACH	FRUIT	POET	BRAIN	CREATE
DIARY	SERIOUS	PUNCTUATE	SOAP	PIANO
VIOLIN	NAIL	DAIRY	DIET	FLUENT
CREAM	IDEA	BLUE	DUO	

Task 2 – Place the words from the box into the correct column - do they have 1 syllable, 2 syllables or 3 syllables?

1 SYLLABLE	2 SYLLABLES	3 SYLLABLES

Task 3 – How many syllables do *acquainted*, *expired* and *consequently* have?

5D: PICTURE 2 FOR DISCUSSION



Study the picture and discuss the questions.

1. How many men are in the picture?
2. How many women are there?
3. Who is most important? How do we know?
4. Does Victoria look calm or nervous?
5. How would you feel?

The Duke of Wellington was in the room that day. He said, *'She not only filled her chair, she filled the room.'*

What does this mean?

5E: ROLE-PLAY

STUDENT A – QUEEN VICTORIA



For 18 years your mother and John Conroy told you what to do.

With the Kensington System they controlled you.

Now you are Queen and they must do what you tell them!

- You do not want to have a bedroom with your mother.
- You do not want to hear your mother's advice; you will only listen to advice from the Prime Minister.
- You want to move out of Kensington Palace to Buckingham Palace because it is bigger.
- You never want to see John Conroy again because he is cruel.



STUDENT B – VICTORIA'S MOTHER OR SIR JOHN CONROY



For 18 years you have worked hard to make Victoria queen. You feel that she is too young to decide things and she needs your advice.

You think she should thank you and do what you tell her.

- Tell her she is too young to rule as queen.
- Say that you should decide things for her because you are older and have more experience.
- Tell Victoria that she should thank you for your help and give you lots of money and power!
- Tell Victoria that the Kensington System was to help her.

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

Curriculum Reference

Sc/E3.4a Make simple statements of fact

Sd/E3.1g Relate to other speakers

Rt/E3.7a Scan different parts of texts to locate information

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. *A lion; 16*
2. *When the rooms light up there is the sound of a dog barking and a child laughing; Kensington Palace*
3. *A pear; Victoria's parents: The Duke and Duchess of Kent*
4. *The Duchess of Kent; mother*
5. *Hope*
6. *Books; study*
7. *I Puritani*
8. *Exercise clubs; 16 years old*
9. *12 (6 pairs); a piano*
10. *Dash, Victoria's pet dog; The Red Saloon*

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

VISIT TRAIL: FIND THIS AT KENSINGTON PALACE!

1.



Can you find this by the stairs? Yes/No

What animal is it?

How many can you see on the stairway?

2.



Can you find this in room 1 of Victoria's home? Yes/No

What can you hear?

Which building does it show?

3.



Can you find this in room 1? Yes/No

What fruit is it?

Who are the people?

4.



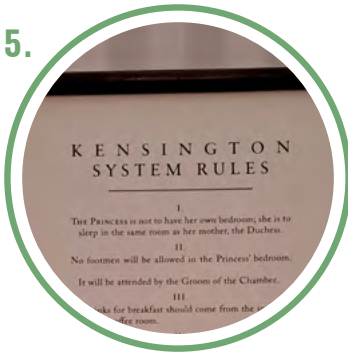
Can you find this in room 2? Yes/No

Who is it?

She is Princess Victoria's...

VISIT TRAIL: FIND THIS AT KENSINGTON PALACE!

5.



Can you find this in room 3? Yes/No

What is the missing word in rule IX?

IX. The Princess will become the Nation's _____

6.



Can you find this? Yes/No

What is inside it?

What did Princess Victoria do in this room?

7.



Can you find this in room 4? Yes/No

What is the name of the opera being played?

8.



Can you find this in room 5? Yes/No

What are they called?

How old was Princess Victoria, when she used them?

VISIT TRAIL: FIND THIS AT KENSINGTON PALACE!

9.



Can you find this in room 6? Yes/No

How many dancers are in the room?

What musical instrument can you see?

10.



Can you find this in the red room? Yes/No

What is under the chair?

What is the name of the room?

