

# YORK NOTES for GCSE

## WORKBOOK

New for GCSE (9–1)



# A CHRISTMAS CAROL

## WORKBOOK



YORK NOTES



# A CHRISTMAS CAROL

**CHARLES DICKENS**

**WORKBOOK BY BETH KEMP**

# CONTENTS

## PART ONE: GETTING STARTED

Preparing for assessment.....	5
How to use your York Notes Workbook.....	6

## PART TWO: PLOT AND ACTION

Preface and Stave One.....	8
Stave Two.....	14
Stave Three.....	22
Stave Four.....	28
Stave Five.....	32
Practice task.....	36

## PART THREE: CHARACTERS

Who's who?.....	37
Marley's Ghost.....	38
Ebenezer Scrooge.....	39
Fred.....	40
Bob Cratchit.....	40
The Ghosts of Christmas.....	41
Practice task.....	42

## **PART FOUR:** THEMES, CONTEXTS AND SETTINGS

Themes.....	43
Contexts.....	46
Settings.....	48
Practice task.....	50

## **PART FIVE:** FORM, STRUCTURE AND LANGUAGE

Form.....	51
Structure.....	52
Language.....	54
Practice task.....	57

## **PART SIX:** PROGRESS BOOSTER

Expressing and explaining ideas.....	58
Making inferences and interpretations.....	60
Writing about context.....	61
Structure and linking of paragraphs.....	62
Writing skills.....	64
Tackling exam tasks.....	66
Sample answers.....	68
Further questions.....	71

Answers.....	72
--------------	----

# PART ONE: GETTING STARTED

## Preparing for assessment

### HOW WILL I BE ASSESSED ON MY WORK ON A *CHRISTMAS CAROL*?

All exam boards are different but whichever course you are following, your work will be examined through these three Assessment Objectives:

Assessment Objectives	Wording	Worth thinking about ...
<b>A01</b>	<p>Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>● maintain a critical style and develop an informed personal response</li> <li>● use textual references, including quotations, to support and illustrate interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>● How well do I know what happens, what people say, do, etc?</li> <li>● What do I think about the key ideas in the novella?</li> <li>● How can I support my viewpoint in a really convincing way?</li> <li>● What are the best quotations to use and when should I use them?</li> </ul>
<b>A02</b>	<p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<ul style="list-style-type: none"> <li>● What specific things does the writer 'do'? What choices has Dickens made? (Why this particular word, phrase or paragraph here? Why does this event happen at this point?)</li> <li>● What effects do these choices create? Suspense? Ironical laughter? Reflective mood?</li> </ul>
<b>A03</b>	<p>Show understanding of the relationships between texts and the contexts in which they were written.</p>	<ul style="list-style-type: none"> <li>● What can I learn about society from the novella? (What does it tell me about poverty and inequality in Dickens's day, for example?)</li> <li>● What was society like in Dickens's time? Can I see it reflected in the text?</li> </ul>

Look out for the Assessment Objective labels throughout your York Notes Workbook – these will help to focus your study and revision!

The text used in this Workbook is the New Windmills edition, 1992.

## How to use your York Notes Workbook

There are lots of ways your Workbook can support your study and revision of *A Christmas Carol*. There is no 'right' way – choose the one that suits your learning style best.

1) Alongside the York Notes Study Guide and the text	2) As a 'stand-alone' revision programme	3) As a form of mock-exam
<p>Do you have the York Notes Study Guide for <i>A Christmas Carol</i>?</p> <p>The contents of your Workbook are designed to match the sections in the Study Guide, so with the novella to hand you could:</p> <ul style="list-style-type: none"> <li>● read the relevant section(s) of the Study Guide and any part of the novella referred to;</li> <li>● complete the tasks in the same section in your Workbook.</li> </ul>	<p>Think you know <i>A Christmas Carol</i> well?</p> <p>Why not work through the Workbook systematically, either as you finish sections, or as you study or revise certain aspects in class or at home.</p> <p>You could make a revision diary and allocate particular sections of the Workbook to a day or week.</p>	<p>Prefer to do all your revision in one go?</p> <p>You could put aside a day or two and work through the Workbook, page by page. Once you have finished, check all your answers in one go!</p> <p>This will be quite a challenge, but it may be the approach you prefer.</p>

## HOW WILL THE WORKBOOK HELP YOU TEST AND CHECK YOUR KNOWLEDGE AND SKILLS?

Parts Two to Five offer a range of tasks and activities:

These fun and quick-to-complete tasks check your basic knowledge of the text.

