



**NO FUTURE**

# **DOWN WITH THE CROWN**

**LEVEL 3 ENGLISH COURSE MATERIAL**

**SECOND TERM OF ACADEMIC YEAR 2025-2026**

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## **PART 1 - MORE THAN JUST CEREMONIAL**



Jonathan Yeo, His Majesty *King Charles III*,  
Oil On Canvas, 230cm x 165.5cm (2021-2023).

## Document 1: How the British crown has more power than you think – video

*The Guardian* · It's Complicated, 1 December 2022

[<https://www.theguardian.com/world/series/its-complicated/2022/dec/01/all>]

Culture note: key 20th century Acts of Parliament	
<b>Match the Act of Parliament with its description.</b>	
<b>Race Relations Act 1968</b>	The first piece of legislation in the UK to address the prohibition of racial discrimination, following previously unsuccessful bills. The Act banned racial discrimination in public places and made the promotion of hatred based on 'colour, race, or ethnic or national origins' an offence.
<b>Equal Pay Act 1970</b>	It established the principle that men and women should be paid equally for the same work.
<b>Sex Discrimination Act 1975</b>	It protected men and women from discrimination based on sex or marital status.
<b>Freedom of Information Act 2000</b>	It created a public right of access to information held by public authorities.

### A. COMPREHENSION

1. Present the video briefly: source (nationality, opinion on the monarchy - do some research if needed), date and context of release, main arguments justifying its title, purpose.

Although *The Guardian* is British, it is famous for being a republican left-wing newspaper. This *Guardian* video released after the death of Elizabeth II is very critical of the monarchy, aiming at raising awareness about how it abuses its power, and even acts unconstitutionally sometimes.

After watching each part once (or twice) more

#### **Part 1: 00:00-01:00 - Perks and powers that come with the monarch's ceremonial role**

##### 2. True or false?

- |                                                           |   |
|-----------------------------------------------------------|---|
| a. They do not need a passport.                           | T |
| b. They do not need a driver's licence.                   | T |
| c. They cannot be prosecuted under civil or criminal law. | T |
| d. They do not pay inheritance tax.                       | T |
| e. They can call an election.                             | T |
| f. They can choose the Prime Minister.                    | T |
| g. They sign all new laws.                                | T |

## Part 2: 01:01-03:57 - Queen/King's Consent - Part 1

### 3. Fill in the gaps:

The Crown does not **(1) meddle** in the affairs of Parliament. That is the **(2) cornerstone** of Britain's system of Parliamentary monarchy. Or at least it's **(3) supposed** to be. Many people are unaware, but the monarch and their **(4) heir** have the right to see all **(5) draft** laws that might affect their **(6) personal** interests, sometimes even before our **(7) elected (8) representatives** have seen them. So this could include anything that might affect any of the **(9) private (10) assets** owned by the royal family, such as the Duchy of Lancaster or the Duchy of Cornwall. A portfolio of lands, properties and assets with a combined worth valued over £1.6 billion.

### 4. True or false?

- A. The monarch can request that the government change parts of the laws that might affect them. **True**
- B. Queen's Consent was used in 1968 to enable the Queen and her household to bypass laws preventing race discrimination. **True**
- C. The Palace actively supported both the Equal Pay Act of 1970 and the Sex Discrimination Act of 1975. **False**
- D. In 1992 Prince Charles pressured the government to stop people living in one of his Duchies from getting the right to buy their homes. **True**

## Part 3: 03:58-4:51 - Queen/King's Consent - Part 2

### 6. True or False ?

- A. During her reign, Queen Elizabeth II and Prince Charles used Queen's consent to vet over **1,000** laws. **False**
- B. In addition, Queen's consent has enabled royal lawyers to get exemptions from **160** laws. **False**

### 7. Fill in the gaps:

These cover everything – from preserving their wealth to environmental protection, and from **(1) salmon** fisheries to **(2) circuses**. 30 laws were **(3) redrafted** so that the **(4) police** require the monarch's **(5) permission** before investigating crimes on the **(6) Balmoral and (7) Sandringham** estates, including wildlife **(8) offences** and environmental pollution, a legal **(9) immunity** afforded to no other private landowner in the country. The monarch is even exempt from laws concerning the use of cluster bombs and **(10) nuclear** weapons.

## Part 4: 4:52-the end - Conclusion

### 7. Fill in the table below:

<b>What Britain prides itself on:</b>	Its Parliamentary democracy delivering the will of the people.
---------------------------------------	----------------------------------------------------------------

<b>YET, what happens at the heart of power without the knowledge of the people or their elected representatives:</b>	The monarch and their heir are able to pressure government into changing legislation
<b>What reinforces this:</b>	<ol style="list-style-type: none"> <li>1. The fact that the royal household has an exemption from the Freedom of Information Act (2000).</li> <li>2. The fact that Britain does not have a written constitution and therefore relies on those in power to act above board.</li> </ol>

### 8. What is the general conclusion of the video?

As it stands, the monarch has a lot more power than their subjects realise.

