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Introduction from the Series Editor

Change and challenge in GCSE English Literature
The changes to GCSE English Literature will have a significant impact on teaching and learning, as well as on course planning and management.

• First, the curriculum will be more rigidly defined than in previous GCSEs, with limited scope for teachers’ choices of texts and tasks, as set texts are prescribed for study.

• Second, the mode of assessment will be very different; it will be based entirely on end-of-course exams, without reference to texts in the exam room. Though upcoming cohorts of students will quickly accept what will become the normal situation for them, these changes will require adjustment by teachers used to previous systems.

Some of the AQA set texts are the same as those from previous GCSE specifications, so you will be able to build on established knowledge and practice when resourcing and producing materials. Some of the new texts are well suited for engaging students at Key Stage 4.

Our response to the new ‘closed-book’ GCSEs is a skills-based approach to English Literature. We focus on the assessment objectives underpinning the new GCSE: these are not fundamentally different from those that came before, with a familiar focus on personal response to texts and analysis of writers’ ideas and writers’ craft.

The Student Books
All the Student Books in this series are based on what students need in order to be successful in the new GCSE. They are all designed to support students in meeting the assessment objectives and succeeding under the conditions they will find in the exams. Most importantly, they are built on an understanding of what skills matter across all texts and across all exam questions: the skills of responding, interpreting, analysing, comparing, evaluating and contextualising. These core skills are systematically reinforced throughout the books by reference to authors’ ideas and their relevance to readers then and now, as well as to authors’ craft in a genre by structure and use of language.

The Student Books are organised so that in Part 1, students can use them as they read through the texts. Units 1–5 will help them to notice important aspects of ideas and writing craft, and give them prompts to practise their skills and develop their notes so that they can use them later as revision. These units also provide guidance on writing about reading for maximum effect in the exam, with examples they can use to check their own writing. Part 2 takes a broader view of the essential study focus areas of GCSE Literature. These units help students to develop their skills and their responses even further, with a clear summary of how key study focus areas can be seen in the text as a whole.

This Teacher’s Resource
This Teacher’s Resource provides a companion to the GCSE English Literature for AQA: A Christmas Carol Student Book, with a focus on differentiated tasks and attainment for setting student targets. The emphasis throughout, as with the Student Books, is on engaging the reader as an active interrogator of the text and on helping them to reflect on the text’s relevance to themselves and others.

At certain points throughout each unit guide you will find markers for Extension topics. Extension tasks are available in the Cambridge Elevate-enhanced Edition of this Teacher’s Resource. They provide additional opportunities for interrogating the text and delving deeper into topics and themes raised in the Student Book.

Combined with the wide range of engaging and stimulating materials on Cambridge Elevate, this Teacher’s Resource will help you successfully meet the challenges of the new GCSE by ensuring progression, achievement and – most importantly – an enjoyable experience for you and your students.

Peter Thomas
Digital assets on Cambridge Elevate

The Cambridge Elevate-enhanced Edition of *A Christmas Carol* features a wide variety of supplementary videos. Actors from the theatre company Four of Swords delve into a variety of ways of interpreting the text, including:

**Key performances:** some key scenes and speeches are provided to aid with revision and discussion.

**Characters in the hot-seat:** actors playing the characters are asked questions about the motivations for their actions.

**Interpretation discussions:** actors and directors discuss or debate the way they would prefer to interpret the characters in the text, informing their own performances.

**Characters on trial:** speeches for the prosecution and defence set up a debate for students: does Dickens present the characters as ‘guilty’, ‘innocent’ or a mixture of both?

**Language discussions:** the actors discuss the language of the text, interrogating the ways it is used to create atmosphere and meaning.

**Pitching productions:** a directors’ debate about the validity of different interpretations and staging of the text.

The prime purpose of these videos is to bring a variety of voices into the classroom. Nothing motivates students more powerfully than exposure to actual artists and differing viewpoints.

The length of the videos is tailored to the needs of the classroom. Clips last no longer than five minutes; long enough to set up food for thought, but short enough to allow plenty of lesson time.

Videos and other media resources can be accessed from the ‘Media Library’ tab in the contents listing of the Cambridge Elevate-enhanced Edition of the *A Christmas Carol* Student Book, or they can be accessed directly from the page as you are reading through the units onscreen. This offers you teaching options: you can ask students to watch videos at home or use them to inspire classroom discussion.

Overall, the series aims to provide a blended resource in which print books, digital editions, video and audio combine to give a 21st-century flavour to English Literature teaching and learning.
Assess to Progress on Cambridge Elevate

The Elevate-enhanced Edition of the *A Christmas Carol* Student Book includes Cambridge’s built-in assessment support ‘Assess to Progress’. For meeting the challenge of terminal GCSE exams and the requirement to report students’ progress, in the absence of controlled assessment and National Curriculum levels to act as benchmarks, this digital assessment support can help you with:

- **Planning** – using pre-defined assessments straight from the Student Books
- **Marking** – unpacking the assessment objectives into key skills
- **AFL** – enabling students to see criteria against which they are assessed
- **Reporting** – measuring and demonstrating students’ progress over time

**Unpacking the assessment objectives**

At the heart of this assessment support are Ofqual’s assessment objectives (AOs), a safe benchmark against which to measure students’ progress, since these AOs are what students will be tested on in their final exams. We have worked with experienced examiners and teachers to unpack these assessment objectives – to break each one down into a key criterion or skill against which a student can be assessed when they complete a piece of work. For example, AO1 for GCSE English Literature is:

*Read, understand and respond to texts. Students should be able to:*

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

We have broken this down into three skills:

- response to text and task
- comparison of texts
- use of references.

For each assessment opportunity on Cambridge Elevate we have identified all the different assessment criteria from the range of GCSE English Literature AOs – this could be all of the three criteria above for AO1 (or anything up to three), as well as other criteria we have broken down from any of the other AOs.

**Planning**

All assessment opportunities on Cambridge Elevate are taken directly from the *A Christmas Carol* Student Book. These assessment opportunities comprise all the ‘Getting it into writing’ features at the end of each unit, together with the writing tasks in the ‘Preparing for your exam’ section of the book.

You can add a note to each assignment for your students with any tips or information for completing it. When your students open the link to the assignment on Cambridge Elevate they will see this note, as well as the question/s from the Student Book and the assessment criteria they will be marked against.

Students can write their responses to questions and submit them on Cambridge Elevate. Students can also link to external files, for example on Google Drive, Dropbox or the school’s VLE.

**Marking**

For each Student Book assessment opportunity on Cambridge Elevate we have identified the assessment criteria (see above) that the task will be assessed against. Each of these criteria is measured in a five-stage scale:

- **Stage 5:** Sophisticated and independent
- **Stage 4:** Assured and developed
- **Stage 3:** Secure and explained
- **Stage 2:** Aware and supported
- **Stage 1:** Simple

To help you determine which stage your student is at for each assessment criteria, we include a guidance statement. This brief statement outlines, in general terms, what you could expect of a student’s performance of a particular skill at each of the stages 1 to 5.
For selected Student Book assessment opportunities we also include example answers with examiner-style comments, at each of the stages 1 to 5. Used in addition with the guidance statements for the assessment criteria, these can help you benchmark your students’ performance. For the A Christmas Carol Student Book, the assessment opportunities that include example answers are the ‘Getting it into writing’ tasks in Units 2 and 3.

We also include the facility for you to enter an overall score for each student’s work. Cambridge Elevate will not automatically calculate this overall score – this is for you to determine based on all the assessment criteria scores (stages 1 to 5) you have assigned, your reading of example answers where these are included, and knowledge of your students.

Finally, in the ‘My response’ tab, you can include a feedback note to each of your students, accompanying the scores you have assigned them.

Assessment for Learning

We provide support for assessment for learning (AfL) by allowing your students to see the unpacked assessment objective criteria for themselves, and the guidance statements for stages 1 to 5, each time they take a Student Book assessment task on Cambridge Elevate. This way, students can see the criteria against which they will be assessed, and how they can perform well, while completing their task.

When students have submitted their work and you have marked it, they can also see – where included – example answers at stages 1 to 5 to help them understand how to improve their work and develop their skills. Using the ‘Improvement note’ tab, students can make notes to help with their consolidation and revision (for example, what they have done well and how they could improve), taking responsibility for their own learning.

Reporting

All your students’ scores – assessment objective criteria scores and overall percentage scores – can be exported for download (for example into an Excel spreadsheet) or for upload (for example to your VLE).

Scores can be exported both by individual students and by class; they can also be exported task by task or for tasks over a period of time which you set.

This offers you flexibility of reporting – for your senior management team, for parents, for Ofsted and for Progress 8.

Watch our Assess to Progress video online at https://vimeo.com/126470260
This Planning map has been put together to provide brief guidance and suggestions about how the tasks in the Student Book might be approached.

There are discrete columns which separate out tasks into the three principal domains of English: Reading, Writing and Spoken Language. There are further columns which indicate assessment opportunities and signal links to the additional resources on Cambridge Elevate.

Many of these divisions are quite subjective and it is quite possible (indeed desirable) to approach the tasks open-mindedly. You may feel that an task positioned in the ‘Reading’ column might provide excellent opportunities for a written follow-up or, perhaps, a piece of formal assessment. For example, a reading task asking students to read and analyse a text could easily be adapted to focus on a written outcome. This could then be self-assessed or peer-assessed or, indeed, summatively assessed.