These more open questions challenge you to show your understanding.

### PART TWO: PLOT AND ACTION

#### Stave Two, pages 21–5: The Ghost of Christmas Past

##### QUICK TEST

1 Which of these are TRUE statements about this section, and which are FALSE? Write 'T' or 'F' in the boxes.

- a) Scrooge wakes to find that it is dark, and when the clock strikes 12, he does not understand, since it cannot be noon. ☐
- b) Dickens does not continue describing the weather in this section. ☐
- c) Scrooge is unconcerned about Marley's Ghost at this point. ☐
- d) The first thing Scrooge sees of the Ghost of Christmas Past is a hand drawing back the bed curtains. ☐
- e) The Ghost wears a white tunic and holds a bunch of holly. ☐
- f) The Ghost's belt shines out a constant bright light. ☐

##### THINKING MORE DEEPLY

2 Write one or two sentences in response to each of these questions:

- a) Why do you think Dickens tells us that Scrooge stayed up until after 2 a.m. and yet the clock is striking midnight?

.....

.....

- b) Why do you think Dickens puts himself into the story with 'as close to it as I am now to you'?

.....

.....

- c) Why does Scrooge want the Ghost to put its cap on?

.....

.....

### PART TWO: PLOT AND ACTION

#### EXAM PREPARATION: WRITING ABOUT THE GHOST OF CHRISTMAS PAST

Read from 'It was a strange figure' (p. 23) to 'at a distance' (p. 24).  
Question: How does Dickens create a sense of this Ghost being related to the past?

Think about:

- How the Ghost is described
- The effect on the reader

3 Complete this table:

Point/detail	Evidence	Effect or explanation
1: The Ghost's physical appearance recalls all ages at once.	'like a child: yet not so like a child as like an old man'	This phrasing encourages the reader to see the Ghost as representing an entire lifespan all at once: the whole past of an individual.
2: Dickens refers to distance more than once in describing the Ghost.		
3: Dickens emphasises the Ghost's qualities of indistinctness and impermanence.		

4 Write up point 1 into a paragraph below in your own words. Remember to include what you infer from the evidence, or the writer's effects:

.....

.....

.....

5 Now, choose one of your other points and write it out as another paragraph here:

.....

.....

.....

PROGRESS LOG [tick the correct box]

Needs more work ☐

Getting there ☐

Under control ☐

This task focuses in on a key character, theme, technique, idea or relationship and helps you plan and write up paragraphs for an essay.

A clear, quick way to visually record your progress

Each Part ends with a **Practice task** to extend your revision:

An exam-style task for you to practise a full essay

**PART TWO: PLOT AND ACTION**

**Practice task**

1 First, read this exam-style task:

Read the first three paragraphs of the novella, from: 'Marley was dead; to begin with.' to 'solemnised it with an undoubted bargain.' (p. 1)

Question: Which aspects of the novella does Dickens set up in this opening passage?

2 Begin by circling the key words in the question above.

3 Now complete the table, noting down 3-4 key points with evidence and the effect created.

Point	Evidence/quotation	Effect or explanation

4 Draft your response. Use the space below for your first paragraph(s) and then continue onto a sheet of paper:

Start: In this extract, Dickens introduces various aspects of the novella which will become important. Firstly ...

**PROGRESS LOG** [tick the correct box] Needs more work ☐ Getting there ☐ Under control ☐

36 A Christmas Carol

A plain table provided for you to fill in with your own ideas

The first sentence of the essay provided for you to use as a prompt to start a full-length essay

**Part Six: Progress Booster** helps you test your own key writing skills:

A sample of a student's writing challenges you to judge its strengths and weaknesses.

