



# Elizabeth: The Golden Age – Extra

## Level 3

This level is suitable for students who have been learning English for at least three years and up to four years. It corresponds with the Common European Framework level B1. Suitable for users of TEAM magazine.

### SYNOPSIS

*Elizabeth: The Golden Age* tells the story of England's Queen, Elizabeth I, and her fight to keep England Protestant, against the wishes of Europe's most powerful Catholic King – Philip II of Spain. Against this background, Elizabeth has to decide what is most important to her: romantic love, or being a powerful, independent Queen.

The year is 1585. Elizabeth has ruled England since the death of her sister, Mary, in 1558. Under Mary and her husband, Philip II of Spain, England was a Catholic country. Under Elizabeth, it is now Protestant. Philip would like to get rid of Elizabeth and replace her with a Catholic ruler. The most likely person is Elizabeth's cousin, Mary, Queen of Scots, whom Elizabeth had imprisoned in Fotheringhay Castle. Philip makes plans to kill Elizabeth. The person responsible for their success is Robert Reston – a powerful English priest. Elizabeth's spymaster – Sir Francis Walsingham – finds out about these plans and manages to keep Elizabeth safe. Eventually, Reston and Mary are both executed, but Elizabeth is very upset by her cousin's death.

In the middle of all these troubles, Elizabeth falls in love with the adventurer, Walter Raleigh. Raleigh loves Elizabeth, but he also loves Bess Throckmorton, her favourite lady of the court. When Raleigh realises that being Queen is more important to Elizabeth than being a husband, he secretly marries Bess. Elizabeth is very angry and sends him to the Tower of London.

Philip, meanwhile, has sent his Spanish Armada to attack England. Raleigh is a very good sea captain and Elizabeth realises

that she needs him. Raleigh is released and helps defeat the Spanish Armada.

Elizabeth forgives Raleigh and Bess. Then, in a powerful speech to her subjects, Elizabeth states what, for her, is the most important thing in life: the love of her people.

### THE BACK STORY

The film *Elizabeth: The Golden Age* was released in 2007. The book of the same name, by Tasha Alexander, was published later that year.

The main theme of the story is the difficulty of having to choose between personal love and public duty. Both have their problems. Through her love for Raleigh, Elizabeth experiences jealousy, anger and loss. Through the need to protect her country, she has to face the responsibility of ordering her cousin's execution. In the end, the two themes of love and duty are combined when Elizabeth recognises her need to inspire the love of her subjects above all else.

### MEDIA LINKS

**DVD:** The film of *Elizabeth: The Golden Age* is available on DVD.

**CD:** A recording of *Elizabeth: The Golden Age* is available to accompany the Scholastic Reader.

**Book:** *Elizabeth: The Golden Age* by Tasha Alexander (Harper Collins) is available through bookshops and online.

**Internet:** For more information about the film visit the official website on: [www.elizabeththegoldenage.net](http://www.elizabeththegoldenage.net).

## HOW TO USE YOUR SCHOLASTIC READER

### Choosing and motivating

Is this the right story for your class? Have they seen the film *Elizabeth: The Golden Age*? Motivate them with background information (see The Back Story above) by reading aloud the first page of the story with dramatic atmosphere.

### Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (Answers on page 4.)

### Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

### Using the DVD

Select the English Language option on the DVD. The film is 114 minutes long. You could show it in chunks of, say, 10–15 minutes in parallel with the class reading schedule. Alternatively, choose key scenes and set language tasks related to them.

### Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find the meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

### Book exercises

Show students the Self-Study Activities on pages 62–4. These are divided into sections. Students complete some exercises before they read a section, and some after. (Answers are in this resource sheet.)

### Fact Files

After the story, there are three Fact Files. Set these as self-study or use for whole class work. These provide background information about the life and times of Elizabeth I.

### What did they think?

Get everyone to do a written or spoken review of *Elizabeth: The Golden Age*. Compare opinions. Will they want to watch the DVD? Did you like it? Let us know at: [readers@scholasticreaders.com](mailto:readers@scholasticreaders.com).