Similarly, opportunities for homework or further work beyond the classroom have been suggested. But you, as the class teacher, are in the best position to identify and select meaningful and appropriate tasks at relevant moments for your scheme of work. And, of course, you will be familiar with your students and can therefore pitch those assignments more purposefully at their specific needs and abilities.

This Planning map is a map of possible learning tasks and opportunities which provides, at a glance, their scope and range across the entire book, to help you put together your own scheme of work. None of the tasks are prescriptive, and you are not obliged to follow the chronological order in which they are catalogued. If you choose to read the text through quickly without tackling any of the tasks, then you can be more creative about how you direct your students towards them. The key is not to be confined or restricted by an approach that is too mechanistic or predictable: variety is essential.

You can download an editable version of the Planning map from Cambridge Elevate.
## Planning Support for *A Christmas Carol*

###的机会 for reading
- **Unit 1: Stave One: Marley’s Ghost**
  - **R1** Find textual evidence to support statements made about the text
  - **R2** Read a section of the stave aloud, with expression
  - **R3** Task on language and effects
  - **R4** Tasks on semantic fields of language – the cold, the weather
  - **R5** Spider diagrams on the visitors to Scrooge
  - **R6** Notes on Scrooge’s relationship with Bob
  - **R7** Sequencing of events in the text
  - **R8** Textual study – references to death
  - **R9** Tasks on the build-up of tension
  - **R10** Search and find tasks on Marley’s Ghost
  - **R11** Analysis of description in the text
  - **R12** Find textual evidence to support statements
  - **R13** Questions on the students’ understanding of the theme of poverty
  - **R14** Evidence for the prosecution
  - **R15** Use of language to describe poverty
  - **R16** Question on the significance of the play ‘Hamlet’

### Opportunities for writing
- **W1** A paragraph describing Scrooge
- **W2** An essay on Scrooge
- **W3** An essay on Marley’s Ghost

### Opportunities for spoken language
- **S1** Discussion of the story
- **S2** Discussion of the meaning of Christmas
- **S3** Discussion of the students’ experience of Christmas
- **S4** Discussion on charity at Christmas
- **S5** Discussion of the tone of the story

### Opportunities for assessment
- **R1** Find textual evidence to support statements made about the text
- **R2** Discussion of the accuracy of textual evidence of the table to support statements made about the text
- **R3** Task on language and effects
- **R4** Tasks on semantic fields of language – the cold, the weather
- **R5** Spider diagrams on the visitors to Scrooge
- **R6** Notes on Scrooge’s relationship with Bob
- **R7** Sequencing of events in the text
- **R8** Textual study – references to death
- **R9** Tasks on the build-up of tension
- **R10** Search and find tasks on Marley’s Ghost
- **R11** Analysis of description in the text
- **R12** Find textual evidence to support statements
- **R13** Questions on the students’ understanding of the theme of poverty
- **R14** Evidence for the prosecution
- **R15** Use of language to describe poverty
- **R16** Question on the significance of the play ‘Hamlet’

### Cambridge Elevate resources
- **Video:** Marking the moment: two portly gentlemen visit Scrooge
- **Video:** The opening of Stave One
- **Assess to Progress**
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<td>Video: Scrooge in the hot-seat after his visit from the first of the three spirits</td>
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<td>The focus is on:</td>
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<td>Video: Belle releases Scrooge from the engagement</td>
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<tr>
<td>• discussing the significance of Scrooge’s memories</td>
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<td>Read: Read the poem ‘Written in March’</td>
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<td>• examining the characteristics of the Ghost of Christmas Past</td>
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<td>Assess to Progress (with example responses)</td>
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<tr>
<td>• examining and analysing Dickens’s style of writing</td>
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<tr>
<td>• exploring the impact the visions of the past have on Scrooge.</td>
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<tr>
<td><strong>R1</strong> Find textual evidence for tasks on the presentation of Scrooge</td>
<td><strong>W1</strong> Make notes on memory</td>
<td><strong>S1</strong> Discussion about memory</td>
<td><strong>Reading assessment:</strong> on the accuracy of textual evidence of the table for tasks on the presentation of Scrooge</td>
<td></td>
</tr>
<tr>
<td><strong>R2</strong> List the characteristics of the Ghost of Christmas Past</td>
<td><strong>W2</strong> Students’ point of view of a statement about the ghost</td>
<td><strong>S2</strong> Discussion of the meaning of the light</td>
<td><strong>Reading assessment:</strong> on the accuracy of the selection of textual evidence to show understanding of the ghost</td>
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<tr>
<td><strong>R3</strong> Comment on the ghost as a metaphor for memory</td>
<td><strong>W3</strong> Observations on the importance of money</td>
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<td><strong>Reading assessment:</strong> on notes on Dickens’s use of language</td>
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<td><strong>R4</strong> Selection of textual evidence to show understanding of the ghost</td>
<td><strong>W4</strong> An essay on Scrooge’s reaction to Belle’s family home</td>
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<td><strong>Reading assessment:</strong> on the structure of paragraphs and sentences</td>
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<td><strong>R5</strong> Evidence to show what the light represents</td>
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<td><strong>Spoken language assessment:</strong> on the students’ comments on the meaning of the light</td>
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<td><strong>R6</strong> Notes on Dickens’s use of language</td>
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<td><strong>Writing assessment:</strong> the observations of the importance of money</td>
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<td><strong>R10</strong> Spider diagram about Fan, Scrooge’s sister</td>
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<td><strong>R11</strong> Analysis of the Mr Fezziwig scene</td>
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<td><strong>R12</strong> Complete the table to show understanding of the character Belle</td>
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<td><strong>R13</strong> Tasks on Scrooge’s view of his behaviour towards Belle</td>
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<td>Opportunities for reading</td>
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<td><strong>Unit 3: Stave Three: The Second of the Three Spirits</strong></td>
<td><strong>W1</strong> Make notes on the connotations of the word ‘light’</td>
<td><strong>S1</strong> Discussion about the connotations of the word ‘light’</td>
<td><strong>Reading assessment:</strong> on the accuracy of textual evidence of sketch for the list of characteristics of the Ghost of Christmas Present</td>
<td>Video: The second if the three spirits turns against Scrooge</td>
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<tr>
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<td><strong>S2</strong> Discussion of Marley’s regrets</td>
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<td>Video: The Cratchits’ Christmas</td>
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<td><strong>W3</strong> Observations on the importance of money</td>
<td><strong>S3</strong> Discussion using statements about poverty as a stimulus</td>
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<td>- examining the characteristics of the Ghost of Christmas Present</td>
<td><strong>W4</strong> Task on the ghost’s reply to Scrooge’s question about resources for Ignorance and Want</td>
<td><strong>S4</strong> Compare responses to essay with a partner</td>
<td><strong>Link:</strong> Things you may not know about the Gregorian calendar</td>
<td>Link: Things you may not know about the Gregorian calendar</td>
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<td>- investigating the structure of Stave Three</td>
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<td><strong>W6</strong> An essay on how Ignorance and Want are presented</td>
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<td>Link: Victorian health</td>
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<td><strong>R1</strong> Observations on the description of the room in Stave Three</td>
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<td><strong>R3</strong> Task on the use of adjectives</td>
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<td><strong>R4</strong> Questions on the ghost and its significance</td>
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<td><strong>R5</strong> Search and find task on the various street scenes in Stave Three</td>
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<td><strong>R6</strong> Notes on Dickens’s use of language in the ghost’s argument to Scrooge</td>
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<td><strong>R7</strong> Sequencing events</td>
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<td><strong>R8</strong> Tasks on the effect of language</td>
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<td><strong>R9</strong> Textual analysis – the use of dialogue at the Cratchits’ dinner</td>
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<td><strong>R10</strong> Task on textual structure</td>
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<td><strong>R13</strong> Language task based on Ignorance and Want</td>
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<td><strong>R14</strong> Internet research on child mortality rates in Victorian England</td>
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</table>
### Unit 4: Stave Four: The Last of the Spirits

**The focus is on:**
- examining how Dickens creates an image of the phantom
- learning about the City
- exploring ideas connected with death
- considering the dramatic qualities of the ghosts.