## B. GRAMMAIRE : 🙌 RAPPELS sur le génitif (see *All Canadians* pp. 39-41)

Servez-vous des exemples suivants pour compléter la leçon qui suit:

- |                             |                                                 |
|-----------------------------|-------------------------------------------------|
| (1) King Charles's brother  | (4) Queen Elizabeth's four children             |
| (2) last week's revelations | (5) Britain's system of constitutional monarchy |
| (3) a driver's licence      | (6) The Prime Ministers' decisions              |

### 1. Les utilisations du génitif 's

- a. Dans la plupart des cas, le génitif 's permet d'exprimer une **relation de possession** entre un possesseur, généralement **ANIMÉ**, et un possédé.

**Exemples :** (5) Britain's system of constitutional monarchy  
(6) The Prime Ministers' decisions  
(3) A driver's licence

- b. Le génitif 's permet aussi d'exprimer une **RELATION entre des personnes**.

**Exemples :** (1) King Charles's brother  
(4) Queen Elizabeth's four children

- c. Parfois le génitif 's sert à établir un **repère dans le temps ou l'espace**.

**Exemple :** (2) last week's revelations

## 2. Les deux formations du génitif 's

### a. Formation principale du génitif :

Exemple(s)	Type de nom	Formation principale
A driver's licence	nom singulier	+ 'S + nom
Women's rights	nom pluriel irrégulier	
Charles's brother	nom propre se terminant par -s	
Elisabeth's children	nom propre	

- Le “possesseur” est placé en **PREMIER**.

💡 Dans tous les cas, le premier nom du groupe nominal contenant le génitif 's sert de **REPÈRE** permettant d'identifier le second nom.

- Le second nom **perd** son article.

⚠️ **Si l'ensemble est précédé d'un article DÉFINI, celui-ci détermine le PREMIER nom.**

**Exemples :** (1) **The Prime Ministers'** decisions

### b. L'autre formation du génitif

Exemple	Type de nom	Formation #2
The Prime Ministers' decisions	<b>PLURIEL (marqué par un -s)</b>	+ ' + nom

## 3. Le complément du nom : *The ... of ...*

On l'utilise plutôt lorsque le “possesseur” est **un objet ou un inanimé**, ou par souci de clarté.

**Exemples :** the system of constitutional monarchy

**3. Exercice : Traduisez en anglais en utilisant la bonne forme du génitif ou un complément du nom (the ... of) en fonction des cas.**

(1) L'ingérence politique des Windsor.

**The Windsors' political meddling.**

(2) Le Duché écossais de la Duchesse et du Duc d'Edimbourg.

**The Duke and Duchess of Edinburgh's Scottish Duchy.**

(3) Feue l'ex de Charles, la "reine de coeur".

**Charles's late ex, the "Queen of Hearts."**

**4. PRONONCIATION : faites entendre l' 's du génitif!**

À l'oral, la marque du génitif peut se prononcer de trois façons différentes :  
/s/, /z/ ou /ɪz/.

**5. Exercice : Dans le tableau qui suit, classez les génitifs ci-dessous en fonction de la prononciation de cette marque.**

- |                          |                                    |
|--------------------------|------------------------------------|
| (1) Camilla's long wait  | (4) Prince Philip's alleged racism |
| (2) Kate's fashion sense | (5) George's father                |
| (3) Elizabeth's legacy   | (6) Andrew's former titles         |

/s/	/z/	/ɪz/
(2) Kate's fashion sense (3) Elizabeth's legacy (4) Prince Philip's alleged racism	(1) Camilla's long wait (6) Andrew's former titles	(5) George's father

**Déduisez-en les règles phonologiques de la prononciation du génitif.**

/s/	/z/	/ɪz/
Après: les consonnes sourdes /p/, /t/, /k/, /f/, /θ/	Après : les voyelles et les consonnes "sonores" (produites avec le son de la voix: b, d, g, m, l, n, v)	Après : un son "sifflant" <i>kisses, roses, wishes, churches, courses</i>



<https://cours.univ-paris1.fr/course/section.php?id=248587>

**C. GRAMMAIRE : les auxiliaires modaux et l'expression de la probabilité**

**1. Repérez les auxiliaires modaux exprimant la probabilité dans ces exemples, puis utilisez-les pour compléter l'encadré ci-dessous et le reste de la leçon.**

- (1) **Might** the monarch have more power than you think?
- (2) This **could** include anything that **might** affect any of their private assets.
- (3) They **must** have realised that he had some deeply disreputable friends and **cannot** have ignored everything.

(4) **Will** it be York Cottage or Wood Farm?

