

## Guy Fawkes Teacher's Notes



This A1+ article is a short introduction to the Gunpowder Plot, which could of course be treated from a more complex historical point of view at a higher level. The traditions of Guy Fawkes night, fireworks, bonfires and the State Opening of Parliament are introduced. As 5<sup>ème</sup> pupils are studying the same period in history, it lends itself well to an EPI.

### Vocabulary and structures

- British institutions and ceremonies (*Parliament, the Palace of Westminster, the Opening of Parliament, searching the cellars, Beefeaters*)
- Places in London and their functions (*Westminster, the Tower of London*)
- Crime vocabulary (*conspirator, blow up, explosives, kill, assassinate, torture...*)
- Present simple / past simple.

### Interaction

- We suggest video projecting the photos and starting by asking students to say what they can. They will probably recognise Big Ben and the Queen but The Houses of Parliament are unlikely to be mentioned straight away: *The Queen is speaking. There are some men in uniforms. I don't know who they are. What are they doing? It's a bit strange... There's a big fire...*

Tell students that the model in the fire is Guy Fawkes and that they are going to learn about him.

### Reading + writing + speaking:

- Have students do the first set of activities (A Historic Night). This set of activities deals with the story of Guy Fawkes and the chronology of events.
- The second set of activities (A Fun Night) deals with present celebrations and traditions.

- Once completed, these activities can be used as a basis for an oral presentation of the Gunpowder Plot on the one hand and traditions on the other hand.
- Students will need help with pronunciation, (stress, intonation, grouping and linking to make sense). To avoid turning this oral activity into a time consuming and therefore boring one, we suggest practising in groups, with half the class working on each presentation. To add fun, you might want to introduce a traditional children's rhyme: "Remember, remember the fifth of November, gunpowder, treason and plot."
- The final activity is a lighter one, and an opportunity to revise clothes. It is also a more creative activity and should end the lesson with fun. To conclude, a guessing game could be organised. Once the sheets have been collected, ask a student to describe one of the guys whilst the others try to identify theirs.

### Ideas for EPI

- This subject fits well into the history curriculum for 5<sup>ème</sup>. (*Thème 3 Transformations de l'Europe et ouverture sur le monde aux XVI<sup>e</sup> et XVII<sup>e</sup> siècles : Humanisme, réformes et conflits religieux*). It could be a good basis for an EPI with history-geography.  
*Thématiques EPI : Langues et cultures*

*étrangères et régionales, Information, communication, citoyenneté*

## Going Further

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■ There is an A1+-level video and interactive comprehension activities. about Guy Fawkes in the Banque de ressources anglais cycle 4. To see the video, you just need to register using your “académique” email address : <http://inscription-brne.eduplateforme.com/pre-register>

## Answers

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### A Historic Night

■ Guy Fawkes was a **conspirator**. He wanted to blow up **the British Parliament** and **kill the King**. His plan **was discovered**. In 1605, The Tower of London was a **prison**.

■ Guy was a Catholic conspirator. He wanted to blow up Parliament and kill the King. His plan was discovered. On November 5th 1605, Guy Fawkes was captured. He was a prisoner in the Tower of London/He was tortured and executed.

### A Fun Night

■ On Guy Fawkes Night, November 5th, the British celebrate with **fireworks** and **bonfires**. They burn a **model of Guy Fawkes**.

■ Before the Queen opens Parliament every year, her bodyguards **search** the Palace of Westminster. It's a tradition. Guy Fawkes put **explosives** in the parliament!