**PART SIX: PROGRESS BOOSTER**

**Structure and linking of paragraphs**

A01

Paragraphs need to demonstrate your points clearly by:

- Using **topic sentences**
- Focusing on **key words** from quotations
- Explaining their **effect** or meaning

1 Read this model paragraph in which a student explains how Dickens presents the Ghosts:

Dickens presents the Ghosts as guides who help Scrooge learn from the scenes he is shown. They sometimes highlight his previous bad behaviour in order to do this, for example, repeating Scrooge's words back to him and calling him an 'arse'. This teaches Scrooge how insignificant he is and demonstrates to him that he does not have the right to judge or criticise others.

Look at the response carefully:

- Underline the topic sentence which explains the main point about the Ghosts.
- Circle the word that the Ghosts use to describe Scrooge.
- Highlight the part of the last sentence which explains the word.

2 Now read this paragraph by a student who is explaining how Dickens presents Fred:

We learn more about Fred when he is talking to his family about Scrooge: 'He may rail at Christmas till he dies, but he can't help thinking better of it - I defy him - if he finds me going there, in good temper, year after year, and saying Uncle Scrooge, how are you?' This tells us what kind of person Fred is.

**Expert viewpoint:** This paragraph is unclear. It does not begin with a topic sentence to explain how Dickens presents Fred and does not zoom in on any key words that tell us what Fred is like.

Now rewrite the paragraph. Start with a topic sentence, and pick out a key word or phrase to 'zoom in' on, then follow up with an explanation or interpretation.

Dickens presents Fred as

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



62 A Christmas Carol

**PART SIX: PROGRESS BOOSTER**

It is equally important to make your sentences link together and your ideas follow on fluently from each other. You can do this by:

- Using a mixture of short and long sentences as appropriate
- Using words or phrases that help connect or develop ideas

3 Read this model paragraph by one student writing about Scrooge and how he is presented:

Dickens presents Scrooge as an older man who seems very set in his ways. At the start of the novella, his ideas about Christmas and other people appear very fixed, for example when he refuses to help 'idle people', suggesting that he has no sympathy for the poor whatsoever. By the end of the novella, he is transformed. The insights the Ghosts give him into other people's lives make it impossible for him to continue to dehumanise them, which changes his outlook completely.

Look at the response carefully:

- Underline the topic sentence which introduces the main idea.
- Underline the short sentence which signals a change in ideas.
- Circle any words or phrases that link ideas such as 'who', 'when', 'implying', 'which', etc.

4 Read this paragraph by another student also commenting on how Scrooge is presented:

Dickens creates a clear image of some aspects of Scrooge's appearance. This is found in Stave One. He is described as 'his eyes red, his thin lips blue' and 'A frosty rime was on his head, and on his eyebrows, and his wiry chin.' All this is because he has his own 'cold within him'. This suggests what an uncaring and callous man he is. He always makes everywhere cold because he is such an unfeeling person.

**Expert viewpoint:** The candidate has understood how the character's nature is revealed in his appearance. However, the paragraph is rather awkwardly written. It needs improving by linking the sentences with suitable phrases and joining words such as 'where', 'in', 'as well as', 'who', 'suggesting', 'implying'.

Rewrite the paragraph, improving the style, and also try to add a concluding sentence summing up Scrooge's character and appearance.

Start with the same topic sentence, but extend it:

Dickens creates a clear image of some aspects of Scrooge's appearance ...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**PROGRESS LOG** [tick the correct box] Needs more ☐

An expert teacher or marker's view of the student's work will help you understand key skills.

An opportunity for you to apply what you have learned to a new point

Don't forget – these are just some examples of the Workbook contents. Inside there is much, much more to help you revise. For example:

- lots of samples of students' own work at different levels
- help with writing skills
- advice and tasks on writing about context
- a full answer key so you can check your answers
- a full-length practice exam task with guidance on what to focus on.

