

5° & 6° PRIMARY EDUCATION STAGE

A Christmas Carol



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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 M.E.C.D.

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 Material:

- 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

5° & 6° PRIMARY EDUCATION		OBJECTIVES	SKILLS
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. O.E.
	Activity 2	<ul style="list-style-type: none"> Verifying hypotheses 	<ul style="list-style-type: none"> R.C. W. E.
	Activity 3	<ul style="list-style-type: none"> Role play 	<ul style="list-style-type: none"> R. C. W. E.

AFTER THE PERFORMANCE

5° & 6° PRIMARY EDUCATION		OBJECTIVES	COMPETENCIES
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.
	Activity 3	<ul style="list-style-type: none">• Listening to a song	<ul style="list-style-type: none">• O.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. Similarly, given that there are many activities requiring useful and modern resources, there must also be a CD player in the classroom for listening to the scenes and songs. All this material (play, CD worksheets and audios) 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.

1. The play is <u>set</u>	a. a spirit
2. <u>Christmas Eve</u>	b. the way you think and behave
3. <u>mean / tight-fisted</u>	c. the night before Christmas
4. <u>ghost</u>	d. the years 1800 - 1899
5. <u>19th century</u>	e. happens / takes place
6. <u>attitude</u>	f. doesn't like to spend money



The play is **set** on **Christmas Eve** in **19th century** London. It tells the story of Mr Scrooge, a **mean, tight-isted** 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



In the play, there are 10 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 Cratchit** – Mr Scrooge’s nephew and employee
- **Linda Cratchit** – Fred’s wife
- **Tiny Tim** – Fred and Linda’s son
- **Fanny** – Mr Scrooge’s sister and Fred’s mother (she died when Fred was born)
- **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.

Extract from the play (TRACK 7):

CHRISTMAS PRESENT: Hello Scrooge. I am the Ghost of Christmas Present.
MR. SCROOGE: Which Christmas?
CHRISTMAS PRESENT: This Christmas Scrooge. This very same Christmas. Will you come with me?
MR. SCROOGE: I am willing to go with you, yes.
CHRISTMAS PRESENT: Good, come.



SESSION 1: SYNOPSIS AND CHARACTERS

(There is a creaking sound and the mirror opens, revealing a dark passage. They squeeze into the passage as the mirror closes again. They arrive at the house of his nephew, Fred. Through one of the windows we can see Linda preparing Christmas dinner and Tiny Tim can be heard in the background.)

(Fred's house. Mrs Cratchit is cooking the dinner. Tiny Tim's voice is heard offstage.)

TINY TIM: Ahoy! We've arrived! Moor the boat!

LINDA: Daddy! Tiny Tim!

(Enter Fred and Tiny Tim.)

FRED: We've arrived, Captain!

MR. SCROOGE: What's wrong with Fred's son? Why does he look so weak?

CHRISTMAS PRESENT: Shhhh... Fred told you, but you never listened to him.

MR. SCROOGE: Is he sick?

CHRISTMAS PRESENT: You'll see.

TINY TIM: There were a lot of people out in the street, weren't there, Daddy?

FRED: Yes, son.

TINY TIM: And a lady who was selling chestnuts gave me a dozen for free!

FRED: I told him to eat some of them, but he didn't want to.

TINY TIM: They are for dinner, Mummy!

LINDA: Thank you, dear! We will put them on the table.

(Linda is thrilled by Tiny Tim's generosity. She moves aside to talk to Fred without Tiny Tim hearing.)



SESSION 1: SYNOPSIS AND CHARACTERS

LINDA: What did the doctor say?

FRED: Tiny Tim is not getting better... He looks weaker than last week.

LINDA: Oh, my baby...

FRED: But we mustn't be sad, for him or for us. He is happy and we must enjoy Christmas together. Tomorrow will be in the hands of God.

(Linda is setting the table. She wonders whether to put out three plates or four.)

LINDA: My dear Fred, will Mr. Scrooge be having dinner with us in the end? Is he coming, Daddy? Is he coming? Is he coming? Is he? Is he? Tell me

TIM: Daddy... is he coming?

FRED: I'm sorry... but he said "Bah, humbug!"... So I don't think he will be coming this year either.

LINDA: "Bah, Humbug"? He doesn't know what he will be missing! What's the point of having so much money if he is so alone?

FRED: I know. The truth is, I feel sorry for him.

LINDA: Why? It's his own fault.

