

BONFIRE NIGHT

Level: 5th year of Primary Education

Grammar: Sentence word order.
Question words. Imperative forms for instructions.

Functions: Asking questions for specific information. Instructions.

Vocabulary: Words related to the Gunpowder Plot and Bonfire Night. Food and recipes. Words related to *fire*.

Phonetics: Pronunciation of the vowel sounds in “fire”.

* **The main objectives of the unit are:**

- To present the students with the traditions, historical origins and celebrations of Bonfire Night.
- To highlight the importance of fire in the Bonfire Night celebration.
- To compare and contrast Bonfire Night with celebrations in Spain, where the tradition of using fire in festivals is also of great relevance.

* **The didactic foundation of the unit:**

The unit is centred on cultural and historical aspects prominent in the United Kingdom in connection with the celebration of Bonfire Night. Therefore, the contents are essentially presented with a thematic approach. All other aspects relating to grammar,

lexicon and functions are introduced through the central theme of the unit. Acquiring a good level of vocabulary, in particular, is essential in order for the students to learn about the history and culture that are behind this event and, at the same time, be able to refer to it whether in a spoken or written way.

The unit comprises four sections that can be studied separately or in a linear form. The linear way is readily recommended, given the fact that the unit itself is organized in a sequence that starts with the historical origins of Bonfire Night, and then students will discover how this is celebrated at present - what kind of games are played and what typical foods are eaten during that celebration. Furthermore, the fourth section of the unit is presented as a conclusion. It can also be viewed as a supporting point that can help us find a common element, such as fire, between this traditional English celebration and many others that take place in Spain, for example, *Fallas*, *Hogueras de San Juan*, and other traditional uses of firecrackers and sparklers in many social events.

*** Other useful considerations:**

It is important to inform the students that they need to consult the links that are located on the opening page in order for them to learn how to navigate through the different screens and have access to the various sections as well as to the audios and texts through the image links. In addition, it is recommended that students be advised to read the instructions of each activity (“task” icon) carefully. These instructions appear in English by default, but there are also Spanish versions of the tasks for each activity (one click on the

Spanish flag). Moreover, a glossary of translated terms in Spanish is available in the menu box of each screen as well as a screen with grammatical references (sentence word order and imperative forms) that can be accessed from the menu button “Help”.

An additional sheet of activities is included. It can be found in the root directory of the unit:

(“text” > “evaluation_activities_bonfirenight.pdf”).

For a printable version of the present document, including the exercise keys and the audio scripts, please open the root directory of the unit and you will find the file named as “teacher_bonfirenight.pdf”.

* **Structure of the unit:**

“Bonfire Night” is made up of four parts based on a thematic approach:

1. “The Gunpowder Plot”

The historical origin of the Bonfire Night celebration is narrated in this section.

The following are the exercises to be completed:

- **Vocabulary and pronunciation**

The aim of this exercise is to provide students with basic terms that can help them understand the story. Those terms will be used throughout the entire unit. In addition, the pronunciation of these terms can also be accessed by clicking on a selected word.

- **Memory game**

This exercise consists of words and images that have to be paired up in order to consolidate the vocabulary that was covered in the previous activity.

- Reading: the Gunpowder Plot

This activity is about reading a text on the Gunpowder Plot where the story of that historical event is told. The text can also be listened to by clicking on the loudspeaker icon provided.

- Reading comprehension: true or false

The aim of this exercise is to check the comprehension of the previous text through a “true-or-false” series of questions. There are two screens within the same activity with the same format. When the answer is false, an audio recording will provide a correct answer. Furthermore, there also exists a direct link to the text if needed.

- Listening comprehension: matching

Students have to read and listen to the questions provided. Then, they have to answer those questions by dragging the corresponding images onto the question marks. A link to the whole text is included.

2. “Celebrations”

The objective of this second part is to help students become familiar with the cultural and traditional aspects of the Bonfire Night celebration - how Bonfire Night is celebrated in the United Kingdom and what kind of cultural activities are carried out during that celebration.

- Vocabulary: matching

As in the first part, the opening exercise is an activity based on vocabulary development with listening support. The aim of the activity is to equip students with the basic and essential vocabulary for them to do the proposed activities and facilitate the comprehension of the written and oral texts.

The exercise consists of reading and listening to a word that should be matched with its corresponding image.

- Listening comprehension: gap-filling

Students are asked to fill the blanks in a text that deals with the popular celebrations of Bonfire Night. Students have to do this by dragging the pictures onto the question marks inserted in the text with the help of a recording.

- Grammar: word order

This exercise consists of ordering the right words in every given sentence in order to make the sentence correct. There is also a link in the menu that provides a brief grammatical explanation on sentence word order.

- Listening comprehension: choice

Students are asked to listen to a recording on Guy Fawkes and then choose between two options. After that, they will get feedback on their choice.

- Guess the word

This exercise should be considered a review of the information provided before. Students should read the definitions provided and write the corresponding words. There are two clues available to help the students guess the words.