# PART TWO: PLOT AND ACTION

## The Preface & Stave One, pages 1–3: Dickens, Scrooge and Marley

### QUICK TEST



- 1 Which of these are **TRUE** statements about this section, and which are **FALSE**?  
Write 'T' or 'F' in the boxes:

- a) The Preface shows that Dickens wrote this story simply to entertain. ☐
- b) There are hints that this will be a ghost story. ☐
- c) The first point in the story is that Marley, Scrooge's partner, is dead. ☐
- d) Scrooge narrates the story. ☐
- e) We learn that Scrooge is a cold person emotionally. ☐
- f) Scrooge is working on Christmas Eve. ☐

### THINKING MORE DEEPLY



- 2 Write **one** or **two sentences** in response to each of these questions:

- a) What do you think is the purpose of the Preface?

.....

.....

.....

.....

.....

- b) Why do you think Dickens writes so much about Marley?

.....

.....

.....

.....

.....

- c) What do we learn about the weather in this part of Stave One?

.....

.....

.....

.....

.....



## EXAM PREPARATION: WRITING ABOUT SCROOGE

A01



Read from 'Scrooge knew he was dead?' (p. 1) to 'better than an evil eye, dark master!' (p. 3)

Question: How does Dickens introduce the character of Scrooge here?

Think about:

- How Scrooge is described
- How others respond to Scrooge



3 Complete this table:

Point/detail	Evidence	Effect or explanation
1: Dickens shows us that Scrooge was not particularly upset by Marley's death, despite their close relationship.	'Scrooge was ... his sole friend and sole mourner. And even Scrooge was not so dreadfully cut up'	The repetition of 'sole' emphasises the isolation of Scrooge and Marley; Dickens makes Scrooge's reaction to Marley's death more shocking by placing it in a new sentence.
2: Dickens explains how other people avoid Scrooge.		
3: Dickens uses detailed description and imagery to present Scrooge's character.		

4 Write up **point 1** into a **paragraph** below in your own words. Remember to include what you infer from the evidence, or the writer's effects:

.....

.....

.....

.....

.....

5 Now, choose **one** of your **other points** and write it out as another **paragraph** here:

.....

.....

.....

.....

.....

PROGRESS LOG [tick the correct box]

Needs more work ☐

Getting there ☐

Under control ☐

## Stave One, pages 3–10: Scrooge has visitors

## QUICK TEST



- 1 Complete this **gap-fill paragraph** about this section, with the **correct or suitable information**:

Scrooge does not seem to ..... his clerk, Bob Cratchit, as he does not allow him to have the coal near him. Scrooge's ....., Fred, visits him to wish him '.....', but Scrooge replies with '.....!' and '.....!' Scrooge thinks that Fred is foolish to celebrate and says 'what reason have you to be merry? You're ..... enough'. Fred replies that Scrooge should therefore be happy as he is ..... Fred thinks of Christmas as a ..... time but cannot convince Scrooge. After he leaves, two ..... gentlemen visit to try to collect money for the Poor. Scrooge shocks them by suggesting that if the Poor would rather ..... than go to prison or the workhouse, they should do it and ..... the ..... population.

## THINKING MORE DEEPLY



- 2 Write **one or two sentences** in response to each of these questions:

a) What do we learn about Scrooge and Bob Cratchit from their journeys home?

---

---

---

---

b) What do you think is the purpose of the carol singer in this scene?

---

---

---

---

c) Why does Dickens make Scrooge talk about workhouses and the Poor Laws?

---

---

---

---

---

## EXAM PREPARATION: WRITING ABOUT ATMOSPHERE

A02



Read from 'Meanwhile the fog and darkness thickened' (p. 8) to 'the baby sallied out to buy the beef.' (p. 9)

Question: How does Dickens use language to set the scene in this section?