#### Opportunities for reading

- **R1** Selection of quotations describing the Ghost of Christmas Yet to Come
- **R2** Notes on the relationship between this ghost and Scrooge
- **R3** Task on the ‘spectral hand’
- **R4** Questions on the City and how it is presented
- **R5** Task on dramatic irony
- **R6** Notes on Dickens’s use of language in the description of the City
- **R7** Notes on the structure of the thieves scene
- **R8** Tasks on the effect of language in this thieves scene
- **R9** Matching extracts with their meaning
- **R10** Task on textual evidence to show the family’s response to the death of Tiny Tim
- **R11** Differences between Scrooge’s and Tiny Tim’s burial ground
- **R12** Table to show differences between the ghosts

#### Opportunities for writing

- **W1** Make notes on how the ghost is presented – annotated for language observations
- **W2** A paragraph on how the City is presented
- **W3** Task on the structure of the thieves scene
- **W4** Task on how the students would present the ghosts in their adaptation of the story
- **W5** Question on how Tiny Tim’s death is presented
- **W6** An essay on how the City is presented

#### Opportunities for spoken language

- **S1** Discussion about the material gathered for the question on how Tiny Tim’s death is presented
- **S2** Discussion of the material gathered for the essay on how the City is presented
- **S3** Discussion of Dickens’s attitude to debt

#### Opportunities for assessment

- **Reading assessment:** on the accuracy of textual evidence of sketch on the relationship between this ghost and Scrooge
- **Reading assessment:** on the accuracy of the observations of the ghost
- **Reading assessment:** on Dickens’s use of language in the description of the City
- **Reading assessment:** on the structure of the thieves scene
- **Spoken language assessment:** on the students’ comments on the theme of poverty
- **Writing assessment:** comparing other students’ responses to the Tiny Tim essay on how his death is presented
- **Writing assessment:** an essay on how the City is presented

#### Cambridge Elevate resources

- Video: A discussion about London in the 19th century
- Video: Picking through Scrooge’s belongings in Joe’s shop
- Link: Historic figures – Charles Dickens
- Link: Charles Dickens – Childhood

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<td>The focus is on:</td>
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<td>• reviewing Dickens's use of children in A Christmas Carol</td>
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<td>• understanding how Scrooge keeps his promises</td>
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<td>• examining how Dickens creates a joyful tone</td>
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<tr>
<td>• exploring why A Christmas Carol is still popular today.</td>
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<tr>
<td>R1 Language task on Scrooge's feelings as he awakes</td>
<td>W1 An essay on how Dickens presents the change in Scrooge's character</td>
<td>S1 Discussion about words associated with children and Dickens's use of children in the novel</td>
<td>Reading assessment: on the accuracy of textual evidence for the table on what Scrooge has learnt</td>
<td>Video: Scrooge finds out that it’s Christmas Day</td>
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<td>W2 Completion of the table to show why they think the novel is still so popular</td>
<td>S2 Discussion of why the novel is still so popular</td>
<td>Reading assessment: on the accuracy of observations on the change in Scrooge</td>
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<td>R3 Task on the change in Scrooge</td>
<td>W3 An essay on the popularity of the novel</td>
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<td>Reading assessment: on the language task on Scrooge's thoughts and feelings</td>
<td>Read: ‘The Story of the Goblins Who Stole a Sexton’</td>
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<td>R4 Task on how language is used to create the tone of the novel</td>
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<td>Spoken language assessment: on the students' comments on why the novel is still popular</td>
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<td>R5 Annotation of quotation to show understanding of language</td>
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<td>Writing assessment: on the changes in Scrooge's character</td>
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<td>R6 Language task on Scrooge's thoughts and feelings</td>
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<td>Writing assessment: an essay on the popularity of the novel</td>
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<td>R7 Task on authorial voice</td>
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<td>Unit 6: Plot and structure</td>
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<tr>
<td>The focus is on:</td>
<td>R1 Search and find questions on the links in the novel</td>
<td>W1 A paragraph on the significance of the links between the early and later stages</td>
<td></td>
<td>Reading assessment: on the accuracy of textual evidence for search and find questions on the links in the novel</td>
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<td>R2 Question on Scrooge’s attitude towards the bells</td>
<td>W2 A paragraph on how Dickens used the chiming bells to introduce the ghosts</td>
<td></td>
<td>Reading assessment: on the accuracy of observations on the question on the significance of food in the novel</td>
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<td></td>
<td>R3 Question on the significance of food in the novel</td>
<td>W3 An essay on whether or not it’s a ghost story</td>
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<th>Unit 7: Context and setting</th>
<th>Opportunities for reading</th>
<th>Opportunities for writing</th>
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<tr>
<td>The focus is on:</td>
<td>R1 Task on Dickens’s attitude to the poor, supported by textual evidence</td>
<td>S1 Discussion on the deserving and undeserving poor</td>
<td>Reading assessment: on the accuracy of textual evidence for the task on Dickens’s attitude to the poor, supported by textual evidence</td>
<td>Video: How has Christmas in the present day been influenced by A Christmas Carol?</td>
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<td></td>
<td>R2 Identify the context of a series of quotations in terms of who says what to whom</td>
<td></td>
<td>Reading assessment: on the accuracy of the quotation match-up to identify the context of a series of quotations in terms of who says what to whom</td>
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</tbody>
</table>
### Unit 8: Character and characterisation

**The focus is on:**
- examining how other characters revolve around Scrooge
- exploring how Dickens shows the ‘reclamation’ of Scrooge
- exploring the distinct characteristics of the four ghosts
- considering the significance of minor characters.

**Opportunities for reading**
- R1 Table to fill in to show evidence of Scrooge’s reclamation
- R2 Find evidence to support statements made about the four ghosts

**Opportunities for writing**
- W1 An essay on whether the students agree or disagree with a statement about Scrooge
- W2 Write a brief outline of five of the minor characters

**Opportunities for spoken language**

**Opportunities for assessment**
- Reading assessment: on the accuracy of textual evidence for the table to fill in to show evidence of Scrooge’s reclamation
- Writing assessment: on the accuracy of the outline of five minor characters

**Cambridge Elevate resources**
- Video: A character interview with Bob Cratchit
- Video: How does Dickens establish the character of the schoolmaster?

### Unit 9: Themes and ideas

**The focus is on:**
- considering the impact of the narrator’s perspective
- exploring ideas connected with religion
- investigating Dickens’s views on childhood
- examining ideas linked with wealth, poverty and happiness.

**Opportunities for reading**
- R1 Tasks on the narrator’s perspective on three different episodes in the text
- R2 Table asking students to comment on the context and significance of various quotations about money

**Opportunities for writing**
- W1 A paragraph on how Dickens adds a personal voice to the story
- W2 Questions on the qualities shown by the children in the story
- W3 A piece of writing on Ignorance and Want

**Opportunities for spoken language**

**Opportunities for assessment**
- Reading assessment: on the accuracy of the evidence to support statements made about the four ghosts
- Writing assessment: on the accuracy of the outline of five minor characters

**Cambridge Elevate resources**
- Video: A discussion about the influence of Christianity in *A Christmas Carol*
- Video: Christmas dinner at the Cratchets’

### Unit 10: Language

**The focus is on:**
- identifying and examining features of language
- exploring and analysing the effects of Dickens’s language choices
- writing about Dickens’s use of language.

**Opportunities for reading**
- R1 Explain the use of imagery
- R2 Examine the use of language in a paragraph

**Opportunities for writing**

**Opportunities for spoken language**

**Opportunities for assessment**
- Reading assessment: on the accuracy of the explanation for the use of imagery
- Writing assessment: on the use of language in a paragraph

**Cambridge Elevate resources**
- Video: Old Fezziwig’s ball
- Video: Examining linguistic features in a paragraph
1 Stave One: Marley’s Ghost

AIMS AND OUTCOMES
By the end of this unit students will be able to:
• discuss what they already know of the story
• understand the role of the narrator
• examine how Scrooge and Marley’s Ghost are presented
• consider ideas about poverty.

GETTING STARTED – THE STORY AND YOU

What’s it all about?

1 a and b This task allows the students to talk about what they already know about this very famous story by discussing the versions with which they are already familiar. If they’re aware of a few, they could point out the pros and cons of each. At the end of these discussions the students could jot down a rough summary of the story they’ve gleaned from them.

2 The true statements are:
b Scrooge is visited by four ghosts.
e It is set in London.
h It was written in the 19th century.
j It ends with the words ‘God bless us, every one!’

Here the students might also benefit from watching the clip of the dramatic reading of the beginning of Stave One on Cambridge Elevate.

GETTING CLOSER – FOCUS ON DETAILS

The meaning of Christmas

1 Extension

2 You could ask the students to write a short paragraph under each of the headings to describe in more detail their personal experiences at Christmas:
• Greetings
• Cost
• Charity
• Food
• Shopping
• Carols

Ideas about charity

1 a–c You could direct students to create a poster for the homeless charity Shelter, urging people to donate at Christmas. They could be encouraged to think about structural features and language as a cross-over to the Language paper; how might the poster be set out in order to maximise the message, and how might language be used to appeal more directly to the reader?

2 Extension

3 Discussion about Scrooge’s attitude as typified by the word ‘humbug’ could lead to a diary entry, written by Scrooge, where he describes his experiences with his nephew, his clerk and the portly gentleman charity collectors.

Dickens’s purpose

1 Extension

2 The students could justify their choice of words here using textual evidence to support their observations. If they’ve selected ‘light-hearted’ they’d need to justify why they think the tone is such. For example:

The tone of the preface is light-hearted. Dickens calls his work a ‘Ghostly little book’. The use of the word ‘little’ detracts from any heavy-handed instructive purpose. He also says that he doesn’t want to put the reader ‘out of humour with themselves’, in other words, he doesn’t want to lecture them or upset them in any way. This evidence points to a light-hearted tone.

The narrator

1 Examples are given in the Student Book of first person narrative: Dickens’s judgement on the characters; addressing the reader; narrator omniscience; and third person narrative. A further task would be for the students to speculate on the effect of these different narrative techniques. Some examples of this could be:
• First person narrative: ‘Scrooge and he were partners for I don’t know how many years.’
The effect: this use of first person narrative creates an intimacy with the reader, as though the narrator is confiding in us, telling us a secret.

- Dickens’s judgement on the characters: ‘Scrooge! A squeezing, wrenching, grasping, scraping, clutching covetous old sinner!’