FRED: Why is he so obsessed about money when he lives like a poor man?

LINDA: I don't understand why you care so much about him, when he shows no interest in us.

FRED: *(Covering Tiny Tim's ears.)* Linda, please! Not in front of the boy!

LINDA: He should hear the truth about his uncle!

FRED: Linda, darling, I invite him every year to spend Christmas Eve with us, hoping that one year he will come... I feel sorry for him... But he could never upset me. He is the one who has to put up with himself all the time. I don't always understand his ways, but he is my only family: he is part of my roots. He's my mother's brother. Sometimes I look in his eyes and wonder what my mother's eyes would have been like.

MR. SCROOGE: She was beautiful... She died giving birth to Fred... it was as if she just fell asleep holding her baby in her arms.

CHRISTMAS PRESENT: And you looked after your nephew, right?

MR. SCROOGE: Um... No... He still had his father. I never understood what she saw in him.

CHRISTMAS PRESENT: But his father died when Fred was only seven years old.

MR. SCROOGE: Yes, but he was very mature for his age. He knew how to look after himself.



SESSION 1: SYNOPSIS AND CHARACTERS



Who said to whom? Complete the following exercise. The first one has been done for you.

1. I am willing to go with you, yes.

Mr Scrooge to the Ghost of Christmas Present.

2. Ahoy! We've arrived! Moor the boat!

Tiny Tim to Fred

3. What's wrong with Fred's son? Why does he look so weak?

Mr Scrooge to the Ghost of Christmas Present

4. I told him to eat some of them, but he didn't want to.

Fred to Linda

5. What did the doctor say?

Linda to Fred

6. I'm sorry... but he said "Bah, humbug!"... So I don't think he will be coming this year either.

Fred to Linda and Tiny Tim

7. He should hear the truth about his uncle!

Linda to Fred

8. And you looked after your nephew, right?

The Ghost of Christmas Present to Mr Scrooge



SESSION 2: UNDERSTANDING THE PLAY

Activity 1: What Is Happening?



Listen to extract from the play (**TRACK 2**) and answer the following questions.

1. What is Mr Scrooge doing in this scene?

- He is making Christmas dinner
- He is counting his money
- He is listening to Christmas carols

2. What is Mr Scrooge's favourite expression?

- Bah, go away!
- Bah, nonsense!
- Bah, humbug!

3. What do the people who knock on the door want?

- A Christmas present
- Directions
- A donation

4. Why does Fred want to leave work early?

- He wants to fetch his son from the doctor
- He wants to fetch his son from school
- He wants to see his wife

5. What else does Fred ask Mr Scrooge for?

- Extra money for Christmas
- Christmas Day off
- A new job

6. Does Mr Scrooge give Fred what he asks for?

- Yes. He says he Fred doesn't need to work the next day
- No. He says Fred must be at work at 8 o'clock the next morning
- He makes a compromise. He says Fred can start work at 12 o'clock the next day.



SESSION 2: UNDERSTANDING THE PLAY

Activity 2: “Christmas Time Has Come to Town”



Listen to the song, “Christmas Time Has Come to Town” (**TRACK 5**) and fill in the missing words. You have been given the first letter to help you.

CHRISTMAS TIME HAS COME TO TOWN

Open your *heart* _____ ,
 open your *soul* _____ ,
 Christmas time, Christmas time
 has come to town.

In every *kiss* _____ ,
 In every *word* _____ ,
 Christmas time, Christmas time
 has come to town.

Hear the voices
 calling you,
 in every *prayer,* _____ ,
 in every *song* _____ .

Hear the bells,
 it's Christmas time.
 Don't be *afraid* _____ ,
 don't look *behind* _____ .

Open your *heart* _____ ,
 open your *soul* _____ ,
 Christmas time, Christmas time
 has come to town.

**SESSION 2: UNDERSTANDING THE PLAY**

In every *kiss* _____ ,
in every *word* _____ ,
Christmas time, Christmas time
has come to town.

Look through the *window* _____ ,
it's starting to *snow* _____ .
The bells are ringing,
you are not alone.

Share your *bread* _____ ,
share your *home* _____ ,
it's only Christmas
if you sing this song.

Open your *heart* _____ ,
open your *soul* _____ ,
Christmas time, Christmas time
has come to town.

In every *kiss* _____ ,
in every *word* _____ ,
Christmas time, Christmas time
has come to town.