Think about:

- What happens and how it is described
- How it relates to the main plot



3 Complete this table:

Point/detail	Evidence	Effect or explanation
1: The weather worsens, becoming foggier, darker and colder.	'overflowings sullenly congealed, and turned to misanthropic ice'	This choice of vocabulary reminds the reader of Scrooge, who is both 'sullen' and 'misanthropic', associating him with cold and with being separated from others.
2: Dickens presents a series of festive snapshots, reminding the reader that it is Christmas Eve.		
3: Dickens creates an image of everyone else getting ready to celebrate, in contrast with Scrooge.		

4 Write up **point 1** into a **paragraph** below in your own words. Remember to include what you infer from the evidence, or the writer's effects:

.....

.....

.....

.....

.....

5 Now, choose **one** of your **other points** and write it out as another **paragraph** here:

.....

.....

.....

.....

.....

PROGRESS LOG [tick the correct box]

Needs more work ☐

Getting there ☐

Under control ☐

## Stave One, pages 10–20: Marley's Ghost

## QUICK TEST



1 Circle the correct answer to complete the quotation:

- a) 'there was nothing at all [particular / special / unusual] about the knocker on the door' (p. 10)
- b) 'Marley's face ... had a dismal light about it, like a bad [cheese / beef joint / lobster] in a dark cellar' (p. 11)
- c) 'A slight disorder of the [mind / stomach / digestion] makes them [i.e. the senses] cheats' (p. 15)
- d) 'I wear the chain I [forged / made / created] in life' (p. 16)
- e) 'The common welfare was my business: charity, mercy, forbearance, and [beneficence / benevolence / benediction], were, all, my business.' (p. 18)

## THINKING MORE DEEPLY



2 Write one or two sentences in response to each of these questions:

- a) Why do you think Dickens insists so many times and in so many ways that Scrooge is not a character who is prone to flights of fancy?

---

---

---

---

---

- b) Why do you think Dickens refers to Marley as 'the Ghost'?

---

---

---

---

---

- c) What is the key purpose of this Stave?

---

---

---

---

---

## EXAM PREPARATION: WRITING ABOUT JUSTICE

A02

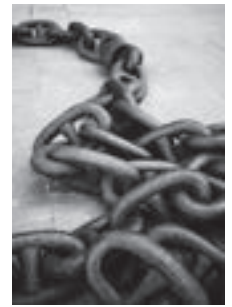


Read from 'Scrooge fell upon his knees' to 'It is a ponderous chain!' (p. 16)

Question: How does Dickens create tension around the idea of justice?

Think about:

- Scrooge's reaction to Marley
- Marley's message for Scrooge



3 Complete this table:

Point/detail	Evidence	Effect or explanation
1: We see that Scrooge is frightened and uncertain.	'Scrooge fell upon his knees'	Dickens shows how Scrooge's reactions to Marley's revelations grow stronger and stronger as he becomes more disturbed.
2: The construction of Marley's chains is described.		
3: The idea of punishment or justice is introduced.		

4 Write up **point 1** into a **paragraph** below in your own words. Remember to include what you infer from the evidence, or the writer's effects:

.....

.....

.....

.....

.....

.....

5 Now, choose **one** of your **other points** and write it out as another **paragraph** here:

.....

.....

.....

.....

.....

.....

PROGRESS LOG [tick the correct box]

Needs more work ☐

Getting there ☐

Under control ☐

## Stave Two, pages 21–5: The Ghost of Christmas Past

## QUICK TEST



- 1 Which of these are **TRUE** statements about this section, and which are **FALSE**?  
Write 'T' or 'F' in the boxes:

- a) Scrooge wakes to find that it is dark, and when the clock strikes 12, he does not understand, since it cannot be noon. ☐
- b) Dickens does not continue describing the weather in this section. ☐
- c) Scrooge is unconcerned about Marley's Ghost at this point. ☐
- d) The first thing Scrooge sees of the Ghost of Christmas Past is a hand drawing back the bed curtains. ☐
- e) The Ghost wears a white tunic and holds a bunch of holly. ☐
- f) The Ghost's belt shines out a constant bright light. ☐

## THINKING MORE DEEPLY



- 2 Write **one** or **two** sentences in response to each of these questions:

- a) Why do you think Dickens tells us that Scrooge stayed up until after 2 a.m. and yet the clock is striking midnight?