- Pronunciation

This scene is centred on the pronunciation of the same vowel sound that appears in the word *fire*. The exercise consists of identifying words that contain the same vocalic sound.

- Pronunciation: recording

This task is linked to the previous one. Students will record their own pronunciation of the words that they

have studied previously. After that, they will have the opportunity to listen to their recordings.

3. “Food and pastimes”

The third part of the unit deals with the typical food that English people have on Bonfire Night and the pastimes that take place on that occasion.

- Vocabulary: Bonfire Night food

As an introductory screen of the third part of the unit, we introduce the vocabulary that will be used subsequently. This exercise consists of clicking on different words in order to listen to their pronunciation and then match them with their corresponding images.

- Reading comprehension: a recipe

As a first step, students need to click on the link of a typical recipe of Bonfire Night in order to read it. Then, they need to select an ingredient that does not appear in that recipe. If they are right, another screen with an audio link will appear automatically to allow access to the recording.

- Listening comprehension: a recipe

Under this section an audio describing a recipe will be listened to and students are asked to select four ingredients that are part of that recipe.

- Listening comprehension: typical food

The audios of two recipes will be listened to and students will be asked to write the names of the food that match the corresponding recipes. When dragging the mouse on the images, the names of those foods will appear.

- Fill in the gaps: Imperative forms

This screen deals with imperative forms for instructions. Students have to complete the gaps in a

recipe by writing some imperative forms from the box provided.

- Listening comprehension: order

In this exercise, some Bonfire Night pastimes are presented. The students are asked to listen to a recording on them and reorganise the sentences provided in the order they hear them. The “show answers” button will lead them to the right answers and also to the script link.

4. “Fire”

This is the fourth and last part of the unit. The main point here is to highlight the history of fire and its importance in celebrations such as Bonfire Night and many events and festivities that take place in Spain.

- Reading: the history of fire

In this text the history of *fire* in pre-historic times is narrated with the help of some supporting images. There is also the possibility of listening to an audio with the same information as in the written text.

- Reading comprehension: choice

In this section, the task is to select the image with information that does not appear in the previous text. Only when the students get it right, will it be possible for them to access the following activity.

- Listening comprehension: order

The audio of reference here is the one the students listened to in the previous activity. The objective of this exercise is to place the images about the history of fire in the same order as the events narrated in the recording. To do so, the students have to drag the numbers onto the images. There are two images with

information that does not appear in the audio. Therefore, the “X” boxes are reserved for them.

- Fill in the gaps

In this exercise, there are some blanks to fill in with the missing words. If students are not sure of which words to select, there is a clue button that will help them to do so.

The exercise requires at least a 75% of right answers in order to continue and access the following screen. If less than that percentage is achieved, the exercise will automatically reverse back to the initial stage of the fourth part of the unit in order to have access to the relevant information again.

- Hangman: vocabulary review

In this exercise some previously learnt words in this unit are reviewed through a *hangman* game. Only four attempts are allowed to guess the right word. Upon exhausting the four attempts, a gunpowder barrel will explode.

- Writing

This is the last task of chapter four and of the unit in general. Students are asked to write a text on what they like most about Bonfire Night. It is free style writing, but they are expected to use the vocabulary and grammar they have learned. Once the writing is done, they can send it to their teacher via email by clicking on the “Send” button.

BONFIRE NIGHT (Answer key)

1. "The Gunpowder Plot"

4. Reading comprehension: true/false:

1) True 2) False 3) False 4) True 5) False 6) True

5. Listening comprehension: matching

1) London 2) Guy Fawkes 3) November 5th 1605 4) James I
5) Basement

2. "Celebrations"

2. Listening comprehension: gap-filling

1) effigy of Guy Fawkes 2) penny 3) sparklers 4) firecrackers
5) bonfires 6) burn 7) firework

3. Grammar: word order

1) Every town has a big celebration 2) Children make an effigy of Guy Fawkes 3) They burn effigies of Guy Fawkes in the bonfires 4) They make so much noise 5) It commemorates the Gun Powder Plot 6) Children carry it along the streets.

4. Listening comprehension: choice

1) Guy Fawkes was born in York (England) 2) Guy Fawkes was very good at using explosives 3) Guy Fawkes and other Catholics organised the Plot.