The effect: Dickens making judgements on his characters makes the reader more aware of each character; the narrator has already established a relationship with the reader by his confiding first person narrative and reader address, so we as readers more readily believe his descriptions of the characters.

The listener

**Differentiation**

1 **a and b** Less confident students may benefit from an alternative to these tasks. You could ask them to write a set of director’s notes annotating the text to show where any emphasis should be, and jot down ideas about the tone of the reader’s voice. More confident students could then read the paragraphs using the director’s notes.

2 Notes could be taken to record evidence, for example:

   **a** What he knows about past events:
   - ‘Marley was dead … the register of his burial was signed by the clergyman, the clerk, the undertaker, and the chief mourner …’
   - ‘Scrooge and he were partners for I don’t know how many years.’

   **b** What he reveals about Scrooge:
   - ‘Oh! But he was a tight-fisted hand at the grindstone …’
   - ‘Hard and sharp as flint, from which no steel had ever struck out generous fire.’

   **c** What he reveals about how others respond to Scrooge:
   - ‘Nobody ever stopped him in the street to say, with gladsome looks, “My dear Scrooge, how are you?”’
   - ‘No beggars implored him to bestow a trifle …’

**PUTTING DETAILS TO USE**

Describing Scrooge

1 The students could draw a cartoon sketch of Scrooge or download a picture. They could surround this with quotations and the effects of these quotations to have a visual representation of these language features which will help with revision. This is a closed book examination, and so any quotations with comments on their effects will be very useful for revision.

2 and 3 The examples of language to do with the cold or the weather could also be added to the sketch of Scrooge, supplementing this really useful revision resource representing language-based quotations and their effects.

4 This sentence shows that Scrooge didn’t care anything for public opinion. To get the students into his mindset you could ask them to write an amusing paragraph, written as Scrooge, entitled ‘Being unpopular – the upside’. They could start it with ‘People think I’m nuts for keeping myself to myself. Let them think what they like! They’re the idiots. Consider the advantages of being hated …’

How Scrooge interacts with others

1 and 2 A further task could be for the students to write and perform a short script of the conversation that each visitor would have when they got home after their trip to Scrooge’s. This example could start them off:

**Charity worker:** I saw Scrooge today.

**His wife:** That misery? I bet he didn’t give you anything. Having said that, it is Christmas …

**Charity worker:** No, you were right the first time. He wouldn’t give us anything.

**His wife:** Didn’t you tell him about the state of some of the poor people in this city?

**Charity worker:** Of course I did.

**His wife:** And what did he say?

**Charity worker:** He asked me whether there are any prisons.

3 **a–c** After making notes, the students could write a similar exchange between the Cratchits:

**Bob Cratchit:** I asked him. For the day off.

**Mrs Cratchit:** And? No, don’t tell me. He’s given you an hour.

**Bob Cratchit:** Don’t be silly, my dear.

**Mrs Cratchit:** Two then. Two hours off.

**Bob Cratchit:** He said I could have the day off.

**Mrs Cratchit:** (sarcastically) Oh, the day! A full day! How very kind of him! The children will be delighted to have their father for a full day!
4 A model opening to this paragraph may help the students:

Scrooge was known as a man who had no time for other people. The writer tells us that neither children nor adults went near him:

- ‘no man or woman ever once in all his life inquired the way to such and such a place …’

This suggests that Scrooge had a reputation for being unpleasant, nasty and rude; his fame seems to have spread to all, even children and beggars.

Building tension

1

Extension

2 The correct order is: i, c, e, a, f, b, h, j, d, g.

The importance of Marley’s Ghost

1 and 2 The students could consolidate their ideas about Jacob Marley. They could create a spider diagram featuring a sketch of Marley surrounded by quotations from the text to summarise Marley’s character. Marley is an important character in the novel as he and Scrooge are two of a kind, and Marley is trying to save his friend from the fate he has had to endure.

Differentiation

3 and 4 To consolidate these tasks you could direct the students to summarise their ideas here in a paragraph entitled ‘A Christmas Carol – the horror story’ in which they write about how Dickens creates tension. Less confident students could design a book jacket focusing on the horror element and the paragraph could be the book blurb on the back of the jacket.

Picturing Marley’s Ghost

1 The students could draw a labelled diagram using the textual evidence they have found to inform their picture.

2 The students could make a list of the items which would make up Scrooge’s chain. Marley asks him

- ‘Is its pattern (of Marley’s chain) strange to you?’ implying that Scrooge of all people should recognise how the chain has been formed as he’s making a chain of his own.

The ghost’s message

1 Examples of evidence would be:

- “Or would you know” pursued the Ghost, “the weight and length of the strong coil you bear yourself?”
- “Business!” cried the Ghost, wringing its hands again. “Mankind was my business. The common welfare was my business …”
- “You will be haunted,” resumed the Ghost, “by Three Spirits.”
- ‘He had been quite familiar with one old ghost in a white waistcoat, with a monstrous iron safe attached to its ankle, who cried piteously at being unable to assist a wretched woman with an infant, whom it saw below, upon a doorstep.’

The theme of poverty

1–3 Following the discussion outlined in the Student Book, and watching the clip on Cambridge Elevate, the students could consolidate their ideas into two paragraphs or lists: ‘Poverty – the facts’, and ‘Scrooge’s reaction to these facts’.

Differentiation

Less confident students may be assisted by a re-read of the Marley’s Ghost section. Dickens’s views are clear here, told through Marley’s realisation, so any reference to this section would be helpful.

LEARNING CHECKPOINT

An extension task would be Scrooge’s defence speech. What would he say to the prosecution lawyer to mitigate any impending sentence?

Further references to poverty

1–3 Poverty is an important theme in the novel and a likely subject for an examination question. Any notes and observations from these three tasks could be recorded for revision purposes. It’s worth pointing out that for all the subjects in this unit — the presentation of Scrooge, the presentation of Marley’s Ghost and the theme of poverty — all notes taken need to be collated for revision.

GETTING IT INTO WRITING

Writing about Stave One

1–3 This task is a summary of the students’ work so far on Scrooge and on Marley’s Ghost. A useful developmental task would be to highlight any language features from the quotations selected. For
example if, when they are writing about Scrooge's treatment of others, they use this quotation:

- “'Nephew!’ returned the uncle sternly, ‘you keep Christmas in your own way and let me keep it in mine’”

then there are language observations to be made. The adverb ‘sternly’ shows how seriously Scrooge takes his view of Christmas, and the use of the word ‘nephew’ rather than his name shows an unfriendly and impersonal attitude from Scrooge. The same approach could be used for tasks 4 and 5.

**GETTING FURTHER**

**References to Shakespeare**

Students could do some research on the effect of the ghost scene in Hamlet and try to draw some parallels between the two stories: how does the appearance of the ghost affect and galvanise both characters into action?

**CAMBRIDGE ELEVATE RESOURCES**

**In the Student Book**

- **Video:** Marking the moment: two portly gentlemen visit Scrooge
- **Video:** The opening of Stave One

**Assess to Progress**
2 Stave Two: The First of the Three Spirits

AIMS AND OUTCOMES
By the end of this unit students will be able to:
• discuss the significance of Scrooge’s memories
• examine the characteristics of the Ghost of Christmas Past
• examine and analyse Dickens’s style of writing
• explore the impact the visions of the past have on Scrooge.

GETTING STARTED – THE STORY AND YOU

Memories of past times
1–3 These tasks ask the students to talk about their own memories and to think about the power of memory. An interesting spin-off task might be for the students to talk about a memory that has taught them something, an event from their past which was instructive in some way. This will also help them to appreciate Stave Two of the novel. Scrooge is deeply affected by his memories; remembering his dead sister prompts him to feel regret over the treatment of his nephew, his sister’s son.

GETTING CLOSER – FOCUS ON DETAILS

Understanding Scrooge
1 This is an interesting task as it contradicts what’s known about Scrooge by the other characters and by the reader. The students could re-tell the stories from these two examples from Stave Two in graphic novel form, and they could call their piece ‘Scrooge – The man you never knew’.

2 This regret could prompt a ‘stream of consciousness’ piece by Scrooge. How would he feel about his unfriendly and nasty treatment of his nephew having remembered his sister? The students could write these up as a short paragraph.

3 Scrooge would be upset at the sight of Belle’s family. You could ask students to write a brief sketch entitled ‘It could have been me’ where they depict and then act out Scrooge’s ‘other’ life, if he’d stayed with Belle.

Describing the Ghost of Christmas Past
1 a–d The students could go on to consolidate their observations from these tasks into a labelled diagram.

Differentiation

2 Less confident students could chart this metaphor.

Description of body

<table>
<thead>
<tr>
<th>How does it apply to memory?</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘dissolving parts’ memory can fade</td>
</tr>
<tr>
<td>‘no outline … visible’ details fade over time</td>
</tr>
<tr>
<td>‘dense gloom’ time passing</td>
</tr>
<tr>
<td>‘melted away’ a slow fading</td>
</tr>
<tr>
<td>‘it would be itself again’ memories can be prompted</td>
</tr>
<tr>
<td>‘distinct and clear as ever’ memories can return strongly</td>
</tr>
</tbody>
</table>

Characteristics of the ghost

1 Examples of quotations are:
• ‘like a child’
• ‘being diminished to a child’s proportions’
• ‘the face had not a wrinkle in it’
• ‘the tenderest bloom was on the skin’
• ‘It wore a tunic of the purest white’
• ‘its dress trimmed with summer flowers’
• (Says he’s there for) ‘your welfare’
• (Has a) ‘gentle touch’.