---

---

---

---

---

- b) Why do you think Dickens puts himself into the story with 'as close to it as I am now to you'?

---

---

---

---

---

- c) Why does Scrooge want the Ghost to put its cap on?

---

---

---

---

---

## EXAM PREPARATION: WRITING ABOUT THE GHOST OF CHRISTMAS PAST

A02



Read from 'It was a strange figure' (p. 23) to 'at a distance.' (p. 24)

Question: How does Dickens create a sense of this Ghost being related to the past?

Think about:

- How the Ghost is described
- The effect on the reader



3 Complete this table:

Point/detail	Evidence	Effect or explanation
1: The Ghost's physical appearance recalls all ages at once.	'like a child: yet not so like a child as like an old man'	This phrasing encourages the reader to see the Ghost as representing an entire lifespan all at once: the whole past of an individual.
2: Dickens refers to distance more than once in describing the Ghost.		
3: Dickens emphasises the Ghost's qualities of indistinctness and impermanence.		

4 Write up **point 1** into a **paragraph** below in your own words. Remember to include what you infer from the evidence, or the writer's effects:

.....

.....

.....

.....

.....

.....

5 Now, choose **one** of your **other points** and write it out as another **paragraph** here:

.....

.....

.....

.....

.....

.....

PROGRESS LOG [tick the correct box]

Needs more work ☐

Getting there ☐

Under control ☐

## Stave Two, pages 25–30: Scrooge's unhappy childhood

## QUICK TEST



- 1 Complete this **gap-fill paragraph** about the section, with the **correct or suitable information**:

*The Ghost takes Scrooge into the ..... and the atmosphere shifts: the ..... clears and Scrooge's mood changes too. The Ghost asks Scrooge why his voice is ..... and there are several hints that he is ..... . Scrooge and the Ghost visit a schoolroom, passing several happy and excited ..... on the way. Inside the school, just one boy remains, engrossed in ....., as characters from the stories appear at the window. The scene shifts to a year later: the same boy, Scrooge, is again ..... in the school, when his sister, Fan, bursts in to tell him that his ..... has decided that he can return home for Christmas and that he is to become a man.*

## THINKING MORE DEEPLY



- 2 Write **one or two sentences** in response to each of these questions:

a) Why does Dickens make the weather in this scene different from the story so far?

---

---

---

---

---

b) How does Dickens begin to create more sympathy for Scrooge at this point?

---

---

---

---

---

c) What does it mean that Scrooge is 'to be a man'?

---

---

---

---

---



## EXAM PREPARATION: WRITING ABOUT SCROOGE'S FAMILY

A01



Read from 'It opened' (p. 28) to 'and answered briefly, "Yes."' (p. 30)

Question: How does Dickens present Scrooge's family in this section?

Think about:

- The language used to describe Fan's behaviour and appearance
- Scrooge's response to the mention of Fred



3 Complete this table:

Point/detail	Evidence	Effect or explanation
1: Dickens presents Fan as small and lively.	'clapping her tiny hands, and bending down to laugh'	Dickens's descriptions of Fan centre on verbs such as 'darting', 'bending' and 'laughing', showing how she is constantly active.
2: Fan is described as a loving sister, keen to have Scrooge back home.		
3: Dickens portrays Scrooge as troubled when the Ghost mentions his nephew.		

4 Write up **point 1** into a **paragraph** below in your own words. Remember to include what you infer from the evidence, or the writer's effects:

.....

.....

.....

.....

.....

.....

5 Now, choose **one** of your **other points** and write it out as another **paragraph** here:

.....

.....

.....

.....

.....

.....

