

A CHRISTMAS CAROL

1º & 2º E.S.O.



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1. JUSTIFICATION OF THE PROPOSAL

- Theatre as a tool for stimulating and encouraging the student to discover, learn and apply the language he/she has learned.
- The plays present social content and are also focused on an educational/student environment that will allow the students to identify with the values contained therein.
- The scripts, apart from allowing the play to be performed in the theatre thus creating the recreational and aesthetic aspect, also help to develop communicative functions, vocabulary and grammatical structures. These can be worked on beforehand in class using a series of worksheets to facilitate understanding of the plot and contribute to language learning. This didactic material is adjusted to the level of the students according to the objectives stipulated for the relevant level by the Ministry of Education.

2. OBJECTIVES:

General:

- Listening to and understanding messages in a variety of verbal exchanges, utilizing the information transmitted to carry out specific tasks.
- Expressing oneself and interacting orally in simple and common situations, using verbal and non-verbal procedures and adopting a respectful attitude.
- Writing a variety of texts with different endings, with the help of templates and models.
- Reading a variety of texts in order to understand them, extracting general and specific information for a pre-established goal.
- Valuing a foreign language as a mean of communication and understanding between people with different places of origin, culture and languages.
- Acquiring knowledge of linguistic, geographic and cultural features of the country where the foreign language is spoken.
- Understanding that theatre is a source of pleasure and personal enrichment, thus fostering his/her interest in it.

Specific:

- Fostering an interest in taking part in oral exchanges about routines and situations from daily life in the foreign language.
- Working on language prosody: aspects of phonetics, rhythm, accentuation and intonation.
- Familiarising the student, from the start, with the plot and different characters in the play, in order to facilitate comprehension of the performance at the theatre.
- Developing two communicative functions per level, providing the student with all the syntactic, grammatical, lexical and phonetic knowledge that make up the said functions in order for the student to be able to grasp them.
- The four basic skills that each reader needs to develop in order to communicate optimally will also be worked on: listening and reading comprehension (**L.C. - R.C.**) and written and oral expression (**W.E. - O.E.**).

3. METHODOLOGY

Presentation of Material:

The didactic worksheets included with the material, available to both students and teachers, are designed to be completed over **four 60 minute sessions**. The idea behind this is for the worksheets to be integrated into the class routine, reinforcing or applying previous knowledge or introducing new but simple content for a specific level.

Structure of the Sessions:

The objective of the **first, second and third sessions** is to give the students the necessary preparation in order for them to be able to watch the play without any comprehension problems on the day of the performance.

The **fourth session** will focus on expression. After having seen the play, the students will be allowed to express their opinions on the performance (comparing the actual ending with the ending they had previously imagined; comparing the behaviour of the actors with their own).

BEFORE THE PERFORMANCE

1º & 2º E.S.O.		OBJECTIVES	G? = @CS
SESSION 1	Activity 1	<ul style="list-style-type: none"> Familiarisation with the plot 	<ul style="list-style-type: none"> R.C. O.E.
	Activity 2	<ul style="list-style-type: none"> Familiarisation with the author 	<ul style="list-style-type: none"> R.C. O. E.
	Activity 3	<ul style="list-style-type: none"> Familiarisation with the characters 	<ul style="list-style-type: none"> R.C. W.E.
SESSION 2	Activity 1	<ul style="list-style-type: none"> Discriminating sounds 	<ul style="list-style-type: none"> L.C.
	Activity 2	<ul style="list-style-type: none"> Listening to a song 	<ul style="list-style-type: none"> L.C.
	Activity 3	<ul style="list-style-type: none"> Discussing opinions 	<ul style="list-style-type: none"> R.C. O.E.
SESSION 3	Activity 1	<ul style="list-style-type: none"> Testing grammar 	<ul style="list-style-type: none"> R.C. W.E.
	Activity 2	<ul style="list-style-type: none"> Verifying hypotheses 	<ul style="list-style-type: none"> R.C. O. E.
	Activity 3	<ul style="list-style-type: none"> Past Simple and Present Perfect 	<ul style="list-style-type: none"> R.C. W. E.

