

# A Christmas Carol

## Telling the story

Christmas – and time to tell your children a favourite story. Naturally Charles Dickens' original tale of over 60 pages is far too long to use in the Grundschule, so try the version in the middle section of this magazine. Although you can read the story to your pupils, why not tell it? You will find that you capture their attention far more! To help you to do this, here is the text for you to read for yourself (centerfold). Below, there is the skeleton of the story. This makes it easy to see the outline of the plot. Then you can easily retell it without needing to look at either the skeleton or the text.

Of course, when you re-tell the story like this, your telling will be slightly different to this written version. Don't worry, this is what always happens in storytelling. You are beginning to change the story to make it your own!



## A note on the past tense

It is true that your pupils will not have had much experience of the past tense in the English lessons. However, it is such a natural part of storytelling, especially with a story consciously set in the past, that most of the problems are easily overcome. The many regular verbs with *-ed* as the past form will be understood without trouble. The same is true of the past progressive examples like *It was snowing*, where children will easily recognise the main verb.

Irregular verbs are often simple to show – especially if the story is *told* rather than merely read. *Bob thought of his family and of Christmas Day tomorrow* – make small circular movements with your finger on the side of your head to show that Bob's brain is working. *The ghost took Scrooge by the hand* – reach out to take Scrooge's hand, take hold of the wrist of a nearby child. No one will have difficulty understanding that!

A slightly shortened version of this text is printed in *Ikuru 4* (Cornelsen Verlag). A recording of that version, spoken by Richard Martin, is on the *Ikuru 4* CD and can also be heard at [www.cornelsen.de](http://www.cornelsen.de).

Richard's earlier *Primary English* article on participation storytelling (PE 1/2003) can be downloaded at [http://www.talesandmusic.de/download/frightened\\_mouse.pdf](http://www.talesandmusic.de/download/frightened_mouse.pdf)

### Anmerkung der Redaktion

In der Mitte des Heftes finden Sie die gekürzte Geschichte „A Christmas Carol“ und sechs Illustrationen zum Verlauf der Geschichte, die Sie beim *storytelling* einsetzen können. Außerdem finden Sie zum Fotokopieren vier Minidialoge zu vier Bildern der Geschichte. Diese Kurzdialoge können die Kinder in Partnerarbeit einüben, auswendig lernen und bei einer Weihnachtsfeier unter Hinweis auf das jeweils zugehörige, vielleicht von Ihnen als Farbkopie vergrößerte Bild, vortragen.

## Skeleton A Christmas Carol

Scrooge – “Christmas? Humbug” – only liked money

Bob: “Poor Mr Scrooge – money but no family or friends”

Bob walked through snow – house small but happy

Scrooge – house big but lonely

Night – “I’m the Christmas ghost – show you danger of loving money”

Ghost showed Scrooge Bob’s house:

Tiny Tim – couldn’t walk

Tiny Tim – “Merry Christmas to Mr Scrooge”

Scrooge – “Will Tim die?”

Ghost – “Tiny Tim is very sick – no money for good

food, medicine”

Scrooge – “I can help...”

Woke up – in bedroom. “What day is it?”

Boy: “Christmas Day”

Scrooge – “Buy turkey – take it to Tiny Tim”

Dinner time – knock on Bob’s door

“Bob, can’t pay you a pound anymore – going to pay you *five* pounds!”

Tiny Tim – “Stay to dinner”

Tiny Tim – didn’t die. Food, medicine – grew strong

Scrooge – never saw Christmas ghost again

Loved Christmas more than money

Never said “Humbug” again