The _____

ACTIVITY 7:

POST VISIT TASKS

7A: MILLING INFORMATION SEARCH GAME

**7B: SECRET MESSAGES WITH FLOWERS:
LISTENING / VOCABULARY**

**7C: EXERCISE CLUB INSTRUCTIONS GAME:
PAIR WORK / INSTRUCTIONS**

7D: THE QUEEN VICTORIA TEST

7E: A POSTCARD

7F: CROSSWORD

Curriculum Reference

- 7a. Sc/E3.4c Narrate events in the past
Sc/E3.3b Ask questions to obtain factual information
- 7b. Rw/E3.1a Recognise key words and develop knowledge of word families
Lr/E3.1c Listen for gist
- 7c. Sc/E3.4e Give instructions
Sc/E3.3c Ask for instructions
Rs/E3.1a Recognise generic features of instructional texts
- 7d. Sc/E3.4b Give personal information
- 7e. Ws/E3.2a Use basic sentence grammar accurately
Ww/E3.2a Recognise the importance of legible handwriting
- 7f. Ww/E3.1a Apply knowledge of spelling to a wide range of common and specialist vocabulary

TUTOR'S NOTES AND ANSWERS

7a. Milling information search game

Each student is given a role card and either A or B question card. After the milling A/A and B/B student pairs check their answers before feeding back as a class.

Answers:

Question sheet A	Question sheet B
1. Who was born in Germany? <i>Louise Lehzen, Victoire, Albert</i>	1. Who was a PM? <i>Lord Melbourne</i>
2. Who used to help Victoria, but moved away? <i>Feodore</i>	2. Who used to be a sailor? <i>King William IV</i>
3. Who used to teach, but then gave advice. <i>Louise Lehzen</i>	3. Who went to live in Germany because Conroy arranged for her to marry a German? <i>Feodore</i>
4. Who was an uncle to Victoria? <i>King William IV</i>	4. Who helped Victoria and gave her good advice? (2 answers) <i>Louise Lehzen, Lord Melbourne</i>
5. Who was interested in painting and books? <i>Victoria and Albert</i>	5. Who was interested in chemistry and physics? <i>Prince Albert</i>
6. Who would do anything for power? (2 answers) <i>Sir John Conroy and the Duke of Cumberland</i>	6. Who liked to make rules? <i>Sir John Conroy</i>
7. Who was a gambler? <i>Edward, Duke of Kent</i>	7. Who was a gambler? <i>Prince Edward</i>
8. Who had dogs, cats, horses and a parrot? <i>Princess Victoria</i>	8. Who had a lot of pets? <i>Princess Victoria</i>
9. Who had a half-sister? (2 answers) <i>Princess Victoria, Feodora</i>	9. Who had a half-sister who was 11 years older? <i>Princess Victoria</i>
10. Who did some people say was a danger to Victoria? <i>The Duke of Cumberland</i>	10. Who listened to the wrong person? <i>Victoire, the Duchess of Kent (and Victoria's mother)</i>

Extension activity:

Groups choose a character and research them online, writing five interesting facts to feedback to the class. The class could then vote for the individual they like the most.

7b. Secret messages with flowers: listening / vocabulary

Display the following:

romance, innocence, gratitude, gentleness, friendship, energy, royalty, hope, good health, goodbyes

Elicit the meaning of the vocabulary and practice the pronunciation.

Ask the class which colour of flower the class would put with the word 'romance'.

Explain that the Victorians gave different colours different meanings – not just red for romance.

Try to elicit what different colours might match the words and record the guesses.

Check these with the Coloured Roses Chart.

Prepare the class for the listening activity. Explain that the class is going to choose different coloured roses to match events in Princess Victoria's life. It will sometimes be possible to choose more than one colour.

Read out the statements checking that students are recording a colour for each scenario.

Check as a class, discussing the options

7c. Exercise club instructions game: pair work / instructions

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

Pre-teach relevant vocabulary, e.g., raise, lower, twist, point, dotted line.

List some relevant instructions and get the class to follow them as an ice breaker.

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.

7d. The Queen Victoria Test

Announce to the class that you believe that someone in the room may have royal blood. In order to find out who it is the class is going to complete a short questionnaire which will help to show who it is. Give each student two points for the 'correct' answers, with the person receiving the most points being the most similar to Queen Victoria.

