

Let's Talk History

Kings, Queens & Historical Leaders



Welcome & Objectives

Welcome to **Let's Talk History: Kings, Queens & Historical Leaders**

Today, you will:

- Learn vocabulary about royalty and leadership
- Practise **reported speech** and **comparative/superlative forms**
- Compare different leaders and their legacies
- Discuss power, influence, and decision-making in history

Icebreaker – Who Comes to Mind?

- Can you name a famous king, queen, or historical leader?
- Would you rather lead a country or support a good leader? Why?



Vocabulary – Royalty & Power

Discuss the following terms with your tutor:

| Word | Definition |
|------------|--|
| monarch | head of state (king or queen) |
| heir | person next in line to the throne |
| coronation | official ceremony when someone becomes king or queen |
| dynasty | a ruling family for several generations |
| regent | someone ruling temporarily instead of the king/queen |
| throne | the symbolic seat of royal power |

Question: Which type of leadership do you think works best? Why?

Grammar – Reported Speech (Statements)

Understanding the grammar rule:

Structure:

Direct → Reported (backshift the tense)

Example:

King Louis said, “I am the state.” →
King Louis said (that) he was the state.

| Direct | Reported |
|------------------|---------------------------|
| “I am powerful.” | He said he was powerful. |
| “We will win.” | They said they would win. |

Grammar Practice – Rewrite as Reported Speech

Change the sentences below to turn them into Reported Speech:

- “I will protect the kingdom.” – The queen said...
- “We are under attack!” – The general said...
- “I created peace.” – He said...



Slide 7: Vocabulary – Famous Leaders

Discuss the following famous leaders with your tutor:

| Name | Title / Role |
|--------------------|---|
| Napoleon Bonaparte | French Emperor / Military leader |
| Queen Victoria | British monarch (19th century) |
| Julius Caesar | Roman general / dictator |
| Nelson Mandela | Anti-apartheid leader / President of South Africa |
| Genghis Khan | Mongol emperor and military leader |
| Cleopatra | Queen of Ancient Egypt |

Reading – Elizabeth I of England

Read the passage below with your tutor:

Queen Elizabeth I ruled England from 1558 to 1603. She was known for her intelligence, strength, and support of the arts. During her reign, England defeated the powerful Spanish Armada, which helped establish the country as a strong naval power. She also encouraged exploration and supported famous writers like William Shakespeare. This period became known as a cultural golden age. Elizabeth never married, choosing instead to rule alone and focus on her country. She is remembered as one of England's most respected monarchs.

Discussion Questions:

- **What made Elizabeth I a successful leader?**
(Think about her personality, decisions, and historical events.)
- **Would you describe her as powerful, wise, or lucky? Why?**
(You can choose one or more – and explain your answer.)

Bonus: Do you think a leader today could succeed in the same way she did? Why or why not?

Grammar – Comparatives & Superlatives

Understanding how to use Comparatives and Superlatives:

| Form | Example |
|-------------|--|
| Comparative | “Caesar was braver than many other leaders.” |
| Superlative | “Victoria was one of the longest-reigning queens.” |

Structure:

One-syllable: add -er / -est

Long words: use “more” / “most”

Irregular: good → better / best

Grammar Practice – Fill in the Gaps

Fill in the gaps using the correct form:

- She was _____ (intelligent) than her brothers.
- He was the _____ (powerful) ruler of his time.
- That emperor was _____ (cruel) than others.



Activity – Leader Comparison

Take turns with your tutor and pick two leaders and compare them using adjectives:

- bravery
- influence
- length of rule
- success in battle
- Popularity

Example:

“Napoleon was more ambitious than Caesar, but Caesar was more politically skilled.”

Vocabulary – Symbols of Power

Define and discuss the following terms with your tutor:

- crown
- sceptre
- royal seal
- palace
- coat of arms
- banner

Question: Which of these are still used today?

Grammar – Reported Speech (Questions)

Understanding how to use Reported Speech:

Change question word order:

Example:

“Where is the king?” → She asked where the king was.

“Did they win the battle?” → He asked if they had won.



Grammar Practice – Change the Question

Have a go at changing the following questions to reported speech:

- “What did he decide?” → She asked...
- “When will the war end?” → He asked...
- “Is she the queen now?” → They asked...



Speaking – What Makes a Good Leader?

- Should a leader be feared or loved?
- Is it better to lead with power or ideas?
- Who is the most inspiring leader in your opinion?

Try to use comparatives and personal opinions in your answers.

Reading – A King’s Mistake

Read the passage below with your tutor:

King Louis XVI (sixteenth) of France was known for his extravagant spending and weak leadership during the French Revolution. While people faced hunger and high taxes, he continued to spend on luxury and royal events. He also failed to make important reforms or listen to growing demands for change. In time, anger grew across France. The king was eventually captured and executed by guillotine. Many believe his failure to act wisely and listen to his people led to his downfall.

Discussion Questions:

- **What mistake did King Louis XVI make?**
(Think about his leadership, choices, and attitude toward the people.)
- **How could things have been different?**
(What could he have done to avoid the revolution or save his position?)

Bonus: Do you think leaders today can learn from his story? How?