SESSION 2: UNDERSTANDING THE PLAY

Activity 3: Christmas Spirit



Read the following quote:

FANNY: All you have to do is believe in the spirit of Christmas and then everything around you will become magical. It's not money that makes it special, but the people who you are with, my little Scrooge.



Discuss the following questions

1. Do you agree with Fanny?
2. What makes Christmas special for you?
3. How does your family celebrate Christmas?



SESSION 3: THE ENDING

Activity 1: Choose the Correct Word



Read the extract from the play (**TRACK 13**) where the Ghost of Christmas Future takes Mr Scrooge to see his future and underline the correct word.

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

LINDA: Come on, Fred.

MR. SCROOGE: I did leave them (*few / some / little*) some money, right?

CHRISTMAS FUTURE: Not a penny. What's more, you didn't even (*left / leave / leaving*) leave money for your own funeral. Fred will have to pay for it.

MR. SCROOGE: My nephew? But he has no money!

LINDA: Are you sure you want to (*sell / buy / spend*) spend all our savings and the money for your book to pay for his funeral?

FRED: My dear, I want a dignified funeral for my (*uncle / aunt / cousin*) uncle. At the end of the day he was my sister's brother. And you know what? That makes me feel good.

LINDA: They were all our savings, and your book!

MR. SCROOGE: What do you mean, all his savings?

CHRISTMAS FUTURE: It seems that your nephew cared (*for / in / on*) for you more than you realised.

LINDA: No publishers have taken any interest (*on / in / at*) in your book, that's bad luck!

FRED: It's a good job I didn't get conned by the last one, they wanted (*publish / publishing / to publish*) to publish my book in somebody else's name. I don't know, Honey, I've got the feeling that one day somebody will read my work and believe in me.



SESSION 3: THE ENDING

LINDA: Of course dear, of course. *fH Ym\ ug.)*

MR. SCROOGE: Why (*doesn't / does / do*) does nobody believe in him? He is a good man, look at all he did for me...

CHRISTMAS FUTURE: Yes, that is something YOU would never do.

FRED: Our Tiny Tim would have loved to have read his father's book. Rest in peace, my son, wherever you are. You'll always be close to us, here in our hearts.

MR. SCROOGE: Tiny Tim.... He.... Died?

CHRISTMAS FUTURE: If everything stays the same as it is now, this will be his fate.

MR. SCROOGE: It can't be! Poor Tiny Tim! I don't want to see any more... Please, I want to go home... I can't take any more.

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...*



SESSION 4: Express Yourself

Activity 3: Your Turn!



Use the following script to role-play (**TRACK 4**) where Mr Scrooge visits a Christmas past. You can use the directions in brackets to help you.

(Scrooge falls asleep. Within a few seconds the clock strikes. Scrooge turns over in the bed and wonders if something will appear before his eyes. The room fills with mist, and the window swings open and closes again. Scrooge lights a candle, but it blows out and then relights on its own. The image of a ghost appears, staring at him from the mirror.)

MR. SCROOGE: Are you the ghost I was told would come to see me?

CHRISTMAS PAST: I am.

MR. SCROOGE: Who are you?

CHRISTMAS PAST: I am the Ghost of Christmas Past... a dark memory in your heart. I will show you the past, your previous life.

MR. SCROOGE: What do you mean?

CHRISTMAS PAST: I will take you back to the Christmases you have already had. Follow me!

MR. SCROOGE: Where are you taking me?

(They hear children's voices as they pass through the mirror in Mr. Scrooge's bedroom, out into the street.)

CHRISTMAS PAST: Don't you remember the way?

MR. SCROOGE: I think so... wait! This is the way to my old school!

CHRISTMAS PAST: Exactly!

MR. SCROOGE: It can't be... but they're my... those are my friend's voices! Can I speak to them?



SESSION 4: Express Yourself

CHRISTMAS PAST: They can't see you, nor hear you. They are the shadows of things that have been, they do not know we are here.

MR. SCROOGE: *(Friskily.)* They've just left school to go home for Christmas. They let us go home for the holidays, you know?

CHRISTMAS PAST: Yes, all but one... Look... Who do you see there?

MR. SCROOGE: It must be some boy who stayed at the boarding school... He can't have a family to go to.

CHRISTMAS PAST: Take a closer look!

(Scrooge gets closer and sees a young boy crying.)

MR. SCROOGE: Why... that is me!

CHILD SCROOGE: Another Christmas here...