AFTER THE PERFORMANCE

1º & 2º E.S.O.		OBJECTIVES	G? = @CS
SESSION 4	Activity 1	<ul style="list-style-type: none"> • Testing knowledge 	<ul style="list-style-type: none"> • O.E.
	Activity 2	<ul style="list-style-type: none"> • Talking about the play 	<ul style="list-style-type: none"> • W.E.

SELECTED APPROACH:

Although our main objectives are to foster interest in theatre and to help the student to grasp two new communicative functions, our approach is intended to be entertaining, visual and communication-based. Indeed, on these worksheets, we can find many activities presented in the form of games, which also provide moments of fun in class. Finally, all sessions require the students to express themselves, with activities focusing on situations from daily life, or even role play. As such, our goal is to offer activities as an alternative to the routine of the classroom routine and to make learning a second language more appealing. All of this work is presented as project of the utmost interest: seeing a play in a foreign language.

ADVICE AND RECOMMENDATIONS:

Before starting on the worksheets and the activities proposed therein, the students must have a copy of the play in order to go on to read it. All this material (play, worksheets) is available on the following website: www.recursosweb.com

In the student section, the sessions are spread out over several worksheets. It is advisable to make as many copies as there are students as soon as possible. As soon as the students have the worksheets, they will be able to complete them, following the instructions given for each exercise and with help from additional materials such as dictionaries and reference manuals in class.

In the teacher's section, you will find all the activities designed for the students as well as all the correct answers to the questions.

The activities on the didactic worksheets are designed to train the four basic skills in foreign language acquisition: Listening Comprehension, Reading Comprehension, Written Expression and Oral Expression.

Through these skills, a range of vocabulary, grammatical structures and phonetic aspects are developed in order to acquire a series of communicative functions that we consider to be key for understanding the play as well for applying them to real situations.

In addition to working on the four basic skills, the sessions follow a sequential order. It is important to complete every session, from the introduction of the plot to the storyline and characters, culminating in the resolution of the play. It is therefore necessary to complete the didactic worksheets before going to see the play in order to reinforce overall comprehension and, at the same time, create a sense of anticipation of what students may feel upon leaving the theatre.

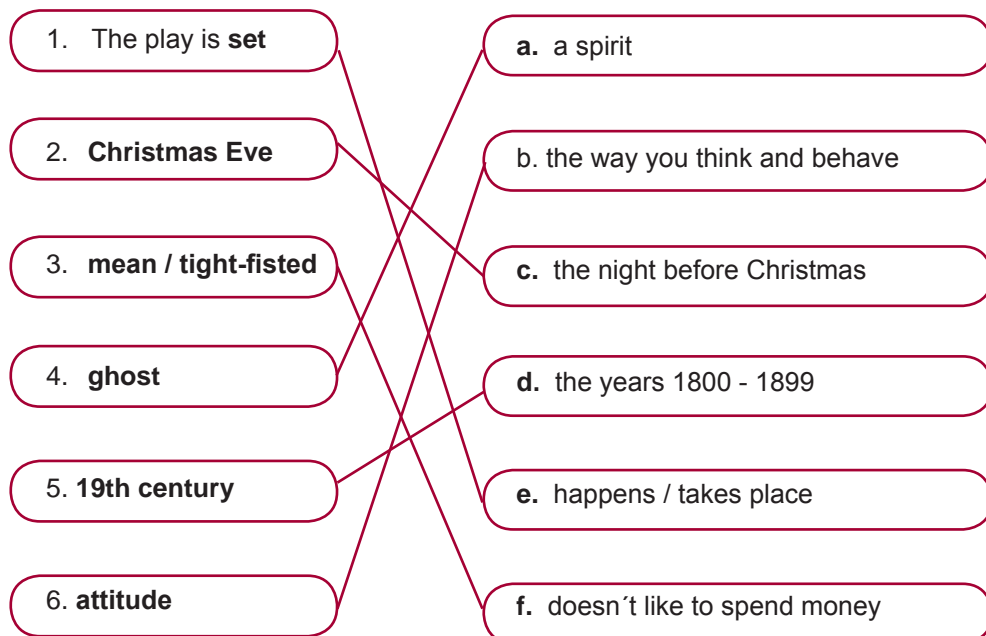


SESSION 1: SYNOPSIS AND CHARACTERS

Activity 1: The Synopsis



Before you read, look at the underlined words from the synopsis and match them to the correct definition. Now use the words above to fill in the gaps.