Question	Information	Answer (Victoria)
1. How tall are you?	Victoria was 5 feet tall (1.52m)	<i>a) short</i>
2. Do you usually wear something on your head?	Queen Victoria did! She even had a small crown made for her because the normal one was too heavy.	<i>c) always</i>
3. Do you wear black?	After her beloved Albert died, Victoria would normally only wear black until her own death.	<i>c) always</i>
4. Do you like cats and dogs?	In her lifetime Queen Victoria owned 88 dogs and many other pets.	<i>c) they're great!</i>
5. Do you always like to have your windows open?	Queen Victoria loved the fresh air – even when it was cold!	<i>c) nearly always</i>
6. Have you had a bad illness?	Victoria had typhoid when she was 16.	<i>a) yes</i>
7. Do you like writing?	It has been estimated that Queen Victoria wrote 60 million words in her life.	<i>c) I want to write a book</i>
8. Do you have a big chair you like to sit on? <i>*on a chair / in an armchair / on a throne</i>	Queen Victoria did!	<i>a) yes</i>

As an extension to the quiz the class could practise comparatives and superlatives. Students could organise themselves into order of height. Who is wearing the most black (or purple) clothing? Who has the fullest vocabulary book? Has anyone got headwear? The class could proceed to nominate a monarch for the lesson!

7e. A postcard

The postcard can be given as a straightforward writing task. Otherwise, an answer could be elicited from groups in a more guided way as indicated below.

Dear Vicky,

I hope you are well! Yesterday we went to Kensington Palace.

It was _____ to see where kings and queens _____ live.

We walked around the rooms where Princess _____ was born and grew _____. We saw where she changed from a young woman to a _____ and stood exactly where she first saw her future _____.

There was so _____ history!

We also walked in the royal gardens which were _____.

The views across Hyde _____ are unforgettable. You must come with us and see it for _____.

Lots of love,

Albert XXX

Dear Vicky,

I hope you are well! Yesterday we went to Kensington Palace.

It was wonderful to see where kings and queens used to live.

We walked around the rooms where Princess Victoria was born and grew up. We saw where she changed from a young woman to a queen and stood exactly where she first saw her future husband.

There was so much history!

We also walked in the royal gardens which were amazing.

The views across Hyde Park are unforgettable. You must come with us and see it for yourself.

Lots of love,

Albert XXX

7f. Crossword

An opportunity to revise vocabulary and practise pronunciation as a group activity or maybe as homework.

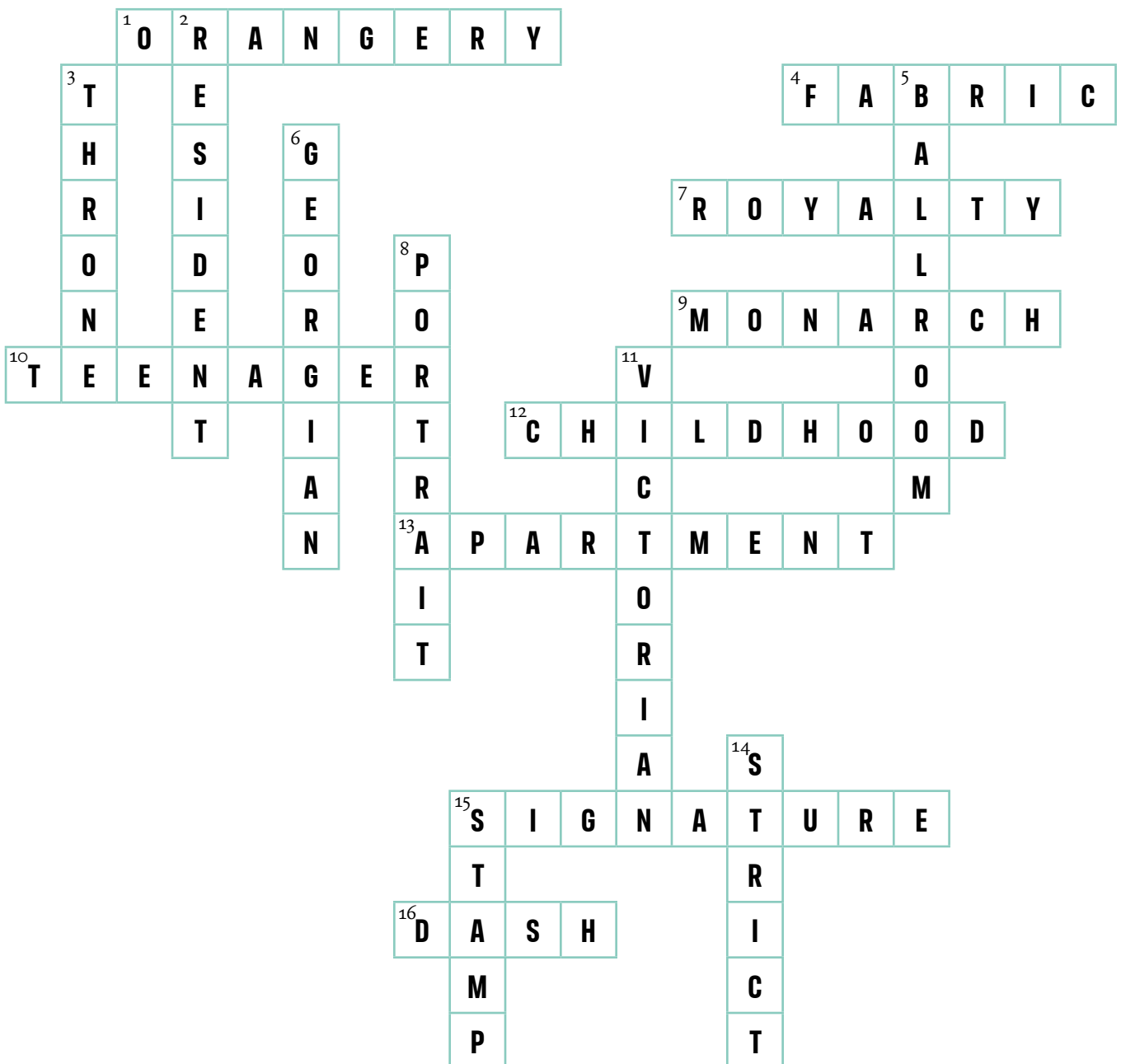
Answers:

