



GUY FAWKES NIGHT

By Chris Graham

Use the topics arising from Guy Fawkes Night on 5 November to support your pre-intermediate adult students with their reading skills and a revision of direct and reported speech.

Segment: adult

Level: pre-intermediate

Materials: reading text (handout one) and dialogue (handout two)



The lesson

1. Introduce the topic by writing *Guy Fawkes Night* on the whiteboard. Ask if any students know what date Guy Fawkes Night is on. Continue the introduction by asking why Guy Fawkes is commemorated in Great Britain.
2. **Reading and discussion activities** - Give each student a copy of the reading text (handout one) and divide the students into groups of four or five. Follow the steps on the handout:

Step One

Before they read, in groups ask them to read these three questions and see if they know part or all of the answers.

1. What did Guy Fawkes and the other men try to do?
2. Why did they want to do this?
3. Did their plan succeed?

Step Two

Ask them to read the text and find the answers to the questions. They can then discuss the text and their answers in their group. You can discuss the possible answers below with them.

Possible Answers:

1. To kill the King and Members of Parliament.
2. Because they felt parliament was anti-Catholic, and so against them.
3. No, they were all either shot or caught and executed.

3. Reported and Direct Speech

Follow the steps on the handout:

Step One

Give each student a copy of the dialogue (handout two).





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Step Two

Put students into groups and ask them to briefly discuss the transformations that are made when changing direct speech to reported speech.

You can use the following prompts:

- Verb tense changes.
- Pronoun changes.
- Variety of reporting verbs such as asked, wondered, agreed, confirmed etc.

Step Three

Ask them to transform the direct speech into reported speech. When completed they can compare their answers with those of another group.

Step Four

There are many variations here, especially in the choice of reporting verbs, but you can use this text with suggested answers to discuss the students' answers. You can be flexible with the complexity of the transformations as a way of differentiating students with different levels within your class.

Suggested answers

Jane: *"Dad, are we going to have a bonfire and fireworks on the 5th of November?"*

Jane asked her father if they were going to have a bonfire and fireworks on the fifth of November.

Dad: *"Of course, and we'll have baked potatoes and sausages to eat as well."*

Her father replied that of course they would and that they'd have baked potatoes and sausages to eat as well.

Jane: *"Why does the whole country have bonfires and fireworks on the 5th?"*

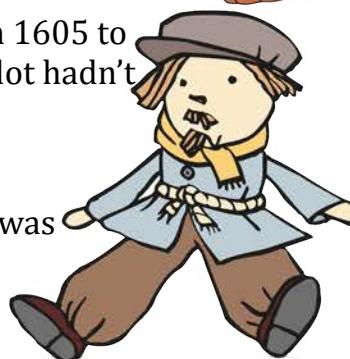
Jane asked why the whole country had bonfires and fireworks on the 5th.

Dad: *"It's to commemorate a plot in 1605 to blow up parliament and kill the King. The plot wasn't successful and the bonfires celebrate that."*

Her father explained that it was to commemorate a plot in 1605 to blow up parliament and kill the King. He added that the plot hadn't been successful and that the bonfires celebrated that.

Jane: *"And who is Guy Fawkes, is he a terrorist?"*

Jane also asked who Guy Fawkes was and whether he was a terrorist.





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Dad: "He's dead! Yes, he was executed for being part of the plot to kill the King."

Jane's father clarified that Guy Fawkes was dead and that he'd been executed for being part of the plot to kill the King.

Jane. "So is that why we burn models of him on the fires?"

Jane suggested that was why they burned models of him on the fires.

Dad: "Yes, you're right. But to be honest most people in the country probably don't know the full story. Now it's just an excuse to have a party and it's nothing to do with politics any more."

Her father said she was right but that he thought that most people in the country probably didn't know the full story. He added that it was just an excuse to have a party and was nothing to do with politics any more.

Step Five

Remind students of the main transformations that are made when we change from direct to reported speech.

REMEMBER, REMEMBER
THE FIFTH OF NOVEMBER,
GUNPOWDER TREASON AND PLOT.
WE SEE NO REASON
WHY GUNPOWDER TREASON
SHOULD EVER BE FORGOT!



GUY FAWKES NIGHT - READING TEXT

Step One

Before you read the text, in your groups read these three questions and see if you know part or all of the answers.

1. What did Guy Fawkes and the other men try to do?
2. Why did they want to do this?
3. Did their plan succeed?

Step Two

Now read the text and find the answers to the questions. Then, discuss the text and answers in your group. Your teacher will discuss the answers with you.