PROGRESS LOG [tick the correct box]

Needs more work ☐

Getting there ☐

Under control ☐

## Stave Two, pages 30–4: Fezziwig's party

## QUICK TEST



1 Circle the correct answer to **complete the statement**:

- a) Scrooge immediately reacts in an [excited / upset / emotional] way to seeing Fezziwig again.
- b) Dickens shows us how [unhappily / willingly / carefully] Young Scrooge works for Fezziwig when he and Dick Wilkins put up the shutters.
- c) Fezziwig's staff clear the office floor in order to have a party for [staff / family / lots of different people].
- d) Fezziwig and his wife are [clumsy but enthusiastic / skilled and energetic / not very keen] dancers.
- e) Scrooge witnesses himself as a young man and the other apprentice discussing Fezziwig, and he begins to feel [guilty / angry / sad] about how he has treated Bob Cratchit.

## THINKING MORE DEEPLY



2 Write **one** or **two sentences** in response to each of these questions:

- a) How does Dickens's presentation of Fezziwig's physical appearance support his character?

---

---

---

---

- b) Why do you think Dickens takes the time to list the work that went into preparing the room?

---

---

---

---

- c) How do you think readers are intended to respond to Scrooge's little speech about Fezziwig's 'power to render us happy or unhappy' on page 34?

---

---

---

---

---

## EXAM PREPARATION: WRITING ABOUT GENEROSITY

A03



Read from 'In came a fiddler' (p. 31) to 'had no notion of walking.' (p. 33)

Question: How does Dickens use Fezziwig's party to promote the ideas of benevolence and generosity?

Think about:

- What happens in this scene and how it is described
- How the text relates to Dickens's society



3 Complete this table:

Point/detail	Evidence	Effect or explanation
1: We see that Fezziwig has invited many who could be seen as deserving or disadvantaged.	'the boy from over the way, who was suspected of not having enough board from his master'	Dickens models virtuous behaviour through Fezziwig – it is much more effective than preaching to the reader.
2: Dickens uses repetitive structures in his writing in this passage.		
3: Dickens seems to want to focus on the relationship between apprentices and their masters or mistresses in this part of the story.		

4 Write up **point 1** into a **paragraph** below in your own words. Remember to include what you infer from the evidence, or the writer's effects:

.....

.....

.....

.....

.....

5 Now, choose **one** of your **other points** and write it out as another **paragraph** here:

.....

.....

.....

.....

.....

PROGRESS LOG [tick the correct box]

Needs more work ☐

Getting there ☐

Under control ☐

## Stave Two, pages 34–9: The broken engagement

## QUICK TEST



- 1 Which of these are **TRUE** statements about this section, and which are **FALSE**?  
Write 'T' or 'F' in the boxes:

- a) Young Scrooge's fiancée, Belle, breaks off their engagement because she has found someone else. ☐
- b) Young Scrooge disappoints his fiancée by loving money more than he loves her. ☐
- c) Belle explains to Young Scrooge that if they had met each other now, she would not have fallen in love with him. ☐
- d) The Ghost also shows Young Scrooge a scene from the more recent past where Belle is married with children. ☐
- e) Dickens as narrator appears again at this point to tell us about how happy Belle's family seems. ☐

## THINKING MORE DEEPLY



- 2 Write **one** or **two** sentences in response to each of these questions:

- a) Why do you think Dickens shows us Belle breaking off the engagement?

---

---

---

---

- b) Why do you think the narrator's voice appears again here?

---

---

---

---

- c) Why do you think Scrooge presses the extinguisher-cap down on the Ghost's head at the end of this scene?

---

---

---

---

## EXAM PREPARATION: WRITING ABOUT SCROOGE

A01



Read from “‘Belle,’ said the husband,” (p. 38) to the end of the Stave (p. 39).

Question: How does Dickens construct a sense of Scrooge’s changing character in this section?

Think about:

- How others see Scrooge
- How Scrooge speaks and behaves



3 Complete this table:

Point/detail	Evidence	Effect or explanation
1: Belle’s husband is struck by Scrooge’s isolation.	‘Quite alone in the world’	Dickens shows that Belle’s husband does not think of Scrooge as anything to do with himself or his family: he is merely an object of gossip, having isolated himself by his attitudes.
2: Scrooge wants to get away from the scene; he has had enough of the Ghost’s visions.		
3: Scrooge appears to act without thinking in his panic at this point.		