(5) There **may** even be a police investigation into his behaviour.

Les auxiliaires modaux, comme leur nom l'indique, servent à "modaliser," dire ce que l'on **PENSE** du contenu de l'énoncé (= ce que l'on dit).

Les modaux servent notamment à permettre à la personne qui parle (= **l'ÉNONCIATEUR·TRICE**) de donner son point de vue, d'émettre un **JUGEMENT** quant à la probabilité que ce dont iel parle se réalise.

**2. Les valeurs des modaux exprimant la probabilité. Servez-vous des exemples ci-dessus pour compléter le tableau ci-dessous:**

	<b>Pour exprimer:</b>	<b>Modal (aux)</b>	<b>Exemple(s):</b>
100%	la certitude	WILL	Will it be York Cottage or Wood Farm?
90%	la quasi-certitude	MUST/CANNOT	They must have realised that he had some deeply disreputable friends and cannot have ignored everything.
50%	l'incertitude	MAY	There may even be a police investigation into his behaviour.
20%	la grande incertitude	MIGHT COULD	Might the monarch have more power than you think? This could include anything that might affect any of their private assets.

**3. La construction des phrases avec modaux exprimant une probabilité portant sur le présent, l'avenir ou le passé:**

<b>Jugement portant sur le présent/l'avenir</b>	<b>Jugement portant sur le passé</b>
sjt + <b>MODAL + BASE VERBALE</b> + (complément)  <b>Exemples :</b> (1), (2), (4), (5)	sjt + <b>MODAL + HAVE (=une base verbale)</b> <b>+ participe passé +</b> + (complément)  <b>Exemples :</b> (3) They <u>must have realised</u> that he had some deeply disreputable friends and <u>cannot have ignored</u> everything.

💡 Ce n'est pas l'auxiliaire modal/le modal qui exprime le présent, le passé ou le futur mais le verbe ou l'expression de temps qui lui est associé = **HAVE + PARTICIPE PASSÉ pour le passé.**

#### 4. Autres particularités des auxiliaires modaux

- a. **Ils sont TOUJOURS et UNIQUEMENT suivis d'une BASE VERBALE**, et ce, que le jugement soit porté sur le présent/l'avenir ou sur le passé. Dans ce dernier cas la BASE VERBALE est toujours la même = HAVE (suivi d'un participe passé).

**⚠ Il ne sont donc JAMAIS suivis d'un autre auxiliaire modal.** Ainsi,

- "CAN," lorsqu'il sert à exprimer la capacité devient "BE ABLE TO."

**Exemples :** The king may be able to meddle in the government's affairs.  
The king may have been able to meddle in the government's affairs.

- "MUST," lorsqu'il sert à exprimer l'obligation devient "HAVE TO."

**Exemples :** The king may have to stop meddling in the government's affairs.  
The king may have had to stop meddling in the government's affairs.

- b. **Comme ce sont des AUXILIAIRES**, ils fonctionnent **SANS "do" aux formes négatives et interrogatives** :

	Exemple :
<b>Forme négative :</b>	He <b>canNOT</b> have ignored.
<b>Forme interrogative :</b>	<b>Might</b> the monarch have more power...?

- c. **Ils sont INVARIABLES**, et ne prennent donc **pas de -s à la 3e personne du singulier**.

#### 5. Exercice : Reprenez les pp. 15-17 pour compléter les phrases suivantes en utilisant le bon auxiliaire modal et la bonne forme verbale en suivant le modèle.

(1) Royal Consent allows the monarch to view some bills before Parliament if they wish to.

→ The monarch may be reviewing certain draft laws at the moment.

(2) In 1968, the Palace negotiated notable exceptions to the Race Relations Act.

→ They must/may be racist.

(3) The Duchy of Cornwall was excluded from many reforms during Queen Elizabeth's reign.

→ Charles must have asked the government to make exceptions.

(4) The royal household always reviews bills that could affect the Duchy of Lancaster, and the government's latest bill does.

→ Royal lawyers may be checking the details right now.

(5) It is unlikely that the king personally changed a bill's wording.

→ The king cannot have rewritten the text himself, he did not study law.

(6) There is a slight possibility that the government is consulting the Palace this week.

→ Might the government have consulted the Palace this week?

(7) Over 1,000 bills were examined under Queen's Consent.

→ The royal household must have solicited governments all the time during her reign.

(8) Some royal advisers participated in policy discussions with civil servants.

→ They must have influenced the drafting process behind the scenes.

(9) Archives show that royal lawyers seem to have edited legal language in several acts.

→ They may have proposed minor changes to safeguard royal interests.