Across

1. A place where oranges can be grown (orangery)
4. Cotton, silk... (fabric)
7. A king or queen are this (royalty)
9. Another word for a king or queen (monarch)
10. If you are 13 or 18... (teenager)
12. A name when you are young (childhood)
13. Like a flat (apartment)
15. Your name when you write it at the end of a letter (signature)
16. The name of Victoria's dog. It also means hurry (dash)

Down

2. Someone who lives in a building (resident)
3. Where a king or queen sits (throne)
5. A traditional place for dancing (ballroom)
6. The time when the king was called George (Georgian)
8. A picture of a person's head and shoulders (portrait)
11. The time when the queen was Victoria (victorian)
14. When a parent has a lot of rules (strict)
15. You put this on an envelope to send it (stamp)



ACTIVITY 7:

POST VISIT TASKS

7A: MILLING INFORMATION SEARCH GAME

**7B: SECRET MESSAGES WITH FLOWERS:
LISTENING / VOCABULARY**

**7C: EXERCISE CLUB INSTRUCTIONS GAME:
PAIR WORK / INSTRUCTIONS**

7D: THE QUEEN VICTORIA TEST

7E: A POSTCARD

7F: CROSSWORD

7A: MILLING INFORMATION SEARCH GAME



King William IV
 King from 1830 – 37
 Brother of Victoria's father
 Uncle of Victoria
Interests: ships



Duke of Cumberland
 Born at Buckingham House on 5 June 1771
 Uncle of Victoria
 Some say he wants his son to be King and is a danger to Victoria



Victoria (1819-1901)
 Queen from 1837 - 1901
 Marries Prince Albert
 Interests: reading, art and animals (she has many pets)



Feodore
 Older half-sister of Victoria
 Friend to Victoria, but moved to Germany when Victoria was only nine years old



Victoire Duchess of Kent
 Mother of Victoria
 Born in Germany
 Listens to Conroy
Interests: Victoria, Conroy and parties



Edward Duke of Kent
 Owed money because of gambling
 Father of Victoria
 Dies in 1820 when Victoria is 8 months old



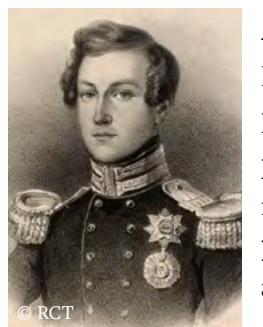
Sir John Conroy
 Helps Victoire to control her daughter Victoria
 Introduced the Kensington System of rules
Interests: power and money



Louise Lehzen
 Teacher and later friend of Victoria
 Born in Germany
 Stays with Victoria when she is queen and gives her advice



Lord Melbourne
 Prime Minister of Britain
 He is a friend and important advisor to Victoria



Albert
 Future husband of Victoria
 Born in Germany
 Met Victoria at the staircase in Kensington Palace
Interests: reading, art and science

Question sheet A

1. Who was born in Germany?
2. Who used to help Victoria, but moved away?
3. Who used to teach, but then gave advice.
4. Who was an uncle to Victoria?
5. Who was interested in painting and books?
6. Who would do anything for power? (2 answers)
7. Who was a gambler?
8. Who had dogs, cats, horses and a parrot?
9. Who had a half-sister? (2 answers)
10. Who did some people say was a danger to Victoria?