The play is **set** on **Christmas Eve** in **19th century** London. It tells the story of Mr. Scrooge, a **mean, tight-fisted** old man who has no love or kindness in heart. Mr Scrooge does not care about his family or other people; the only thing that is important to him is money. On Christmas Eve, 3 **ghosts** visit Mr Scrooge – the Ghost of Christmas Past, the Ghost of Christmas Present and the Ghost of Christmas Future. Each ghost shows Mr Scrooge a scene from his life. The first ghost shows him his life as a child, the second ghost shows him his life as it is now, and the third ghost shows him how his future will be if he doesn't change his **attitude** and become better person. Will the ghosts succeed in teaching Mr Scrooge a lesson...? Will Mr Scrooge become a kinder, more caring man...?



What is a Christmas carol? Can you think of any well-known carols? Why do you think the play is called "A Christmas Carol?"

A carol is a joyful, happy religious song celebrating the birth of Christ.



SESSION 1: SYNOPSIS AND CHARACTERS



Activity 2: Who Was Charles Dickens?

Who was Dickens? Do you know anything about him? How is he connected to the story of A Christmas Carol? Do the following quiz as a class to find out more...

1. Who was Charles Dickens?

- ☐ A famous actor
- ☒ A famous writer
- ☐ A mean old man

2. Where was he from?

- ☐ New York, USA
- ☐ Paris, France
- ☒ London, England

3. When did he live?

- ☒ From 1812 to 1870
- ☐ From 1712 to 1770
- ☐ From 1912 to 1970

4. One of his most famous novels is called...

- ☐ A Christmas Song
- ☐ A Christmas Dinner
- ☒ A Christmas Carol



Now that you know a little bit about Charles Dickens (one of the most famous English writers in history), see what other interesting facts you can find out about him...!



SESSION 1: SYNOPSIS AND CHARACTERS

Activity 3: The Characters



Read the character list below to find out who they are:

- **Mr Scrooge** – A mean old man who only cares about his money
- **Fred** – Mr Scrooge's nephew
- **Linda** – Fred's wife
- **Tiny Tim** – Bob's son
- **Bob Cratchit** – Mr Scrooge's secretary
- **Marley's Ghost** – Mr Scrooge's old business partner (He died seven years ago)
- **The Ghost of Christmas Past**
- **The Ghost of Christmas Present**
- **The Ghost of Christmas Future**



Now, read the following extract from the play. It is the scene where The Ghost of Christmas Present takes Mr Scrooge to Fred, Linda and Tiny Tim's house.

*(The Ghost of Christmas Present snaps his fingers, pointing at the sound technician.
The scene changes to Bob Cratchit's house.)*

(Bob enters.)

SCROOGE: Ah, my little helper. What a horrible house!

PRESENT: Look, dear Scrooge, his salary isn't enough.

BOB: My boy! Have you returned from your walk?

(Tiny Tim enters the scene with two wooden crutches, but one is broken.)



SESSION 1: SYNOPSIS AND CHARACTERS

SCROOGE: Ah, my little helper. What a horrible house!

PRESENT: Look, dear Scrooge, his salary isn't enough.

BOB: My boy! Have you returned from your walk?

BOB: Don't worry, you'll see! Old Scrooge will raise my salary one day.

(Tiny Tim enters the scene with two wooden crutches, but one is broken.)

(First Scrooge starts laughing. But Tim and then Bob follows suit... causing Scrooge to gradually become quieter.)

TINY: Yes, but look, Dad! I'm so sorry. I got stuck on a rock and...

BOB: Don't worry, son. We'll get it fixed. Or better still, we'll buy another one.

TINY: Dad, we have no money left. And my medical treatment is very expensive.

BOB: Yes, I know, son. Scrooge will never raise my salary.

TINY: Dad, the important thing is the time we spend together. The little time I have

BOB: left... Don't say that, son.

SCROOGE: Little time? Don't say that...

PRESENT: Shhh! No spoilers.

TINY: You have to have hope, dad. Also, look at this!

(Tiny walks around the room with only one crutch.)

