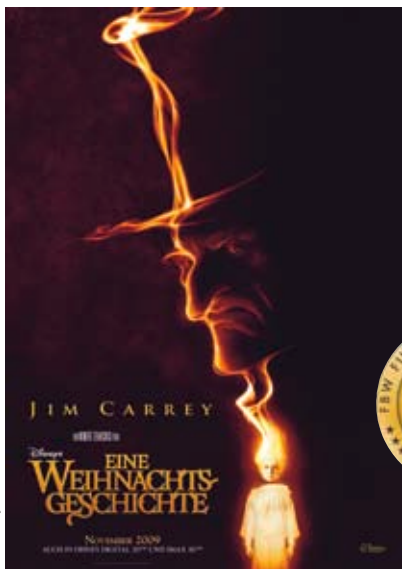


For the teacher

A Christmas Carol



Level: Intermediate and upwards

Time: 1 hr 20 mins

Materials: Pens and paper for drawings

Aims: to develop reading for gist and specific details;
to develop knowledge of vocabulary;
to learn about Christmas in the English-speaking world;
to develop speaking skills;
to develop writing skill



For further information about the film:
www.eine-weihnachtsgeschichte-derfilm.de

Suggested procedures

A. Ask students if they know anything about traditional English Christmas and write a few answers on the board. Then draw their attention to and explain the activity. Give students about three minutes to do the activity and then get them to check their answers in pairs. Draw the table below on the board as feedback.

Food	Decorations	Things to do	Dates
Christmas pudding	holly	carol singing	Christmas Eve 24 Dec
mince pies	mistletoe	drink punch	Christmas Day 25 Dec
goose	spruce tree	give presents	Boxing Day 26 Dec

B. Write the name of the character on the board. Explain the activity and give students a few minutes to read the text. The text is from the real book and so may be a little tricky. You might want to pre-teach a few of the harder words. When students have finished, get them to spend a minute or so comparing their answers in pairs before full-class feedback.

Answers

The extract tells us that Scrooge hates Christmas and doesn't see it as a time to be happy, but rather the opposite.

C. Focus student's attention on the questions first and check that they understand them. Then give them about eight to ten minutes to read the text and to find the answers. When they have finished, get them to check in pairs. Then go through the answers as a whole class. Note that the answer to number 7 is not given. This is to encourage students to read the book or to go and see the new film.

Answers

1. 166 years old. It was written in 1843.
2. Four. Marley's ghost, the Ghost of Christmas Present, the Ghost of Christmas Past and the Ghost of Christmas Yet to Come.
3. After he is dead.
4. Something he ate.
5. Because of unhappy things which happened at that time in his past.
6. He works him too hard and doesn't pay him enough.
7. Answers will vary. Don't give the answer away, but rather tell students that they should read the book or go and see the film to find out.
8. A miser or a misanthrope.

D. This activity focuses on vocabulary from the text. Allow students about five minutes to do this exercise in pairs before full-class feedback.

Answers

- a. miser
- b. misanthrope
- c. beyond the grave
- d. spectre, spirit, phantom
- e. coupled with

E. Again, this activity involves a quotation from the real book and so you may want to pre-teach some of the harder vocabulary. Then give students pens and paper and get them to draw as accurate a picture as they can using the description. When they have finished, you can put the pictures on the wall and allow students to go round having a look at them as if it were an art gallery. Afterwards, lead the speculation as to what the other ghosts might look like. Do not come up with too many answers, however, but encourage students to go and see the film in order to check their answers.

F. This can be a very rewarding activity if students have enough time. Therefore, you might want to do some preparation in class but set the writing for homework if you are running short of time. As students write, go round helping and checking so that when they have finished, they have a fair copy. As feedback, students can read their stories to the class or you could read them out. Alternatively, they could read each others' stories. It would be great to finish with a class vote as to the best story.