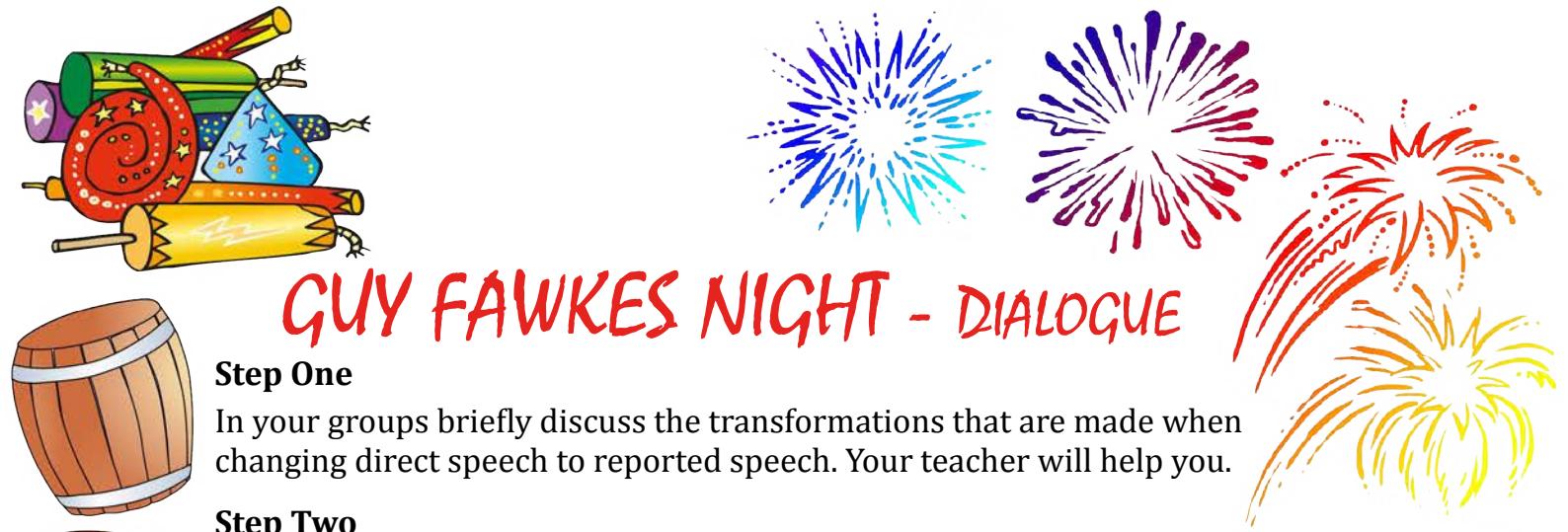
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Queen Elizabeth I of England died in 1603. After her death, English Catholics hoped the new monarch, James I, would be more positive towards them. This was not the case and many young Catholics became angry.

A man called Robert Catesby formed a group who wanted to take direct action, and they decided to blow up the Houses of Parliament on 5 November 1605. This would probably have killed the King and several Members of Parliament who did not support the Catholics. Catesby's men were, in today's words, terrorists. To carry out their plan they collected 36 barrels of gunpowder and hid them under the parliament.

As the men planned their attack, it became clear the explosion would kill many innocent people and some of the group started to change their minds. One member wrote a letter to Lord Monteagle warning him of the plot. He passed the letter to the King and it was all over. Half the group were killed in a shoot-out with soldiers. The others, including Guy Fawkes, were captured and put on trial for treason. They were tortured and executed.

The night of the Gunpowder Plot (November 5, 1605), in order to celebrate the safety of the King, bonfires burned across the country. Ever since then November 5 has been called Bonfire Night or Guy Fawkes night. Effigies of Guy Fawkes are burned on bonfires across Great Britain.



GUY FAWKES NIGHT - DIALOGUE

Step One

In your groups briefly discuss the transformations that are made when changing direct speech to reported speech. Your teacher will help you.

Step Two

Now transform the direct speech into reported speech. The first one has been done for you. When you have finished, you can compare their answers with those of another group.

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This is a conversation between a father and daughter about Guy Fawkes night.

Jane: *"Dad are we going to have a bonfire and fireworks on the fifth of November?"*

Jane asked her father if they were going to have a bonfire and fireworks on the fifth of November.

Father: *"Of course, and we'll have baked potatoes and sausages to eat as well."*

Jane: *"Why does the whole country have bonfires and fireworks on the fifth?"*

Father: *"It's to commemorate a plot in 1605 to blow up parliament and kill the King. The plot wasn't successful and the bonfires celebrate that."*

Jane: *"And who is Guy Fawkes, is he a terrorist?"*

Father: *"He's dead! Yes, he was executed for being part of the plot to kill the King."*

Jane: *"So is that why we burn models of him on the fires?"*

Father: *"Yes, you're right. But to be honest most people in the country probably don't know the full story. Now it's just an excuse to have a party and it's nothing to do with politics any more."*