Extension

2 a and b These tasks could be made easier if the students were to write a ‘Ghost of Christmas Past to-do list’ on which they record everything that Scrooge has to be made to face.

The ghost’s light and cap

1 and 2 These tasks are about light as a symbol. The students could record their observations as a spider diagram. Possible representations of light might be:

a The light made all things visible (i.e. Scrooge’s past elucidates and informs his present life).

b The light will not be put out by Scrooge’s request for the ghost to put his cap back on. The light needs to be shed on his past.

c Scrooge was one of those who made the cap – the light-extinguisher. People like Scrooge who put out the light ignore what the past has to teach them.
Observations from this task could lead the students to design a revision sheet on symbolism, starting with their discoveries on the symbol of the light and the cap, which extinguishes it.

You might want to direct the students to the clip on Cambridge Elevate to consolidate their understanding of this task.

**PUTTING DETAILS TO USE**

Creating a sense of excitement

1 a Verbs to show actions:
   - ‘charged’
   - ‘barred’
   - ‘pinned’
   - ‘panting’.

b To show a sense of speed: use of numbers, use of dashes to give a breathless feel to the syntax.

c The effect of the simile at the end: it shows the eagerness and exhaustion of young Scrooge and his colleagues; the word ‘racehorses’ suggests promise – these are athletic, healthy and fit young men with their whole lives ahead of them.

2 and 3 These tasks ask the students to look at the effects of language, the use of verbs to denote activity and the effect of adjectives.

**Extension**

Analyse a paragraph

1 and 2 To assist with these tasks, it would be useful if the students were to discuss the subject of structure. The students could have another look at the beginning of the novel and talk about why Dickens would want to start like this. Some things you could ask them to think about:

   - Why would he open his novel with the statement ‘Marley was dead, to begin with’?
   - Why does Dickens address the reader so conversationally at the beginning of the novel?
   - ‘Scrooge knew he was dead? Of course he did. How could it be otherwise?’ Why start with this direct address of the reader?

Once the students are familiar with the idea of structure – that it’s simply to do with why a writer starts or ends with something, the order of the material in book, a chapter, a paragraph or a sentence – then it should take some of the mystery out of the topic.

3 Again, the idea of language could be usefully put to the students first by asking them to go back to Stave One to find examples of any words which are very telling, or very descriptive, or very emotive.

Language is simply about why one word has been chosen over another: why has the writer chosen that particular word? Why does he say that Scrooge is as ‘solitary as an oyster’? Why an oyster? Because it’s not human? Because oysters are famously closed and have to be prised open? That’s what he’s trying to tell us about Scrooge. Some preparatory work on language will help the students.

**Extension**

**LEARNING CHECKPOINT**

**Differentiation**

This task focuses on techniques. Less confident students may benefit from a re-wording of the task:

**Describe the ball scene in Stave Two.**

What techniques does Dickens use to make it sound exciting? Look at his use of lists, his use of punctuation, and any other techniques.

**Shadows of the things that have been**

1 The students could consolidate their knowledge here by drawing a sketch of Scrooge with a thought-bubble emerging from his mind in which the students record how he feels at each memory.

2 and 3 You could ask the students to write a diary entry recording what Scrooge has learnt from the ghost’s visit.

**Scrooge’s sister**

1 a–e Writing a character profile based on the observations gleaned from the spider diagram will help the students understand more about his relatives and his relationships with them.
Memories of youth

**Differentiation**

1 **a and b** Less confident students might find it useful to make a table to record the differences in Scrooge’s speech and behaviour between the two staves:

<table>
<thead>
<tr>
<th>Scrooge Stave One</th>
<th>Scrooge Stave Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Bah! Humbug!’</td>
<td>‘Why, it’s Ali Babal!’</td>
</tr>
<tr>
<td>‘Let me hear another sound from you,’ said Scrooge, ‘and you’ll keep your Christmas by losing your situation.’</td>
<td>‘Why, it’s old Fezziwig! Bless his heart, it’s Fezziwig alive again!’</td>
</tr>
<tr>
<td>‘Are there no prisons?’</td>
<td>‘He was very much attached to me …’</td>
</tr>
</tbody>
</table>

4 **a and b** The students could write a paragraph as the ghost justifying why Scrooge had to be made to see all this. The ghost seemed kindly in the opening of the scene, but he has tortured Scrooge. The ghost had to be cruel to be kind. The students could think about why Scrooge had to be made to face these things.

**Extension**

Memories of ‘his prime’

1 **and 2** The quotation referred to is:

- ‘For again Scrooge saw himself. He was older now; a man in the prime of life. His face had not the harsh and rigid lines of later years; but it had begun to wear the signs of care and avarice. There was an eager, greedy, restless motion in the eye, which showed the passion that had taken root, and where the shadow of the growing tree would fall.’

The students are asked to find evidence of the hold money has started to take. They could write a conversation between Belle and her father. She would have to inform him of the end of the engagement as this was a very serious matter. The conversation could start like this:

**Belle:** Father, I’m going to tell Ebenezer that he is free from our engagement.

**Father:** Why? Has he said he wants to be free?

**Belle:** Not in words.

**Father:** What do you mean, not in words?

3 **Suggested evidence could be:**

- Upset – ‘in whose eyes there were tears’
- Kind – ‘if it can cheer and comfort you in time to come, as I would have tried to do, I have no just cause to grieve’
- Unhappy in the relationship – ‘Another idol has displaced me’
- Honest – ‘You are changed’

- Fair-minded – ‘May you be happy in the life you have chosen!’
- Perceptive – ‘do I not know that your repentance and regret would surely follow?’

**The final scene**

1 **and 2** You could ask the students to write up Scrooge’s thoughts and feelings at the end of this stave. The ghost has clearly had an effect on him; the paragraph could explain this effect; written in the first person as Scrooge himself it could act as a riposte to the ghost’s justification paragraph in the previous task. You might also want to follow this up by watching the clip with Belle and Scrooge on Cambridge Elevate.

**Welfare and reclamation**

1 **and 2** These tasks show the change in Scrooge, but also the possibility of his redemption in that it is possible for Scrooge to be happy as he used to be, years ago. The students could consolidate their notes here by writing a short essay:

‘Compare Scrooge’s attitude to life and his behaviour in Stave One with that seen in Stave Two.’

**The power of money**

1 **and 2** An alternative task here would be to have a debate. Two students on each side debating the motion: ‘This house believes that money can’t buy you happiness.’ Two students could prepare a presentation agreeing with the motion with two arguing against it. They could use contemporary examples for popular culture as a different way to explore the theme.

**The meaning of the ghost’s light**

1 **and 2** These ideas could be listed under the heading ‘Scrooge – a changed man.’

GETTING IT INTO WRITING

**Writing about Scrooge’s feelings**

3 **Extension**
GETTING FURTHER

Understanding allusions

1 and 2

Extension

CAMBRIDGE ELEVATE RESOURCES

In the Student Book

Video: Scrooge in the hot-seat after his visit from the first of the three spirits

Video: Belle releases Scrooge from the engagement

Read: Read the poem ‘Written in March’

Assess to Progress (with example responses)
3 Stave Three: The Second of the Three Spirits

AIMS AND OUTCOMES
By the end of this unit students will be able to:
• explore ideas associated with light
• examine the characteristics of the Ghost of Christmas Present
• investigate the structure of Stave Three
• consider how Dickens presents the Cratchit family
• explore the significance of Ignorance and Want.

GETTING STARTED – THE STORY AND YOU

Ideas about light

1 This task focuses on the fact that Scrooge has not always lived a miserable life. The students could develop this task by making notes on how Scrooge has hitherto lived his life in the dark, though he allowed the light to shine on his life as a boy and as a young man. These ideas could be recorded on a table. A few examples have been given to start the students off.

<table>
<thead>
<tr>
<th>Scrooge living in darkness</th>
<th>Scrooge living in the light</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hating Christmas</td>
<td>His relationship with Fan</td>
</tr>
<tr>
<td>Being cruel to his staff</td>
<td>His time at Fezziwig’s</td>
</tr>
</tbody>
</table>

GETTING CLOSER – FOCUS ON DETAILS

The Ghost of Christmas Present

1 and 2 You could ask the students to personalise this by adding a ‘bubble’ on how they celebrate Christmas – do they observe these rituals, and how? They could have further discussions on which rituals and traditions they enjoy, and which they don’t.

How the ghost teaches Scrooge

1 a and b After filling out the table the students could write up these observations as a paragraph. Entitled ‘Behind Closed Doors’ it could outline Scrooge’s shock at what he sees, the joy and happiness felt by others, but not him. This behaviour would come as a genuine surprise to him, but would remind of a time when he was happy, and this should be reflected in the piece. Scrooge used to have a happier life; it is only in later years that his mood and his attitude to life has changed, and these visions would remind him of how other people live, those not warped by his pessimism and misanthropy.