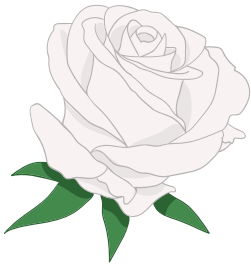
Question sheet B

1. Who was a PM?
2. Who used to be a sailor?
3. Who was friends with Victoria but went to live in Germany.
4. Who helped Victoria and gave her good advice? (2 answers)
5. Who was interested in chemistry and physics?
6. Who liked to make rules?
7. Who was a gambler?
8. Who had a lot of pets?
9. Who had a half-sister who was 11 years older?
10. Who listened to the wrong person?

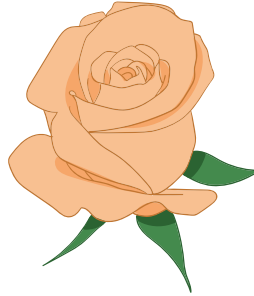
7B: SECRET MESSAGES WITH FLOWERS

The Victorians enjoyed sending messages with flowers of different colours.

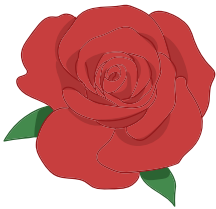
Look at the meanings of the different roses below.



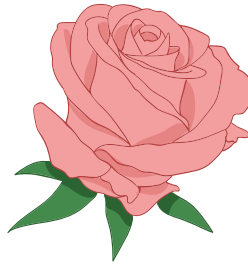
**White – innocence,
new beginnings**



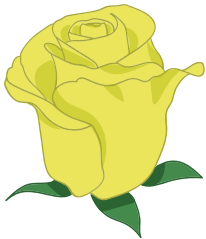
**Peach – gratitude,
sincerity**



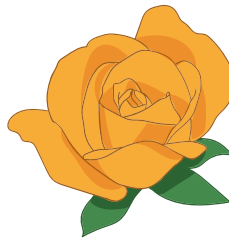
**Red – romance,
love**



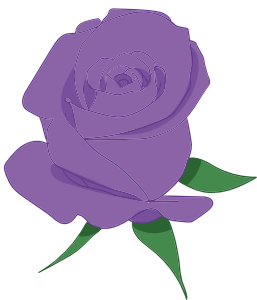
**Pink – sweetness,
gentleness, healing,
first love**



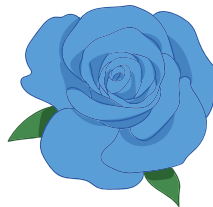
**Yellow – friendship,
happiness**



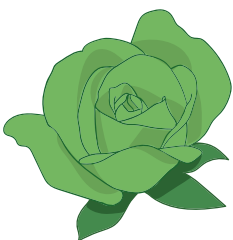
**Orange – enthusiasm,
energy**



**Purple – success,
royalty**



**Blue – hope,
affection**



**Green – life,
vitality, good health**



**Black – strength,
goodbyes**

Flowers listening activity

To be read out

Which colour of rose would you send for these occasions?

1. It is 24th May 1819 and Princess Victoria is born at Kensington Palace.
(Suggested answers: Green / white)
2. It is January 1820. Victoria's father has died of a fever.
(Black)
3. Victoria gets a new friend: a dog called Dash.
(yellow / orange)
4. Victoria was lonely, so she was very sad when her half-sister married and moved to Germany.
(black / blue)
5. After being extremely ill, Victoria did special exercises every day to be strong and healthy.
(green / pink)
6. In the early 1830's Princess Victoria travelled around the country meeting people. She was shocked by how poor many families were. People started to call her 'the Hope of the Nation'.
(blue / white)
7. In 1836 Victoria met her German relative called Prince Albert at Kensington Palace. They say it was love at first sight.
(pink / red)
8. At 6am on 20 June 1837, Victoria was woken at Kensington Palace to be told that her uncle King William IV had died.
(black / white)
9. Victoria was crowned on 28 June 1838 in front of a huge happy crowd.
(Purple / blue)

7C: EXERCISE CLUB INSTRUCTIONS GAME

STUDENT A - 1



1. Stand straight, looking forward.
2. Hold the club in your right hand, pointing down to the ground.
3. Twist to your right while lifting the club over your head, but flat (*not pointing up - see dotted line*).
4. Twist back to first position.
5. Lower the club to first position.



