



NO FUTURE

DOWN WITH THE CROWN

LEVEL 3 ENGLISH COURSE MATERIAL
SECOND TERM OF ACADEMIC YEAR 2025-2026

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PART 2

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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		
Match the Act of Parliament with its description.		
Race Relations Act 1968	---	1. It protected men and women from discrimination based on sex or marital status.
Equal Pay Act 1970	---	2. 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.
Sex Discrimination Act 1975	---	3. It created a public right of access to information held by public authorities.
Freedom of Information Act 2000	---	4. It established the principle that men and women should be paid equally for the same work.

A. COMPREHENSION

Before you watch

1. Scrutinise pp. 11-13 to find some hints concerning the branch of power in which the British monarch may have more power than people think.

After watching the entire video once

2. 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.

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

3. True or false?

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

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

4. Fill in the gaps:

The Crown does not (1) _____ in the affairs of Parliament. That is the (2) _____ of Britain's system of Parliamentary monarchy. Or at least it's (3) _____ to be. Many people are unaware, but the monarch and their (4) _____ have the right to see all (5) _____ laws that might affect their (6) _____ interests, sometimes even before our (7) _____ (8) _____ have seen them. So this could include anything that might affect any of the (9) _____ (10) _____ 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.

5. True or false?

- | | |
|---|-----|
| A. The monarch can request that the government change parts of the laws that might affect them. | T/F |
| B. Queen's Consent was used in 1968 to enable the Queen and her household to bypass laws preventing race discrimination. | T/F |
| C. The Palace actively supported both the Equal Pay Act of 1970 and the Sex Discrimination Act of 1975. | T/F |
| 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. | T/F |

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 10,000 laws. | |
| B. In addition, Queen's consent has enabled royal lawyers to get exemptions from 60 laws. | |

7. Fill in the gaps:

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

Part 4: 4:52-the end - Conclusion

7. Fill in the table below:

What Britain prides itself on:	
YET, what happens at the heart of power without the knowledge of the people or their elected representatives:	
What reinforces this:	<p>1.</p> <p>2.</p>

8. What is the general conclusion of the video?

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 _____, et un possédé.

Exemples : (1) _____
 (2) _____
 (3) _____
 (4) _____

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

Exemple : _____

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


Exemple : _____

2. Les deux formations du génitif 's


- a. Formation principale du génitif :

Exemple(s)	Type de nom	Formation principale
	nom singulier	+ 'S + nom
	nom pluriel irrégulier	
	nom propre se terminant par -s	
	nom propre	

- Le "possesseur" est placé en _____.

 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, celui-ci détermine le _____ nom.**

Exemples : (1) _____

(2) _____

- b. L'autre formation du génitif

Exemple	Type de nom	Formation #2
		+ ' + 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 : _____

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.

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

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

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 /Iz/.

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/	/Iz/

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

/s/	/z/	/Iz/
Après:	Après :	Après :



<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 _____ du contenu de l'énoncé (= ce que l'on dit).

Les modaux servent notamment à permettre à la personne qui parle (= l'_____) de donner son point de vue, d'émettre un _____ 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:

	Pour exprimer:	Modal (aux)	Exemple(s):
99%	la certitude		
90%	la quasi-certitude		
50%	l'incertitude		
20%	la grande incertitude		

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

Jugement portant sur le présent/l'avenir	Jugement portant sur le passé
sjt + MODAL + _____ + (complément) Exemples :	sjt + MODAL + _____ + _____ + + (complément) Exemples :

💡 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.

4. Autres particularités des auxiliaires modaux

- a. **Ils sont TOUJOURS et UNIQUEMENT suivis d'une _____**, et ce, que le jugement soit porté sur le présent/l'avenir ou sur le passé. Dans ce dernier cas la _____ 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 "_____."

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 “_____.”

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 :
Forme négative :	
Forme interrogative :	

c. **Ils sont _____**, 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.

Perhaps the Palace is examining new draft laws this week.
→ The king **may be reading** it right now.

(1) Royal Consent allows the monarch to view some bills before Parliament if they wish to.
→ The monarch _____ (review) certain draft laws at the moment.

(2) In 1968, the Palace negotiated notable exceptions to the Race Relations Act.
→ They _____ (be) racist.

(3) The Duchy of Cornwall was excluded from many reforms during Queen Elizabeth’s reign.
→ Charles _____ (ask) 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 _____ (be) checking the details right now.

(5) It is unlikely that the king personally changed a bill’s wording.
→ The king _____ (rewrite) the text himself, he did not study law.

(6) There is a slight possibility that the government is consulting the Palace this week.
→ _____ (the government/consult) the Palace this week?

(7) Over 1,000 bills were examined under Queen’s Consent.
→ The royal household _____ (solicit) governments all the time during her reign.

(8) Some royal advisers participated in policy discussions with civil servants.
→ They _____ (influence) the drafting process behind the scenes.

(9) Archives show that royal lawyers seem to have edited legal language in several acts.
→ They _____ (propose) minor changes to safeguard royal interests.

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

	Probabilité portant sur le présent ou l'avenir	Probabilité portant sur le passé
Forme simple affirmative		
Forme négative		
Forme interrogative		
Forme progressive		

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.

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

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

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

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

E. WRITING

1. How to comment on a picture (p. 2)

Jonathan Yeo, *His Majesty King Charles III*, Oil On Canvas, 230cm x 165.5cm (2021-2023). p. 2

Key Question: How does this portrait serve the British monarchy?

Put the following sentences in the correct order to fill in the table p. 11.

- A. **In conclusion**, the portrait ultimately strengthens royal myths rather than questioning them.
- B. **In fact**, its monumental size makes the king appear imposing and distant,
- 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."
- D. **Therefore**, the butterfly helps give the idea of the monarchy as a modern fairy tale, between tradition and imagination.
- 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.
- G. **By contrast**, Lucian Freud's 2001 portrait of Queen Elizabeth II challenged traditional royal imagery and encouraged deeper reflection.
- 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.
- 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.
- K. **At the same time**, the butterfly on Charles's shoulder adds a symbolic and dreamlike element.
- 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.
- N. **In my opinion**, Yeo's deferential approach highlights Britain's complicated relationship to its monarchy.
- O. **However**, the portrait can be criticised for its anachronism.
- P. **This raises the question**: to what extent 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.

Intro.	Catchphrase (including topic , date , context and author)	
	Key Question	
Part 1	Overall analysis (idea)	
	Description (argument)	
	Effect(s) of the element(s) described	
	Overall analysis (idea)	
	Description (argument)	
	Effect(s) of the element(s) described	
Part 2	Overall analysis (idea)	
	Description (argument)	
	Effect(s) of the element(s) described	
	Overall analysis (idea)	
	Description (argument)	
	Effect(s) of the element(s) described	
Concl	Summary	
	Final answer to the Key Question	
	Opening statement	

2. Use what you have just learnt, and comment on a picture (see next page)

Lucian Freud, *Her Majesty The Queen*, Oil On Canvas, 23.5 cm x 15.2 cm (2001)

Key question: Why did *The Guardian* call this painting “The best royal portrait in 150 years?”

(this is more or less the real size of the painting)