RESOURCE SHEET STUDENT ACTIVITIES



# Elizabeth: The Golden Age

## -Extra

**People and places**

**1 Who ...**

- a) has a brother called William? ..... *Walsingham*
- b) was Elizabeth's mother? .....
- c) is a prisoner in Fotheringay castle? .....
- d) is Isabella's father? .....
- e) married Catherine of Aragon? .....
- f) has travelled to America? .....

**2 Where ...**

- a) was Elizabeth's court in London? *At Whitehall Palace.*
- b) have many famous people been executed? .....
- c) was Mary, Queen of Scots, a prisoner? .....

**History**

- a) Why did Henry VIII divorce Catherine of Aragon?  
.....
- b) Why was England's Queen Mary known as 'Bloody Mary'?  
.....
- c) How did Elizabeth try and answer the problems of religion?  
.....
- d) Who copied Mary's letters?  
.....

**Prologue - Chapter 3**

**1 Put these events in the correct order.**

- a) Raleigh thanks Bess.
- b) Philip sends Robert Reston back to England.
- c) Bess tells Elizabeth that Raleigh wants to see her.
- d) Elizabeth was taken to the Tower of London.
- e) Babington reached for his gun.
- f) Walsingham's wife tells him he is working too hard.
- g) Raleigh returns from the New World.
- h) Walsingham gives Elizabeth a picture of Henri III of France.

**2 Are these sentences true (T) or false (F)? Correct the false ones.**

- a) Philip of Spain's wife is called Isabella.  
*F. His daughter is called Isabella.*
- b) There is no proof that Mary wants to kill Elizabeth.  
.....
- c) Babington is scared of being caught.  
.....
- d) Elizabeth does not believe that the people at court tell her the truth.  
.....
- e) Bess was Mary's favourite lady.  
.....
- f) Elizabeth's guards arrested Raleigh.  
.....
- g) Walsingham was worried about the news from France.  
.....
- h) The Spanish Ambassador called Raleigh a 'thief'.  
.....

**3 Make sentences.**

- a) Elizabeth } i) wanted Elizabeth to marry a foreign King or prince.
- b) Raleigh } ii) studied in Paris.
- c) Walsingham } iii) read a letter that said Spain would help English Catholics.
- d) William } iv) was woken by a nightmare.
- e) Mary } v) waved a potato in front of the Spanish Ambassador's face.

**4 How does Walsingham feel about his brother, William? Talk to your partner and say what you think.**

**Chapters 4-6**

**1 Answer these questions.**

- a) How can Raleigh win the Queen's friendship?  
*By always speaking the truth.*
- b) What did Paulet find hidden in Mary's clothes?  
.....
- c) Why does Bess not want to help Francis?  
.....
- d) Who was arrested late at night?  
.....
- e) Where do Elizabeth and Raleigh go horse riding?  
.....

**2 Talk to a partner. What do these statements mean?**

- a) He was caught between Elizabeth's intelligence and Bess's beauty.
- b) 'A queen belongs to her people.'
- c) 'A wind is coming, Madam, that will destroy such hopeless beliefs.'

## RESOURCE SHEET STUDENT ACTIVITIES

### Chapters 7–9

#### 1 Circle the best word in *italics*.

- a) Bess (tells) / *doesn't tell* Walsingham about Francis.
- b) Reston is *angry* / *happy* with Mary's reply to his letter.
- c) After trying to kill Elizabeth, Babington *escaped* / *was caught*.
- d) William was *freed* / *executed*.
- e) Walsingham was *worried* / *excited* about Babington's empty gun.
- f) Elizabeth thinks that ordering Mary's execution is *wrong* / *right*.
- g) Philip *wanted* / *didn't want* Mary to die.

#### 2 Answer these questions.

- a) Why did Reston give Babington an empty gun?  
*Because he didn't want Babington to kill Elizabeth.*
- b) Who was the only person Elizabeth wanted to see?  
 .....
- c) How do you know that the executioner did not want to kill Mary?  
 .....
- d) Raleigh thinks Elizabeth wished they had met somewhere else. Where?  
 .....
- e) At what time of the day was Mary executed?  
 .....
- f) Elizabeth found war easier to face after Raleigh did something. What did he do?  
 .....
- g) Who promised to protect William?  
 .....
- h) Which of the people Mary trusted was a spy?  
 .....