4 Write up **point 1** into a **paragraph** below in your own words. Remember to include what you infer from the evidence, or the writer’s effects:

.....

.....

.....

.....

.....

5 Now, choose **one** of your **other points** and write it out as another **paragraph** here:

.....

.....

.....

.....

.....

PROGRESS LOG [tick the correct box]

Needs more work ☐

Getting there ☐

Under control ☐

## Stave Three, pages 40–7: The Ghost of Christmas Present

## QUICK TEST



- 1 Complete this **gap-fill paragraph** about the section, with the **correct or suitable information**:

*Scrooge awakens just before the clock strikes ..... and pulls back the curtains around the bed in readiness for the next Spirit. The narrator assures us that he is ready for ....., but he is not ready for ....., which is what appears. Eventually, Scrooge gets up to investigate a ..... which is streaming onto the ..... from the next room, to find a mass of greenery, a piled-up feast and a 'jolly .....'. He is taken around the streets to see people making final preparations for Christmas. Some are taking their dinners to the ..... to be cooked, as they do not have an oven. The Spirit has a torch, from which he sprinkles incense onto some people and their .....*

## THINKING MORE DEEPLY



- 2 Write **one or two sentences** in response to each of these questions:

- a) Why do you think Scrooge appears unafraid of the Ghost at the start of this Stave?

---

---

---

---

- b) How does Dickens use colour in this section?

---

---

---

---

- c) Why do you think the Spirit applies incense to the poor people the most?

---

---

---

---

---

## EXAM PREPARATION: WRITING ABOUT CONTEXT

A03



Read from “‘Spirit,’ said Scrooge” (p. 46) to “not us.” (p. 47)

Question: How does Dickens explore the impact of social policies on the poor in this extract?

Think about:

- What Scrooge says and how the Spirit reacts
- How these ideas are presented



3 Complete this table:

Point/detail	Evidence	Effect or explanation
1: Scrooge argues against closing eating establishments on Sundays because the poor may not be able to eat well on other days.	<i>‘often the only day on which they can be said to dine at all’</i>	<i>This encourages the reader to think about why poorer families would find it difficult to ‘dine’ on the other days of the week.</i>
2: The Spirit is offended that Scrooge blames him for this.		
3: Dickens makes the Spirit list a number of sins which are committed by humans and blamed on the Spirits.		

4 Write up **point 1** into a **paragraph** below in your own words. Remember to include what you infer from the evidence, or the writer’s effects:

.....

.....

.....

.....

.....

5 Now, choose **one** of your **other points** and write it out as another **paragraph** here:

.....

.....

.....

.....

.....

PROGRESS LOG [tick the correct box]

Needs more work ☐

Getting there ☐

Under control ☐

## Stave Three, pages 47–53: Christmas at the Cratchits

## QUICK TEST



1 Circle the correct answer to **complete the quotation**:

- a) Mrs Cratchit is '[dressed up / brave / pretty] **in ribbons**' (p. 47)
- b) two smaller Cratchits '**came** [tearing / racing / screaming] **in**' (p. 47)
- c) Tiny Tim '**gets** [worried / gloomy / thoughtful] **sitting by himself so much**' (p. 49)
- d) The goose is '[eked out / supported / complemented] **by the apple sauce and mashed potatoes**' (p. 50)
- e) The pudding is '**like a speckled** [football / cannon-ball / orange]' (p. 50)
- f) Scrooge is named '**the** [Founder / Father / Foreman] **of the Feast**' (p. 52)

## THINKING MORE DEEPLY



2 Write **one** or **two sentences** in response to each of these questions:

- a) What impression do we get of the Cratchits' family life?

---

---

---

---

---

- b) Why is it significant that Mrs Cratchit resists toasting Scrooge?

---

---

---

---

---

- c) Why does the Spirit use Scrooge's words here about the 'surplus population'?

---

---

---

---

---