

# Guy Fawkes Day (teacher's notes)

## 1. Warm-up (Activity 1) 5 mins

**Aims:** to break the ice, generate the interest in the topic and set goals for the lesson.

**Procedure:** Ask students to look at the pictures and discuss them in pairs. Brainstorm the words from the pictures: fireworks, bonfire. Then students should guess the missing words.

Key:

**Guy Fawkes** (Explain that it's the name of the person in the top left picture. **Guy Fawkes Day** is also known as Guy Fawkes Night, Bonfire Night and Firework Night)

Explain that's in this lesson students will know the history and traditions of this holiday.

## 2. Video (Activity 2) 7 mins

**Aims:** to practise listening for gist.

**Procedure:** Check if students know the meaning of the words: "to assassinate" (to kill someone famous or important) and "to conquer" (to take control or possession of foreign land, or a group of people, by force). Ask students to watch the video and choose the correct answer.

**Play the video:** <https://www.youtube.com/watch?v=v0zIMSmUXc4>

Check the answer open class.

Key: B

## 3. Vocabulary work (Activity 3) 10 mins

**Aims:** to revise and learn topic-related vocabulary.

**Procedure:** Students read the sentences, guess the meanings of underlined words and match the words with definitions.

1. The plot to kill the king was discovered before it was carried out.
2. An economic crisis could bring down the government.
3. He felt that his colleagues were united together as conspirators to remove him from his job.
4. He's got an impressively large store of wine in his cellar.
5. Gunpowder could be used to fire rockets, cannons, and bombs.
6. They drank a whole barrel of beer at the party.
7. The fire was thought to have been caused by a gas explosion.

Key:

1. a plot	E	<b>A.</b> a room under the ground floor of a building, usually used for storing things
2. to bring down somebody	F	<b>B.</b> an explosive mixture of substances in the form of a powder, used for making explosive devices and fireworks
3. a conspirator	G	<b>C.</b> the fact of something such as a bomb exploding
4. a cellar	A	<b>D.</b> a large container, made of wood, metal, or plastic, with a flat top and bottom and curved sides that make it fatter in the middle
5. gunpowder	B	<b>E.</b> a secret plan made by several people to do something that is wrong, harmful, or not legal, especially to do damage to a person or a government
6. a barrel	D	<b>F.</b> to cause someone to lose power
7. explosion	C	<b>G.</b> a person who plans secretly with other people to do something bad, illegal, or against someone's wishes

## 4. Vocabulary work (Activity 4) 15 mins

**Aims:** to practise listening for detail.

**Procedure:** Ask students to look through the sentences. Then they should watch the video again and do the task. Ask them to compare in pairs. Do open class check.

Key:

1. Guy Fawkes was Catholic since his childhood. **F** (He was raised Protestant but later became a devout Catholic).
2. He wanted to bring down the king James I. **T**
3. Guy Fawkes and other conspirators made the plot known as the 'Gunpowder Plot'. **T**
4. They rented several cellars under the Houses of Parliament in London. **F** (just one)
5. Guy Fawkes was the man who was going to light the gunpowder and cause the explosion. **T**
6. The men put 36 barrels of gunpowder under the Houses of Parliament and they waited for the King and other Lords to open Parliament on 5th of November in 1605. **NS** (the year was not mentioned)
7. However, an anonymous letter helped police find the gunpowder before the explosion and they caught all the men involved in the plot. **T**
8. The men were set free. **F** (tortured and killed) .

9. The Parliament declared that on the 5th of November making the “Gunpowder Plot” should be celebrated annually. **F** (foiling/failure)
10. Celebrating the fact that King James I had survived the attempt on his life, people lit bonfires around London. **NS**
11. On 5th November all people around the world remember the spectacular attempt to blow up the Houses of Parliament by celebrating ‘Bonfire Night’ with firework displays, sparklers, toffee apples and bonfires with models of Guy Fawkes which are burned on the fire. **F** (only in Britain)
12. Guy Fawkes mask has become a well-known symbol for the group Anonymous. **T**

## 5. Follow - up discussion (Activity 5) 10 mins

**Aims:** to provide free speaking practice

**Procedure:** Ask students to discuss the questions in pairs. Change partners and let them report the most interesting information which they've found out about their previous partners.

## 6. Sum up 3 mins

Put errors on the board or whiteboard and let SS correct them.

Summarise the lesson and tell students what results they have achieved (Now you can ... After our reading and speaking lesson you will be able to....). Ask them if they have any questions.

## 7. Extra

If you have time left, play the recording: <https://www.youtube.com/watch?v=4CA9pD3pVA4>, then ask student to read the poem aloud.

Find more about the poem here: <http://www.potw.org/archive/potw405.html>