#### 3 Work with a partner. Choose one of the pictures from chapters 7–9. What are the people thinking or saying? Write down what you think. Read your answer to the rest of the class.

### Chapters 10–Epilogue

#### 1 Complete the gaps with words from the box.

prisons anchor ~~secret~~ victory crime army fireships

- a) Bess and Raleigh loved in ..... *secret* .....
- b) It was a ..... to marry one of the Queen's ladies without her agreement.
- c) Philip's ..... were full of dying men,
- d) The Queen sat on a horse and spoke to her .....
- e) The English used ..... to break the Spanish lines.
- f) The Spanish dropped ..... to stop their ships from moving in the storm.
- g) The Spanish Armada was destroyed. It was a great ..... for England.

#### 2 Put these events in the correct order.

- a) Raleigh rescues Calley.
- b) Elizabeth hits Bess.
- c) The Queen gave thanks to God in St Paul's Cathedral.
- d) Philip cries.
- e) Elizabeth says goodbye to Walsingham.
- f) Raleigh marries Bess.
- g) Walsingham tells the Queen that Bess and Raleigh are married.
- h) Margaret tells Bess of England's success.
- i) Raleigh is ordered back to his ship, the *Tyger*.

### FINAL TASKS

#### Writing

**1 Choose one of the photographs in the book. Describe the characters and what is happening in the picture, what has just happened, and what is going to happen.**

**2 You are Bess. You know that Elizabeth has found out that you have married Raleigh in secret. What do you think will happen next? Write a letter to your mother and tell her what you are planning to do.**

**3 The England of Elizabeth I was an interesting, but dangerous place to live. Would you have liked to live in England at that time? Choose your favourite time in history and compare it with England at the end of the sixteenth century.**

### VOCABULARY BUILDER

#### 1 Circle all the words that have something to do with the law.

trial
 puddle treason chapel anchor punishment  
 cloak arrest fireship execute

#### 2 Find the 'New Words' at the back of the book for these definitions.

- 1. This is the name for a country's soldiers. .... *army* .....
- 2. Someone who tries to discover information in secret has this name. ....
- 3. You may do this when you plan to do something in secret against your enemy. ....
- 4. Ships often do this after they are hit by an enemy's guns. ....
- 5. People wear this around their shoulders. ....
- 6. This is the title of a government job. ....
- 7. Kings and Queens are described as this. ....
- 8. You may use this in a letter when only the person you are writing to can understand it. ....
- 9. This is another name for all a country's rules. ....
- 10. You may have this title if you are a soldier. ....
- 11. You will probably feel like this if the person you love leaves you for another person. ....
- 12. This is the place where a King or Queen live and manage state business. ....

### THE SPANISH ARMADA 1588 (pages 56–7)

#### Drama

Work in small groups. Each group looks at the picture of the sea battle between the English and Spanish on page 56. You are all sailors on one of the ships or small boats in the picture. First plan, then write a scene describing how you all feel as the battle goes on. Do you all finish the battle in the water after your ship is destroyed? Or are both you and your ship safe at the end of the battle? You decide. Make your play exciting and act it in front of the class.

### ELIZABETHAN ENGLAND (pages 58–9)

#### Quiz

Students work in pairs. Each pair writes down eight questions using the information on pages 58–9. They then join together, and the pair who can answer most questions correctly, wins.

#### Research

Using the internet or library, students research the same period of history in their own countries. Then, in two columns, students write and compare information between their own countries and Elizabethan England. Use the following headings:

*The Rich; The Poor; Art, Music and Entertainment; School and Work; Health.*

### EXPLORERS IN THE 16TH CENTURY (pages 60–1)

#### Debate

European exploration in the sixteenth century was both good and bad. What were the good things? What were the bad things? Divide the class into two groups. One group makes a list of all the good things that came from European exploration; the other half makes a list of all the bad things. Each group chooses a speaker to present their argument. The teacher then decides which group has made the best case. Groups must use the information in the spread, but they can also research on the internet or in the library.