(He takes his books and gets up.)

MR. SCROOGE: My father left me here many times, at this school at Christmas. He had a lot of work... He was always too busy to spend time with us.

CHRISTMAS PAST: Look who's coming...

CHILD SCROOGE: Fan! What are you doing here?

MR. SCROOGE: It's my sister! It's my sister Fan!

FANNY: Hello, what are you doing?

CHILD SCROOGE: I'm drawing a picture... a Christmas present for Father. Fan, where is Father?

FANNY: Father... Father is working... he has a lot of work to do today. It looks like we are staying here.

MR. SCROOGE: My sister... she had a large heart.

CHRISTMAS PAST: She died as young woman, right?

MR. SCROOGE: Yes, when she had her son.

CHRISTMAS PAST: Your nephew.

MR. SCROOGE: Yes

CHILD SCROOGE: But Fan, won't we be having Christmas dinner?

FANNY: Of course we will! Firstly we need a table cloth. *(She takes off her winter cloak and places it over two chairs.)*



SESSION 4: Express Yourself

CHILD SCROOGE: But Fan, that is not a table cloth, it's your winter cloak...

FANNY: Of course it is. It's a luxury table cloth. A luxury table cloth, with gold borders. Isn't it pretty?

CHILD SCROOGE: But Fan...

FANNY: If you pretend hard enough, you will see it. Doesn't it look nice? And we can take this precious vase, covered with jewels...

CHILD SCROOGE: What vase? This mug, Fan?

FANNY: It's not a mug! It's beautiful Indian vase... A very special Indian vase. Isn't it brilliant?

CHILD SCROOGE: It's amazing, Fan... and very pretty. I'd never seen it like that before.

FANNY: And last but not least, we need... flowers!

CHILD SCROOGE: We need food!

FANNY: The food is taken care of, the chef will bring it from downstairs in a minute... Now, a Christmas table isn't a Christmas table without flowers for decoration. *(TU_jb['ci h'gca YW'ci fYX'dYbW]g'UbX placing 'h Yb]b'h Ya i ['Z* There we are! Beautiful flowers. In this house, money does not matter. The most important thing is that we are together.

CHILD SCROOGE: But what house, Fan? We are on the street.

FANNY: Oh, not tonight... tonight we are in a great dining hall... surrounded by warm fire places! Look at the splendid rug! And the table covered with delicacies! And look, here comes the turkey!

CHILD SCROOGE: A turkey?

FANNY: Yes a turkey! *(She 'gUngzHU_jb['ci h'Ub'Ybcfa ci g'WUXVcUFX'Vcl 'Z* But before we start with this piping hot turkey, *(Showing the empty cardboard box.)* let's tuck into this bread. This bread is freshly baked, from a convent in South London... *(Taking two buns from her bag.)* Mmmm! Delicious!

CHILD SCROOGE: Fan, it smells delicious! What a marvellous Christmas dinner!

FANNY: Of course, you have to believe it to make it real! All you have to do is believe in the spirit of Christmas and then everything around you will become magical. It's not money that makes it special, but the people who you are with, my little Scrooge.



SESSION 4: Express Yourself

Alternatively, use your imagination and creativity to choreograph movements for the song, “Thanks for Opening Your Heart” (**TRACK 15**). Then perform and sing the song for your classmates.

MR. SCROOGE:

*Thanks for showing me the way,
thanks for opening the doors.
Now I know the meaning of love,
thanks for opening your heart.*

LINDA:

*All you used to be
lives in the past,
we'll begin a new life.*

FRED:

*All you used to be
will never come back.*

TINY TIM:

Thanks for opening your heart!

ALL:

*Thanks for giving us all this light,
because it's Christmas time!
See the future, a new life.
Thanks for opening your heart!
Thanks for giving us all this light,
because it's Christmas time!
See the future, a new life.
Thanks for opening your heart!*

OTHER SHOWS

5° & 6° PRIMARY EDUCATION

Be Cool (In English)

La vuelta al mundo en ochenta días

A Christmas Carol

Didactic Project elaborated by
Nawaf Numen González



Old Scrooge does not know the true meaning of Christmas... so the bigger the illness... the bigger the show! Come to see our moving musical, which we have prepared especially for you. This classical piece of English literature will become the best-loved class of the season. Come and enjoy an unforgettable time with your pupils at this fabulous adaptation of one of Dickens' most emblematic works.

**recursos**