**6. Remplissez le tableau ci-dessous pour récapituler la construction des hypothèses avec les auxiliaires modaux.**

	<b>Probabilité portant sur le présent ou l'avenir</b>	<b>Probabilité portant sur le passé</b>
<b>Forme simple affirmative</b>	Sjt + MODAL + base verbale She might know	Sjt + MODAL + HAVE (=base verbale) + participe passé She might have known
<b>Forme négative</b>	Sjt + MODAL + NOT + base verbale She might not know	Sjt + MODAL + NOT + HAVE (=base verbale) + participe passé She might not have known
<b>Forme interrogative</b>	MODAL + sjt + base verbale Might she know ?	MODAL + sjt + HAVE (=base verbale) + participe passé
<b>Forme progressive</b>	ERRATUM : Programme de N4	

**7. Exercice récapitulatif: Traduisez en anglais les phrases suivantes en exprimant la probabilité avec l'auxiliaire modal qui convient.**

(1) Il est impossible que toutes les archives du palais soient accessibles au public.

The palace archives CANNOT be accessible to the public.

(2) Peut-être que les décisions des ministres dépendent du soutien du roi.

The ministers' decisions MAY depend upon the king's support.

(3) Il n'est pas impossible que le rôle du roi soit plus important qu'on ne le pense.

The king's role might/may be more important than people usually believe.

(4) Les privilèges des membres de la famille royale pourraient être réduits.

The members of the royal family could/might be reduced.

(5) Le gouvernement doit avoir consulté le Prince avant d'annoncer la réforme.

The government must have consulté the prince before they announced the reform.

## Commentary of King Charles III's official portrait



(C) About the first official portrait of King Charles III, finished a year after his accession to the throne, painter Jonathan Yeo said: "I wanted to show the king as a normal person who lives in a fairy tale, a royal fairy tale." (P) **This raises the question:** to what extent<sup>1</sup> does the painting only pretend to show the king as "normal" in order to better reinforce royal myths?

(Q) **To begin with**, the portrait clearly mixes reality and myth. (L) **Thus**, Yeo uses traditional elements of royal portraits, such as the military uniform and the sword at the bottom centre of the painting, (M) to show duty and present the king as a servant of the nation.

(K) **At the same time**, the butterfly on Charles's shoulder adds a symbolic and dreamlike element. (H) **Indeed**, the butterfly is a symbol of change and

rebirth, which is fitting for a newly crowned king and also shows a special connection to nature. (D) **Therefore**, the butterfly helps give the idea of the monarchy as a modern fairy tale, between tradition and imagination.

(O) **However**, the portrait can be criticised for its anachronism. (B) **In fact**, its monumental size makes the king appear imposing and distant, (I) which goes against Yeo's intention to portray him as a "normal person." **Instead**, it reinforces the myth of royal greatness and superiority.

(J) **In addition**, the dominant red background is troubling. (E) **While** it may symbolise power, it also evokes bloodshed. (F) **As a result**, the portrait seems to ignore the violent legacy of the British Empire.

(A) **In conclusion**, the portrait ultimately strengthens royal myths rather than questioning them. (N) **In my opinion**, Yeo's deferential approach highlights Britain's complicated relationship to its monarchy. (G) **By contrast**, Lucian Freud's 2001 portrait of Queen Elizabeth II challenged traditional royal imagery and encouraged deeper reflection.

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<sup>1</sup> DANS QUELLE MESURE

## Commentary of Elizabeth II's Golden Jubilee Portrait by Lucian Freud



About Lucian Freud's 2001 *Her Majesty Queen Elizabeth II*, the editor of the *British Art Journal*, said: "It makes her look like one of her corgis who has suffered a stroke."

**Hence** the question, why did *The Guardian* call this painting "the best royal portrait in 150 years?"

**To begin with**, it should be highlighted that *The Guardian* is an anti-monarchist newspaper. **Therefore**, the quote should be understood as praise for an unflattering likeness that breaks away from a tradition of deference. Indeed, Freud's typical thick brushstrokes give the Queen a heavily wrinkled complexion. **Additionally**, they highlight the meringue-like quality of what was her signature hairstyle. These aspects are all the more striking because the painting is a close-up of her face, cropping out part of her crown and making this usually key symbol a secondary element in the composition.

**However**, *The Guardian* may be wrong to suggest that Freud did Queen Elizabeth a disservice by representing her in this way. **Indeed**, the composition as a whole, and the central position of its subject's unfocused gaze, may also be interpreted as an invitation to see the queen as a person thereby lending a hand to the royals' attempt to humanise themselves. In this respect, the very small size of the canvas (**23.5 cm × 15.2 cm**) allows for a far less intimidating figure than in traditional bigger portraits.

**To conclude**, ironically, *The Guardian's* irony may also be read literally. To me, it is proof of Freud's talent that his portrait gave rise to controversy and contradictory interpretations. **By contrast**, Elizabeth II's 1953 portrait by Margaret Lindsay Williams has barely stood the test of time.