2 This paragraph could be headed ‘The language of rhetoric’ as the students analyse the linguistic techniques used by Dickens to make the argument more forceful. This ghost seems to have a profound effect on Scrooge; how does language contribute to the force of the ghost’s argument? The students could develop this by selecting one detail which they feel is the most compelling section of the ghost’s argument; they could justify why they think this is the most convincing section of the ghost’s argument, pointing to the language used as evidence. The clip on Cambridge Elevate will be helpful for completing this task.

PUTTING DETAILS TO USE

The structure of Stave Three

1 The order is: e, g, a, d, i, b, f, h, j, c.

Extension

Differentiation

Less confident students could focus on the opening and closing sections; why did Dickens choose to start and end this section in this way?

The passage of time

1 When the table is complete you could ask the students to try to identify the language techniques used. Two examples have been done for them. The
first identifies a noun phrase and the second a verb. As they comment on the effects, they should ensure they identify the techniques they’ve picked out, namely a simile, repetition or use of adjectives.

**Paragraph structure**

1. The answers are as follows:
   a. ‘They were not a … pawnbrokers’
   b. ‘There was nothing of high mark in this’
   c–f. ‘But they …’

**LEARNING CHECKPOINT**

**Differentiation**

A question may help less confident students to tighten the focus here. If the students were to tackle this by answering the following questions, they may find it more accessible:

- What similarities and differences can you find in paragraphs one and two?
- Why does the second paragraph start with ‘But …’?
- What links do you see between the description of the elder lighthouse keeper and the weather in paragraph one?
- The lighthouse is another symbol of light in this novel. Where else do we see light in this and in Staves One and Two?

**Christmas at the Cratchits**

1. As an extra task you could ask the students to write two character profiles of Scrooge, one from Bob’s perspective and one from his wife’s. They must make sure that they write in the ‘voice’ of each character. Mrs Cratchit is far more acerbic and less forgiving than her husband, who seems to see the good in everyone, even his employer. Her account would be much sharper and more bitter than Bob’s, who may even see Scrooge’s point of view, or at least find reasons to defend it.

**Christmas dinner**

1–3. The students could consolidate their learning here with an essay question: ‘The Cratchits are the perfect family.’ To what extent do you agree with this statement? Give reasons for your views.

**Family**

1. Evidence would be:
   a. The family is poor – their shoes were ‘far from being waterproof’.

**b**. The father and mother have traditional roles in the family – Bob works; Mrs Cratchit stays at home.

**c**. Both parents work hard – Bob at Scrooge’s, Mrs Cratchit to keep all the family together and feed them.

**d**. The family are supportive of each other – Bob tries to get Peter a job.

**e**. The family work together – the family take turns to prepare the house for Christmas dinner.

The students could write a letter from Charles Dickens explaining why money is needed for health. They could start it like this:

‘The Cratchits manage to survive on little money and can always feed themselves, just about. But their money doesn’t stretch to medicine as you, the reader, can see, through the character of Tiny Tim …’

2. Watch the two clips about the two family scenes on Cambridge Elevate as these might be of use to the students and prompt further ideas.

**Ignorance and Want**

1 and 2. These tasks focus on language. The students could extend their work here by commenting on the connotations of as many words as possible, or commenting on the effect of the words.

**Language to express ideas**

1–4. Students could design and write a newspaper editorial with the headline ‘Poverty Scandal in London’ in which they argue that something should be done to help the situation. They could use the views and ideas that have emerged from task 2. They have done some work on the power of rhetorical language earlier in the unit, so they could use these techniques to help them with this piece of writing. It is important that they make the editorial as shocking as possible, using emotive language. They could comment on the imbalance of wealth: whilst people like Scrooge are making lots of money, many people are struggling to survive – and that includes children.
GETTING IT INTO WRITING

Writing about Ignorance and Want

Differentiation
1–3 A re-wording of the question may help less confident students:

- How does Dickens present the children Ignorance and Want in Stave Three?
- Make sure you develop your ideas.
- Make sure you refer to structural devices.
- Make sure you refer to language features.

A model paragraph may also help:

Dickens saves his presentation of the children Ignorance and Want until the end of the stave. They are presented by the Ghost of Christmas Present, and Dickens is making it clear that these are contemporary problems in society at that time; readers are more likely to remember this if they are introduced at the end of the stave, as they are the last things the reader comes across. The ghost ‘leaves us’ with these children; this suggests that he wants this idea to stay with his readers. The ghost shouts to the city, ‘Deny it,’ he says, ‘Slander those who tell it ye!’ He is saying that people will not face the truth about the existence of Ignorance and Want. The use of the imperative in ‘Deny it’ and ‘Slander those …’ shows the anger of the ghost as he challenges and chastises Scrooge (and the reader).

GETTING FURTHER

More about Tiny Tim

1 Students could do their own research for a revision guide or presentation on this subject. They could write a set of notes on Dickens as a social commentator: to what extent does his writing reflect the issues in Victorian society at that time?

Differentiation

More confident students could take this one step further and speculate on the role of literature as a mouthpiece for social justice. Should literature have a political role, or should its purpose simply be to entertain?

CAMBRIDGE ELEVATE RESOURCES

In the Student Book
Video: The second of the three spirits turns against Scrooge
Video: The Cratchits’ Christmas

In this Teacher’s Resource
Link: Gregorian calendar
Link: Things you may not know about the Gregorian calendar
Link: The Victorian child
Link: Infant lower-class mortality rates
Link: Victorian health
Assess to Progress (with example responses)
AIMS AND OUTCOMES

By the end of this unit students will be able to:

• examine how Dickens creates an image of the phantom
• learn about the City
• explore ideas connected with death
• consider the dramatic qualities of the ghost.

GETTING STARTED – THE STORY AND YOU

A phantom of darkness

1 Students could do some preparation for this task by anticipating what to expect. If the students are told before they read the extract that this is the most serious and severe of the ghosts, what might their expectations be? How would this ghost differ from the previous three, including Marley’s Ghost? Some of the ghosts have been helpful, benevolent even; this one is less so, so what would the students expect?

GETTING CLOSER – FOCUS ON DETAILS

The Ghost of Christmas Yet to Come

1 and 2 The students might find these tasks easier if they did some preparatory work. They could take notes under the following headings:

• What Dickens has to say about the Ghost of Christmas Yet to Come – how does he describe him? How does this ghost seem much more frightening than the others?
• Pick out any interesting words used by Dickens to describe the ghost. How has Dickens used language to make the ghost seem more frightening?
• What is the effect of these words on the reader? The students need to make comments at word level.

Extension

4 a and b These questions are asking about the symbol of the hand and what it represents. In preparation for this the students could make a list of the symbols used by Dickens so far and make notes on what each symbol represents. The novel has a fairy tale aspect to it as it uses supernatural figures, and there is a sense of redemption for this man who is made to see the error of his ways. The students could discuss this, and comment on the use of symbols in this respect, as symbols are often found in fairy stories.

The City

1–3 These three tasks focus on language. The descriptions of the businessmen are less than flattering. To practise the language skills they’ve learned in this section, the students could write a description of Scrooge as though written by one of the businessmen, in which they would use a simile, a metaphor and an adjective to paint as nasty a portrayal of Scrooge as they can. This task will help them to see the cross-over between their reading work on the analysis of language and the implementation of language in their own writing. You might want to follow this up by asking students to watch the video on Cambridge Elevate about London in the 19th century, as this could be particularly useful.

Differentiation

You could direct more confident students to write a commentary on their work, explaining the effects that they were trying to achieve through language. They could then present these observations to the class so that all students benefit from this work on language and its effects.

Clues in the text

1 a and b This task is about dramatic irony, where the reader knows something that the characters don’t. Dickens uses both irony and dramatic irony in A Christmas Carol. Here you could ask students to discuss where they’ve seen irony elsewhere in the novel. Some examples could be:

• the chains that bind Jacob Marley are of his own making
• Scrooge used to enjoy Christmas as much as any of the people whom he now criticises for doing the same thing
• Scrooge, a cruel and unreasonable employer, used to have a kind and generous employer
• Scrooge, just like his nephew, could have married for love.
PUTTING DETAILS TO USE

The other side of the City

Differentiation

1 and 2 Less confident students may benefit from some assistance; the following questions may help the students to see the metaphorical nature of the description.

a Make a list of all the physical attributes of the City in this passage.

b Scrooge and Jacob Marley are both very cruel and selfish men. Make a list of the things they've said and done which show this. You'll have to go back to Stave One for the details.

c Can you think of a link between the description of the City and the description of Scrooge's cruelty? In what ways can the City be a metaphor for the heart of man? Do you think that Dickens is trying to make a link here between the disgusting state of the City and the disgusting state of some men's hearts and minds towards their fellow men?

Extension

The thieves

1 and 2

The students could complete a list similar to the one below to show the similarities between Scrooge and the thieves.

<table>
<thead>
<tr>
<th>Scrooge</th>
<th>The thieves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scrooge is interested in keeping profits for himself by keeping wages low.</td>
<td>The thieves are looking out for themselves.</td>
</tr>
<tr>
<td>Scrooge refuses to give to charity.</td>
<td>The thieves show no compassion for Scrooge.</td>
</tr>
<tr>
<td>Scrooge is obsessed with money.</td>
<td>The thieves are obsessed with money.</td>
</tr>
</tbody>
</table>

They could then consolidate their learning with a set of notes entitled ‘Scrooge – the biggest thief of all’ in which they write up their observations on the similarities between Scrooge and the thieves.