### FILM/CD FOLLOW-UP

If you plan to show the film in class, watch it yourself first. Find useful places to stop and pause. Some of the language of the 16th century is very different from modern English. Tell students that it's OK not to understand every word. The more they practise, the more they will understand.

#### What happens next?

Decide on a dramatic moment in the film. Stop the film just before this moment and ask the students what is happening now, what happened just before, and what is going to happen next.

#### Putting words to a scene.

Choose an interesting, dramatic scene and show it to the class at least twice without the sound. Students must first decide what they think the characters are saying. Then, in groups, they write their own words to go with the scene. Play the scene again and allow the groups to add their own words at the same time.

Finally, let them compare their scripts with the original by playing the scene with sound.

#### Plot tracking

Choose a scene which comes at a crucial point in the plot (for example, when the Queen first hears the news of Princess Diana's death). Ask students to draw a timeline or flow chart up to this point, explaining in note form what has happened so far.

### ANSWER KEY

#### Self-Study Activities (pages 62–4)

- a) a priest b) a cloak c) execute d) a spymaster
- a) arrested b) ambassador c) spy d) captain e) ministers f) code g) plot
- a) While Mary is alive, Elizabeth's enemies will want to kill her and make Mary Queen.  
b) He wants Elizabeth to protect England by making friends with a strong country through marriage.  
c) Gerau thinks Raleigh stole the 'gifts' from Spanish ships.  
d) There were only men on Raleigh's ship and he and Calley have forgotten how beautiful women are.  
e) Disappointed, (or similar)
- a) sink b) jealous c) treason d) army e) loyal
- a) T b) F. He danced with the Queen all evening.  
c) F. He was a loyal Catholic. d) T  
e) F. She wanted to kiss him, but she didn't.  
f) F. He didn't have the proof he needed.
- a) prayed b) punishment c) conspirators d) chapel  
e) threat f) trial
- a) He thought Philip wanted to kill Elizabeth and make Mary Queen.  
b) Sir Amyas Paulet. c) Bess.  
d) Because she had ordered the execution of a Queen. This was a crime against God.
- a) victory b) anchor
- a) Raleigh to Bess. b) Elizabeth to Bess. c) Isabella to Philip.  
d) Bess to Raleigh. e) Walsingham to Elizabeth.  
f) Philip to Isabella.

#### Resource Sheet Activities

##### People & places

- b) Anne Boleyn c) Mary, Queen of Scots d) Philip II of Spain  
e) Henry VIII f) Walter Raleigh
- b) The Tower of London c) Fotheringay Castle

##### History

- Because he wanted a son and Catherine could not have any more children.
- Because she executed so many Protestants.
- She allowed Catholics to follow their beliefs.
- Thomas Phelippes.

##### Prologue–Chapter 3

- The correct order is: d, g, b, e, h, c, a, f.
- b) T c) F. He's not afraid of being caught. d) T  
e) F. Her favourite lady was Annette.  
f) F. They let him lay a cloak over the puddle. g) T h) T
- a) iv b) v c) i d) ii e) iii

##### Chapters 4–6

- b) A letter.  
c) Because she is worried that Walsingham will find out she is helping a Catholic. d) Francis. e) In Windsor Park.

##### Chapters 7–9

- b) happy c) was caught d) freed e) worried f) wrong  
g) wanted
- b) Raleigh c) He asks Mary to forgive him. d) In another world.  
e) 8 o'clock in the morning.  
f) He told her that ordering Mary's execution was not necessarily wrong, and then he kissed her.  
g) Walsingham  
h) The man who brought beer to Fotheringay Castle.

##### Chapters 10–Epilogue

- b) crime c) prisons d) army e) fireships f) anchor  
g) victory
- The correct order is: i, f, g, b, a, d, h, e, c.

#### Vocabulary Builder

- trial treason punishment arrest execute
2. spy 3. plot 4. sink 5. cloak 6. minister 7. royal 8. code  
9. law 10. captain 11. jealous 12. court