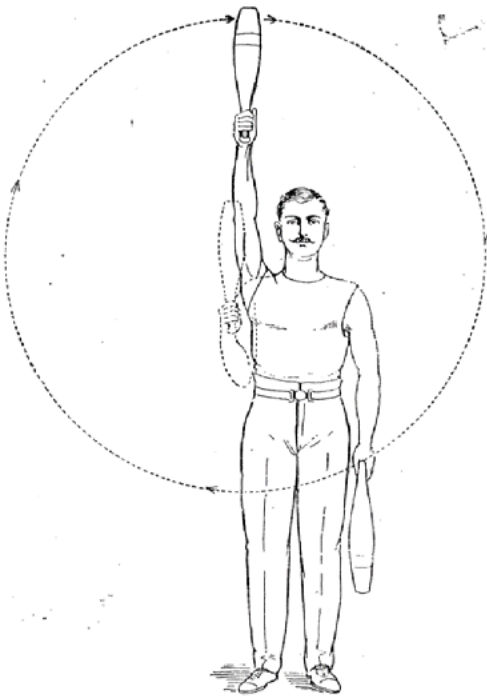
STUDENT A - 2



1. Stand straight, looking forward.
2. Hold the club in your right hand, pointing up to the ceiling.
3. Keep your arm straight and move your arm out to the right
4. Return your arm to the first position.
5. Raise the club over your head, so it is pointing down your back.
6. Return to first position.

7C: EXERCISE CLUB INSTRUCTIONS GAME

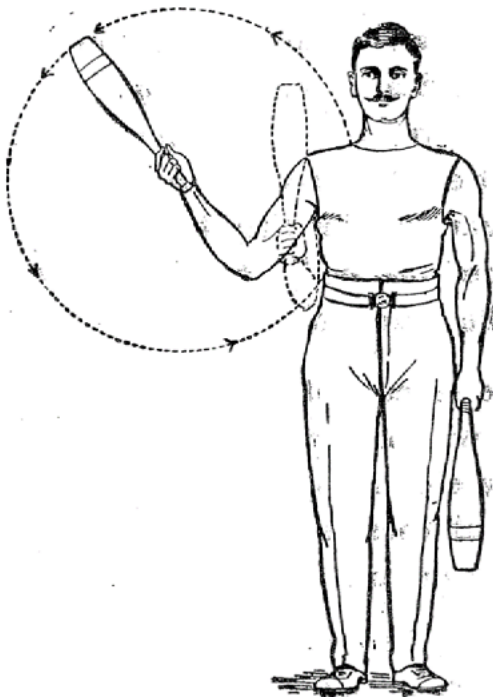
STUDENT B - 1



1. Hold the club in your right hand and lift upwards so your arm is straight.
2. Slowly swing your right arm in a complete circle to your left.
3. Count slowly to 4 when doing 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.



STUDENT B - 2



1. Hold the club in your right hand in front of you with your elbow bent.
2. Turn the body a little to the right.
3. Turn the club in a circle away from the body, but have the elbow bent all the time.
4. Try with the other arm!

7D: THE QUEEN VICTORIA TEST

Have you got royal blood? Answer these questions and find out!

1. How tall are you?

- a) short b) medium c) tall

2. Do you usually wear something on your head?

- a) never b) sometimes c) always

3. Do you wear black?

- a) never b) sometimes c) always

4. Do you like cats and dogs?

- a) no, I don't like them b) they're OK c) they're great!