The theme of death

1 and 2 These tasks ask the students to look at how Dickens suggests death without actually being explicit about it. The students could list the images and then write a short paragraph entitled ‘Dickens’s use of connotation’ to explain his subtle use of language here.

3 The students have to match up each quotation with its likely explanation. The matches are as follows:

- Oh, cold, cold, rigid, dreadful Death … It is people like this dead man that Death has power over.
- But of the loved, revered … Death cannot diminish those who are loved.
- It is not that the hand is heavy … What matters is not that the person is dead now but what they have achieved in their lifetime.
- Strike, shadow, strike… A person’s good deeds in life will stay in the world forever.

The death of Tiny Tim

1 and 2

Task 2 is about symbolism again, the green place where Tim is buried and Scrooge's burial ground. Ask the students to talk about what these physical characteristics – the green of Tim's burial ground and the darkness of Scrooge's – symbolise, and add any observations to their notes on the use of symbolism in the text. Such notes will formulate a useful revision guide.

The ghosts

The students have done some preparatory work on this task earlier in the unit and should be in a strong position to complete this table.

Extension

Presenting the ghosts

1 and 2 You could ask students to make a PowerPoint presentation about these observations, and they could then be written up into a short essay entitled ‘Director's notes’. The students could write about how they'd present the ghost and justify their choices. They could discuss actors whom they may cast as each ghost and explain why each actor would be suitable for that role, as well as discussing their ideas about costumes, music, etc.
GETTING IT INTO WRITING

Writing about the City

1 a–d What’s important about the preparatory questions on Tiny Tim is the request to think about language and structure. It may help the students to look at Cratchit’s response to Tim’s death and come up with a list of words or phrases to show this response. They could then re-visit this list with a highlighter and pick out any examples of emotive language, use of simile, metaphor, adjectives, or any use of language. Students are sometimes of the mistaken belief that a quotation is a language reference rather than a textual reference. A quotation may not necessarily include any language feature; it may simply be a textual reference to support the point made. Once the students start talking about the effect of individual words, then they are making language references. For example, the students might quote the textual reference ‘No, never, father! They all cried again’ to show how the Cratchits respond when asked whether they’d forget Tim. This would be a textual reference. If they started to comment on the word ‘cried’, which suggests strength of feeling, or the use of the exclamation mark to add emphasis, then they are making language references.

GETTING FURTHER

The context of Dickens’s childhood

Extension

CAMBRIDGE ELEVATE RESOURCES

In the Student Book

Video: A discussion about London in the 19th century
Video: Picking through Scrooge’s belongings in Joe’s shop

In this Teacher’s Resource

Link: Historic figures – Charles Dickens
Link: Charles Dickens – Childhood
Assess to Progress
AIMS AND OUTCOMES
By the end of this unit students will be able to:
• review Dickens’s use of children in *A Christmas Carol*
• understand how Scrooge keeps his promises
• examine how Dickens creates a joyful tone
• explore why *A Christmas Carol* is still popular today.

GETTING STARTED – THE STORY AND YOU

The role of children in *A Christmas Carol*

1 After a class discussion, you could direct students to devise another list of adjectives to describe the children portrayed in this novel: Tiny Tim, the Cratchit brothers and sisters, Ignorance and Want.

2 The students could develop this idea of how Dickens uses children by thinking of modern examples: how are children used in TV advertisements to sell particular products? Or can students think of a film or TV programme where children are used in a similar way to how Dickens used them? They could then make a list of all the children portrayed in the novella and put them in rank order in terms of their significance and importance in the story, giving reasons for their ideas. Showing the students the clip from Cambridge Elevate will help to consolidate their ideas.

GETTING CLOSER – FOCUS ON DETAILS

Scrooge keeps his promises

**Differentiation**

1 It might be helpful for the students to write a summary of what Scrooge then goes on to do in Stave Five to show that he is a changed man. They could represent it as a diary form, or less confident students could write it up as a to-do list.

2 The students could consolidate their learning here by adding a column for a pertinent quotation for each section, some textual evidence to demonstrate what Scrooge has learnt. In a closed book exam it is important for the students to be able to remember short quotations or close references to the text.

The meaning of ‘honouring’ Christmas

1 The students could write a letter from Scrooge to his employees explaining why he’s decided to give them a proper Christmas, Easter and summer holiday. In it he could outline what’s important about honouring Christmas and ‘keeping it in his heart’. He would be very apologetic about the way he’s treated them so far, and could make reference to Mr Fezziwig as the inspiration for his new priorities as an employer.

2 The students have to track the changes in Scrooge’s attitude. Again, an extra column for textual evidence would help the students to select and retain essential examples. Watch the clip from Cambridge Elevate to see if the students’ answers match up.

PUTTING DETAILS TO USE

How Dickens creates a sense of joy

1 and 2 The observations from these two tasks could be written up as language notes: how does Dickens use language in Stave Five to create a feeling of joy? Most examination questions focus on ‘how’ the writer creates effects, and so the use of language is a technique the students need to prepare for.

Scrooge's thoughts and feelings

1–4 These tasks also concentrate on language. Task 4 asks the students to find another extract from Stave Five and annotate it to show how Dickens uses the narrator’s words to show Scrooge’s thoughts and feelings. A good example would be this extract which is the next paragraph after the one quoted in the Student Book:

- ‘Running to the window, he opened it and put out his head. No fog, no mist; clear, bright, jovial, stirring, cold; cold, piping for the blood to dance to; Golden sunlight; Heavenly sky; sweet fresh air; merry bells. Oh glorious! Glorious!’

Examples the students might identify in their annotations:

- The position of the verb ‘running’ at the beginning of the sentence – shows his enthusiasm.
- The clear day is a metaphor for his clear mind.
- The adjectives describing the day could be applied to him – ‘No fog, no mist’.
- The adjectives ‘Golden’ and ‘Heavenly’ show the change in Scrooge after his supernatural experiences.

**Extension**
The narrator’s commentary

3 This task asks the students to explain how the narrator’s comments add humour to the text. Some examples of answers are:

a ‘The boy was off like a shot. He must have had a steady hand at a trigger who could have got a shot off half so fast.’ This extended metaphor after the simile of the boy off ‘like a shot’ adds humour as the author continues to speculate on the nature of the trigger puller.

b ‘It was a turkey! He never could have stood upon his legs, that bird. He would have snapped ‘em short off in a minute, like sticks of sealing wax.’ The humour here comes from the narrator’s comments on the size of the bird, so big that it would be unable to carry its own weight. Again, as in the above example, it’s the development of the original amusing comment that adds to the humour.

c ‘The chuckle with which he said this, and the chuckle with which he paid for the turkey […] were only to be exceeded by the chuckle with which he sat down, breathless in his chair again, and chuckled till he cried.’ Here it’s the repeated comments on the various chuckles that add to the humour.

As further preparation for this task, the students could look back at the opening few paragraphs of the novel and try to comment on the humour in this section. Most of the humour in this opening section comes from the narrator’s comments on the size of the bird, so big that it would be unable to carry its own weight. Again, as in the above example, it’s the development of the original amusing comment that adds to the humour.

The use of punctuation

1 and 2 Examples of three exclamation marks being used to express feeling in Stave Five are:

- “‘What a delightful boy!’ said Scrooge. ‘It’s a pleasure to talk to him. Yes, my buck!’”
- “‘It’s Christmas Day!’ said Scrooge to himself.”
- “‘I will live in the Past, the Present and the Future!’ Scrooge repeated as he scrambled out of bed.”

Differentiation

Less confident students could discuss the effect of these exclamation marks. They could talk about what they tell us about Scrooge’s new outlook on life. An interesting additional task would be for students to compare the use of exclamation marks here with those in Stave One. Dickens uses exclamation marks quite frequently for Scrooge’s utterances, but they have a very different effect in Stave One from that seen in Stave Five. More confident students could write about these different effects.

LEARNING CHECKPOINT

The students have to write an essay comparing how the character of Scrooge is presented here in Stave Five, and how he’s represented in Stave One.

Differentiation

It may help less confident students to make a list of points and relevant quotations before they embark upon the essay. Examples to start them off:

<table>
<thead>
<tr>
<th>Stave One</th>
<th>Stave Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘It’s not my business.’</td>
<td>‘I’ll send it to Bob Cratchit’s.’</td>
</tr>
<tr>
<td>This shows his heartless attitude to the poor.</td>
<td>This shows his generosity.</td>
</tr>
</tbody>
</table>

Why is A Christmas Carol so popular?

1–4 When the tables and tasks have been completed, you could ask the students to imagine that the novel is being withdrawn from the set book list and that they must prepare a speech for the Education Secretary appealing for its inclusion and arguing the case for the novel’s continuing relevance today.

Extension

GETTING IT INTO WRITING

Writing about the popularity of A Christmas Carol
Student A’s response focuses largely on personal opinion and storytelling, whereas Student B focuses on the question: how is it still relevant 170 years later, and what specific issues make it relevant (i.e. the pursuit of profit, rich and poor, etc).
GETTING FURTHER

‘The Story of the Goblins Who Stole a Sexton’

1 After reading the story in the student resources you could ask the students to put these similarities and differences into a table. The students could then write a paragraph on Dickens’s concerns as a writer using these two texts as evidence.