5. Guess the word

1) Gunpowder Plot 2) James I 3) November 5th 1605

6. Pronunciation

- 1) Firecrackers 2) Bonfire 3) Fireworks 4) Fire

3. “Food”

2. Reading comprehension: recipe

Honey

3. Listening comprehension: recipe

Apples, water, sugar, honey

4. Listening comprehension: typical food

- 1) Gingerbread 2) Toffee apples

5. Fill in the gaps: imperative forms

- 1) Add; 2) heat up; 3) Add; 4) Push; 5) Dip; 6) wait

6. Listening comprehension: order

- 1) Children like drawing pictures on Bonfire Night
- 2) Children help in the kitchen preparing the food
- 3) Sparklers and firecrackers can be dangerous
- 4) A favourite pastime is the burning of the guy
- 5) They commemorate what happened in 1605

4. “Fire”

1) Reading comprehension: choice

Caveman watching TV

2) Listening comprehension: order

1: tiger, 2: caveman going to bed, 3: branch, 4: Fallas, X: caveman driving a car, X: caveman watching TV

3) Fill in the gaps

1) fire 2) cook 3) lightning 4) home 5) fun

4) Hangman: vocabulary review

1) bonfire 2) sausages 3) parliament 4) penny 5)
fireworks

BONFIRE NIGHT (Audioscripts)

1. "The Gunpowder Plot"

1. Vocabulary and pronunciation

Guy Fawkes, conspirator, gunpowder, King James I, blow up parliament, basement, prison.

4. Reading comprehension: true or false

1) True 2) False. He was a Protestant 3) False. The King of England was James I 4) True 5) False. The King sent the conspirators to prison 6) True.

5. Listening comprehension: matching

In 1605 England had a Protestant king called James I. The king persecuted the Catholics, so they were unhappy with him.

On November 5th 1605, a group of Catholics made a plan to kill the king. They hid some barrels of gunpowder in the basement of Parliament. They wanted to blow up the building. But the king discovered the plot and he captured Guy Fawkes and the other conspirators and sent them to prison.

The conspiracy was called the Gunpowder Plot.

- Questions:

1) Where did the Gunpowder Plot happen? 2) When did the story happen? 3) Who was the most famous conspirator? 4) Who was the king of England at that time? 5) Where were the barrels of gunpowder?

2. "Celebrations"

1. Vocabulary: matching

1) bonfire 2) sparklers 3) burn 4) fireworks 5) effigy of Guy Fawkes 6) penny 7) firecrackers

2. Listening comprehension: gap-filling

The night of the 5th of November is called Bonfire Night. It commemorates the Gunpowder Plot.

Every town has a big celebration.

During the day, children make an effigy of Guy Fawkes and carry it along the streets asking for “a penny for the guy”. They ask for money to buy sparklers and firecrackers.

At night, there are big bonfires and children burn effigies of Guy Fawkes in the bonfires.

People enjoy watching the nice firework displays. Ufff... they make so much noise!!!

3. Listening comprehension: choice

The most important conspirator of the Gunpowder Plot was Guy Fawkes. But, what do we know about him?

He was born in York, England, and his real name was Guido Fawkes. He fought in Flanders as a soldier for the Spanish army so he was an expert with explosives. That is the reason why he was responsible for setting fire to the gunpowder barrels in the Parliament.

As a Catholic, he joined other Catholics in their plot to kill the Protestant king and stop their persecution.

When the Plot failed, he was taken to prison and later executed.

3. “Food and pastimes”

1. Vocabulary: Bonfire Night food

Soup, toffee apples, gingerbread, roast chestnuts, sausages, jacket potatoes, flapjack, bacon rolls

3. Listening comprehension: recipe

These are the ingredients for the recipe: butter, brown sugar, syrup, flour and ginger.

Put the butter, sugar and syrup in a pot and heat them up. Add the flour and ginger and mix all the ingredients together.

Put the mixture on a surface and roll it until it gets flat. Cut it in pieces. Put the pieces in the oven for about 10 minutes.

4. Listening comprehension: typical food

We need the following ingredients: apples, sugar, butter, honey and water.

Add the sugar and water to a pan and heat up the mixture.

Add the butter and honey too. Then we get a thick liquid called toffee. Push a stick into each apple. Dip the apples into the hot toffee and wait until they cool off.

5. Listening comprehension: order

Children have different pastimes on Bonfire Night.

They help with the cooking for the Bonfire Night dinner.

British children like exploding firecrackers and sparklers. But it can be dangerous if they are not careful.

However, the burning of the guy is what they enjoy most. The effigy of Guy Fawkes is placed on top of a bonfire to burn. They do that to commemorate what happened on November 5th, 1605.

4. “Fire”

3. Listening comprehension: order

A long, long time ago there was no fire on Earth. People lived in caves and they got cold in winter. There were ferocious animals that attacked them. Those cave people couldn't cook so they always ate the same food. Also, they had to go to bed when it got dark because they didn't have any lamps.

One day, there was a big storm with a lot of thunder and lightning. Suddenly, some lightning hit a tree branch and the branch started burning. A caveman saw the fire and decided to take a piece of the burning branch home.

After that, people learnt how to use fire and life on Earth changed completely. Cave people learnt to use fire for heating, defence, cooking and lighting and, of course, for fun. Later on, they invented fireworks, sparklers, firecrackers and bonfires for different festivals.

Fire is important for celebrations in many places, for example, Bonfire Night in the UK and Fallas and Hogueras de San Juan in Spain.