TINY: There is no need to be greedy. Why two? With one I can even defeat the evillest pirates: The great Tiny Tim, in the fight against death, will defeat the

BOB: powerful ships of the high seas! Aha! Here's a pirate who will face you!

TINY: Fight, you idiot...

BOB: Tiny, don't be rude.

TINY: Fight, you're a... piggy?

BOB: Aha! Are you calling me fat?

(They play fight until Tiny slips and Bob manages to catch him so he doesn't end up falling. They both laugh.)



SESSION 1: SYNOPSIS AND CHARACTERS



Reported Speech. Change these sentences from the scene you have just read into reported speech. The first one has been done for you.

MR. SCROOGE: What a horrible house!

Scrooge said that it was a horrible house.

PRESENT: His salary isn't enough.

Present mentioned that Bob's salary wasn't enough.

TINY TIM: Yes, but look, Dad! I got stuck on a rock and...

Tiny Tim told his dad that he got stuck on a rock.

BOB (TO TINY TIM): We'll get it fixed. Or better still, we'll buy another one.

Bob assured Tiny that they would get the crutch fixed or buy another one.

TINY TIM: My medical treatment is very expensive.

Tiny Tim expressed that his medical treatment was very expensive.

BOB: Old Scrooge will raise my salary one day

Bob stated that old Scrooge would raise his salary one day.

TINY TIM: The important thing is the time we spend together.

Tiny Tim remarked that the important thing was the time they spent together.

TINY TOM: With one I can even defeat the evillest pirates

Tiny Tim declared that he could defeat the evillest pirates with just one crutch.



SESSION 2: UNDERSTANDING THE PLAY

Activity 1: What Is Happening?



Read to act 1 from the play and answer the following questions:

1. Who signed Marley's burial register?

- a) Fred
- b) Bob
- c) Scrooge**
- d) John

2. What tool does Bob carry when he enters Scrooge's office?

- a) A hammer**
- b) A saw
- c) A screwdriver
- d) A nail

3. How does Scrooge react when Fred wishes him a "Merry Christmas"?

- a) With joy
- b) With contempt**
- c) With surprise
- d) With indifference

4. What phrase does Scrooge use to express his disdain for Christmas?

- a) Bah!
- b) Bah! Humbug!**
- c) Happy holidays
- d) I don't care

5. What does Fred ask Scrooge at the end of their conversation?

- a) To lend him money
- b) To have dinner with them**
- c) To give him something
- d) To help him with his work

6. How does Bob feel about Christmas?

- a) Indifferent
- b) Discouraged
- c) Cheerful**
- d) Angry

7. What does Scrooge think about people who celebrate Christmas?

- a) That they are fortunate
- b) That they have the right to be happy
- c) That they are fools**
- d) That they should work more



SESSION 2: UNDERSTANDING THE PLAY

Activity 2: "Silent Night"



Listen to the song, "Silent Night" (Track 01) and fill in the missing lines.

SILENT NIGHT

Silent night, holy night,

All is calm, all is bright,

Round yon Virgin Mother and Child,

Holy infant so tender and mild,

Sleep in heavenly peace,

Sleep in heavenly peace.

Silent night, holy night,

All is calm, all is bright,

Round yon Virgin Mother and Child,

Holy infant so tender and mild,

Sleep in heavenly peace,

Sleep in heavenly peace.



SESSION 2: UNDERSTANDING THE PLAY

Activity 3: Christmas Spirit



Read the following quote:

"My dear Lydia. I know our love was true, but my path is totally different from yours. My words will be hard to hear, but my vision for the future is to become rich and successful. You do not share my ambitions, so you cannot share my life. I hope that you find a man who makes you happy, but any proper man must fight for his future, like I am doing now. From your friend, Ebenezer Scrooge"



Discuss the following questions:

- What are the implications of prioritizing personal ambitions over romantic relationships, as expressed by Ebenezer Scrooge in his letter to Lydia?
Consider how individual goals can influence personal connections and the sacrifices that may come with pursuing success.



SESSION 3: THE ENDING

Activity 1: Verbs



Read the following extract from the play and complete the verb tenses as appropriate.

Fred **enters** (ENTER) with Jane. Jane is **laughing** (LAUGH) and **carrying** (CARRY) a tray of food.