5. Do you always like to have your windows open?

- a) not often b) sometimes c) nearly always

6. Have you had a bad illness?

- a) yes b) no

7. Do you like writing?

- a) What's a pen? b) Shopping lists only c) I want to write a book

8. Do you have a big chair you like to sit on?

- a) yes b) no

7E: A POSTCARD TO A FRIEND

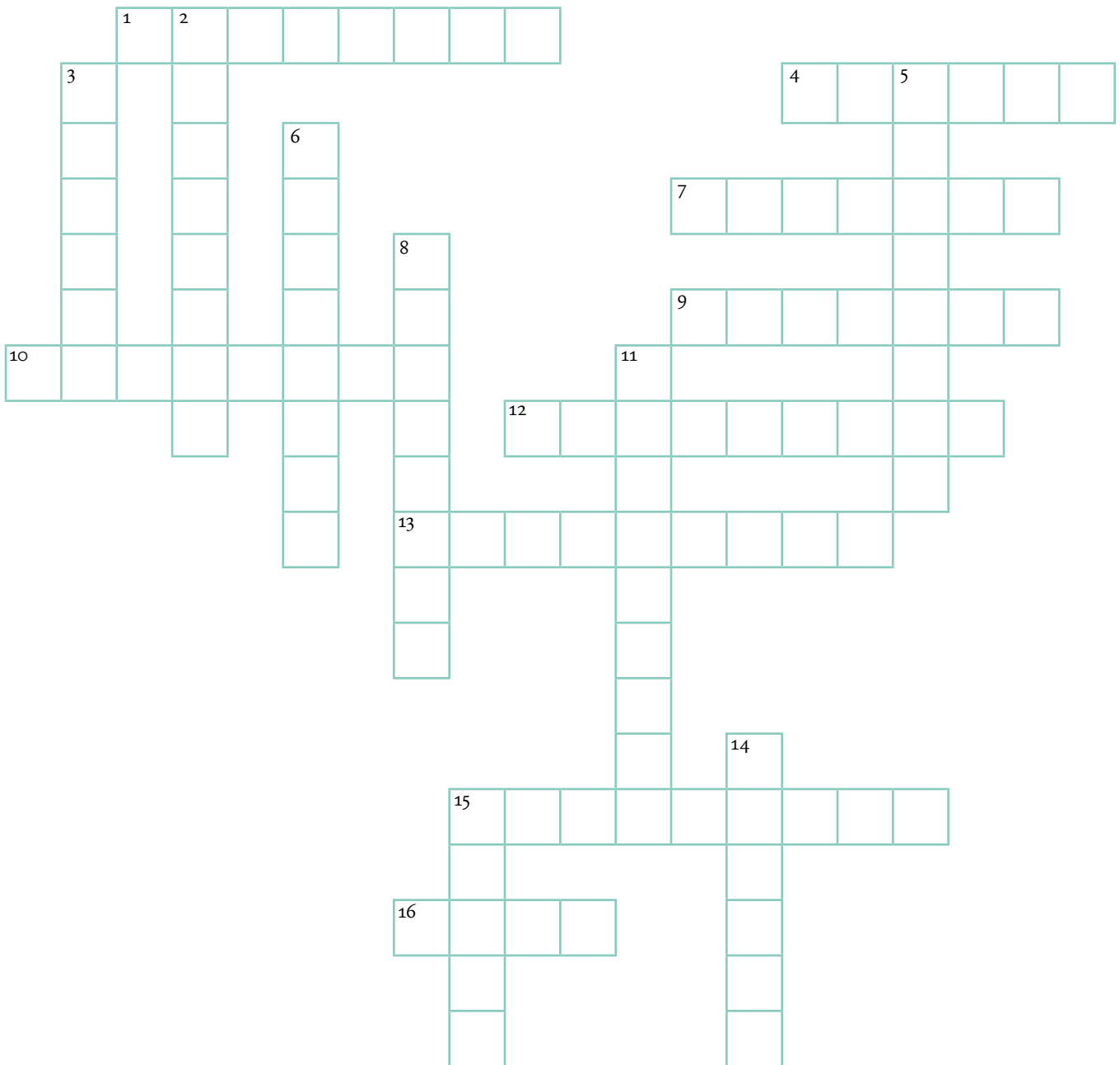


Dear _____

I hope you are well! Yesterday we went to Kensington Palace.

Lots of love, _____

7F: CROSSWORD



Across

1. A place where oranges can be grown
4. Cotton, silk...
7. A king or queen are this
9. Another word for a king or queen
10. If you are 13 or 18...
12. A name for when you are young
13. Like a flat
15. Your name when you write it at the end of a letter
16. The name of Victoria's dog. It also means to hurry

Down

2. Someone who lives in a building
3. Where a king or queen sits
5. The traditional place for dancing
6. The time when the king was called George
8. A picture of a person's head and shoulders
11. The time when the queen was Victoria
14. When a parent has a lot of rules
15. You put this on an envelope to send it