FRED: He **said** (SAY) that Christmas **was** (BE) stupid, I swear! And he **believes** (BELIEVE) it too!

JANE: He **is missing out** (MISS OUT), Fred!

FRED: He **is** (BE) a comical old fellow. He is **suffering** (SUFFER).

JANE: I am (BE) sure he is (BE) very rich, Fred.

FRED: So what if he **is** (BE) rich? His wealth **is** (BE) of no use to him. He **doesn't do** (NOT DO) any good with it. He **doesn't have** (NOT HAVE) a better life with it.

JANE: I **have** (HAVE) no patience with him.

FRED: Oh, I **have** (HAVE)! I **am** (BE) sorry for him; I couldn't **be** (BE) angry with him if I **tried** (TRY). He won't **come** (COME) and **dine** (DINE) with us.

JANE: He is **missing** (MISS) a very good dinner.

Fred **pours** (POUR) three glasses of wine and **leaves** (LEAVE) one on the table. Ebenezer **approaches** (APPROACH) the table to try to **lift** (LIFT) the glass but he **can't** (NOT CAN).



SESSION 3: THE ENDING

Activity 2: What Happens Next?

In the previous activity, you read an extract from the play where the Ghost of Christmas Future takes Mr Scrooge to see what his future will be like if he doesn't change his ways and become a better person.



Do you think that Scrooge will change? Do you think he will learn the lesson that the ghosts are trying to teach him? Give reasons for your answers.



Discuss your ideas as a class. Use these structures to help you...

I think that ...
Mr Scrooge may / might / could ...
It is possible that ...
Perhaps ...



SESSION 3: THE ENDING

Activity 3: Past Simple and Present Perfect



Change these sentences from the play from past simple to present perfect. The verbs you need to change have been underlined for you.

I haven't heard a thing... all I know is he didn't leave me anything at all.

I haven't heard a thing... all I know is he hasn't left me anything at all.

I heard that somebody broke into his house and stole everything.

I heard that somebody has broken into his house and has stolen everything.

Scrooge was a very mean man; I don't think they will spend much on his funeral.

Scrooge has been a very mean man; I don't think they will spend much on his funeral.

Farewell, my dear Uncle, you left us too soon.

Farewell, my dear Uncle, you have left us too soon

What's more, you didn't leave money for your own funeral.

What's more, you haven't left money for your own funeral.



Now, change these sentences from the play from present perfect to past simple. The verbs you need to change have been underlined for you.

And what has happened to all of his money?

And what happened to all of his money?

I haven't heard a thing... all I know is he didn't leave me anything at all.

I didn't hear a thing... all I know is he didn't leave me anything at all.

No publishers have taken any interest in your book, that's bad luck.

No publishers took any interest in your book, that's bad luck.



SESSION 4: Express Yourself

Activity 1: What Did You Think?



Now that you have seen the play, let's talk about the experience....

What was your general impression of the play?

I thought it was.....

- *funny*
- *exciting*
- *boring*
- *entertaining*
- *clever*
- *inspiring*
- *enjoyable*

because.....

What did you like the most?

- *The best part was...*
- *The funniest part was...*
- *The most entertaining part was...*
- *The most enjoyable part was...*

What message do you think the play is trying to teach us?



SESSION 4: Express Yourself

Activity 2: Write Your Own Review!



Imagine you are a journalist for your local newspaper. You need to write a review of the play giving your opinion about the following ...

- The plot
- The actors
- The script
- The costumes
- The scenery
- The music



Below is the opening paragraph of the review. Continue with your own thoughts and ideas.

*Last night was the premiere of the well-known classic, “**A Christmas Carol**”. There was not an empty seat in the theatre, and the audience was very excited to see the story of Mr Scrooge come to life before their eyes...*

OTHER SHOWS

1º & 2º DE E.S.O.

Lucky Day *(lb'9b[`]g\ Ł*

Frankestein *(In English)*

Notre Dame de Paris *(En Français)*

El Quijote

Tres sombreros de copa

A Christmas Carol

Didactic Project elaborated by
Nawaf Numen González



Christmas wouldn't be the same without old Scrooge learning its real meaning. Come enjoy the enduring classic of English literature as you experience the most lauded language lesson of the season. The children will never forget this marvellous adaptation of Charles Dickens's popular story.