Differentiation

For less confident students it could be helpful for them to design a set of protest posters, focusing on the more polemical topics: money-making, child poverty, debt etc.

Extension

CAMBRIDGE ELEVATE RESOURCES

In the Student Book

Video: Scrooge finds out that it’s Christmas Day
Video: An interview with Charles Dickens about children in the novella
Read: ‘The Story of the Goblins Who Stole a Sexton’
Assess to Progress
6 Plot and structure

AIMS AND OUTCOMES
By the end of this students will be able to:
• understand the plot and timeline
• explore Dickens’s use of links and recurring images
• explore the nature and genre of the story.

There is a wealth of information here on the plot and the timeline of the novel. There are also revision notes on structure, recurring imagery, the genre of the novel and allegory. You could direct students to watch the clips on Cambridge Elevate here, as they will be very helpful at this point.

DEVELOP AND REVISE

Identify links in the story
1 The answers to the questions are:
   a In Stave Five Scrooge comes across one of the portly gentlemen on the street and gives him a very generous sum towards charitable causes.
   b Scrooge’s harsh words about prisons and workhouses are thrown back at him in Stave Three when Scrooge asks about the welfare of the children, represented by the two figures Ignorance and Want.
   c Scrooge remembers the carol singer because in Stave Two he sees himself as a young boy; he thinks of how cruel he was to the young carol singer on Christmas Eve.
   d Scrooge thanks Jacob Marley for saving him and for giving him another chance to live a better life.

Differentiation
2 The ideas below may be helpful for less confident students:
   • Scrooge’s attitude towards the portly gentleman charity collector changes dramatically. Explain this change and find quotations to support your views.
   • Scrooge’s attitude to the poor changes dramatically throughout the course of the novel. Explain these changes and find quotations to support your views.
   • Scrooge’s attitude towards children changes throughout the novel. Where do we see these changes? Give textual evidence to support your points.
   • Write a letter from Scrooge to Jacob Marley thanking him for showing him the error of his ways. Imagine that he is to leave this letter at the foot of Marley’s grave.

Explore imagery

Differentiation
1 Less confident students could also complete a simpler version of this task which would be useful for revision purposes. They could write a bullet-point list of what each ghost says, in the order they say it, pointing out which stave they say it in. It would be an easy mistake for the students to forget which spirit says what, and so a set of lists clearly stating the appearance, characteristics and events surrounding each ghost would be very useful.

Extension
The students could clarify their work on this section by making observations and picking out quotations under two headings:

**Food – plentiful**
- Fezziwig’s
- The shops and houses shown to Scrooge in Stave Three

**Food – scarce**
- The Cratchits’ Christmas dinner
- The appearance of Ignorance and Want

Is this a ghost story?

A subheading may help the students:

Is this a ghost story in the traditional sense? Ghost stories are usually terrifying. How does Dickens use ghosts to terrify his readers? For what other purposes does Dickens use ghosts in this novel?

### CAMBRIDGE ELEVATE RESOURCES

**In the Student Book**
- Video: *A Christmas Carol*: plot summary
- Video: Unravelling the timeline
- Video: A discussion about the novel as an allegory
AIMS AND OUTCOMES

By the end of this unit students will be able to:

• understand the story’s setting and context
• explore ideas relating to money, business and poverty

Dickens really does have a way of bringing the context and setting alive. Here there are plenty of revision notes on the writer’s background and the context in which the novel was written – 19th-century England. There are also notes on social reform, and the role of the City in the novel. Students will also find very helpful information on the setting, the role of the weather in establishing mood and atmosphere in the novel, and some information on Christmas traditions, including a clip on Cambridge Elevate.

DEVELOP AND REVISE

Attitudes towards the poor

1 These observations could be written up as a newspaper editorial, arguing the case that all people in need deserve to be helped, and stating that the whole notion of an undeserving poor is a myth created by people who simply don’t want to help. The students could use the discussion points suggested in the Student Book about large benefit payments and people having a work-shy attitude as counter-arguments to take on and expose.

Differentiation

More confident students could write an editorial arguing the opposing point as well, the type of thing that Scrooge would have written before he was visited by the ghosts, namely that social problems are not the responsibility of ordinary citizens like him. To make it easier in terms of a sense of voice, they could write it as Scrooge, maybe a letter in response to the editorial arguing the case for the undeserving poor. In Stave One he asks the charity collectors whether there are prisons or workhouses; Scrooge clearly thinks that social problems are no concern of his. This attitude needs to emerge from his letter.

2 You could ask the students to write up the task in the Student Book as a piece entitled: ‘The poor – my manifesto’ by Charles Dickens.

In this document they could set out Dickens’s concerns about the poor. Students could complete some internet research on Dickens’s background and about life in England at that time. This historical and social context could be incorporated into the manifesto, whilst still referring to examples in the novel where Dickens has used fictional events and characters to bring these issues to light.

Extension

Understanding context

1 Quick answers to who says the quotations are:

Stave One
Quotation 1: Scrooge says it; it’s addressed to the charity collectors.
Quotation 2: Scrooge to Bob Cratchit.

Stave Two
Quotation 1: Scrooge addresses the Ghost of Christmas Past about Fezziwig.
Quotation 2: Belle says it to Scrooge when she releases him from their engagement.

Stave Three
Quotation 1: Scrooge’s nephew to his wife.

Stave Four
Quotation 1: a man who borrowed money from Scrooge talking to his wife.

Stave Five
Quotation 1: Scrooge to the charity collector.

CAMBRIDGE ELEVATE RESOURCES

In the Student Book

Video: How has Christmas in the present day been influenced by A Christmas Carol?
AIMS AND OUTCOMES

By the end of this unit students will be able to:
• examine how other characters revolve around Scrooge
• explore how Dickens shows the ‘reclamation’ of Scrooge
• explore the distinct characteristics and roles of the four ghosts
• consider the significance of the minor characters.

SCROOGE

Scrooge’s ‘reclamation’

There are sets of revision notes in this unit on the many characters in the novel. There is a list of characters, along with information on the various aspects of Scrooge’s character, including his sense of humour, as well as the more obvious character traits. There is also information on Bob Cratchit, Scrooge’s nephew, and the more minor characters and how Dickens makes them memorable.

DEVELOP AND REVISE

1 and 2 The students are asked to find textual examples of Scrooge’s reclamation in task 1; this will help them write the essay for task 2, where they have to agree or disagree with the statement that the reader finally gets to like Scrooge in Stave Five.

Differentiation

Less confident students could draw or download a picture of Scrooge and then surround it with quotations or textual examples to help them with task 2 and for their revision.

It may help all the students if they were to go through each stave and make a list of all the things they like or dislike about Scrooge in each stave. The statement says we like him the most on Stave Five; this extra task may enable the students to argue against this, pointing to his likeability in another stave.

Extension

OTHER CHARACTERS

There is information here on Scrooge’s nephew Fred, Bob Cratchit and Tiny Tim. The students are told about the differences between Scrooge and his nephew; about the fact that Bob Cratchit’s character shows that a lack of money doesn’t mean a lack of love, and about the effect that Tiny Tim has upon Scrooge.

DEVELOP AND REVISE

The four ghosts

1 This task could support the students’ learning in terms of making a point and then providing the relevant evidence to support it. For example, each of the statements could be written as separate points with the evidence written up next to it. This task would reinforce the necessity for students to provide textual evidence for all points, either a specific example or a direct quotation. The first one for each ghost has been completed below as an example:

<table>
<thead>
<tr>
<th>Point</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ghost 1 – Marley</td>
<td>Marley is the only ghost to have lived a human life. Scrooge and Marley were partners.</td>
</tr>
<tr>
<td>Ghost 2 – The Ghost of Christmas Past</td>
<td>The appearance of the ghost is not fixed but is ever-changing. It ‘fluctuated in its distinctness’.</td>
</tr>
<tr>
<td>Ghost 3 – The Ghost of Christmas Present</td>
<td>The description of this ghost emphasises its freedom. It has an ‘unconstrained demeanour’.</td>
</tr>
<tr>
<td>Ghost 4 – The Ghost of Christmas Yet to Come</td>
<td>This ghost is frightening and mysterious. Its presence ‘filled him with a solemn dread’.</td>
</tr>
</tbody>
</table>

Extension

Examine the minor characters

It may help students if they had a list of the methods used by Dickens:
• language used in the narrative to describe characters
• language used in the characters’ speech
• where the minor characters appear in the story – how do they contribute to the structure of the story?
• what the other characters say about them of how they react to them.
CAMBRIDGE ELEVATE RESOURCES

In the Student Book

Video: A character interview with Bob Cratchit

Video: How does Dickens establish the character of the schoolmaster?
9 Themes and ideas

AIMS AND OUTCOMES

By the end of this unit students will be able to:
• consider the impact of the narrator’s perspective
• explore ideas connected with religion
• investigate Dickens’s views on childhood
• examine ideas linked with wealth, poverty and happiness.

This unit provides the students with revision notes, and a video clip on Cambridge Elevate, on the narrator’s perspective and the key themes of religion and redemption. There are also notes on the themes of wealth, poverty and happiness.

DEVELOP AND REVISE

See things from the narrator’s point of view
1 The students could expand on this by looking at the first few pages of Stave One and making a list of all the examples of the narrator talking directly to the reader. This list may help them to write the paragraph about the effect of these personal observations. There are several examples of this in Stave One, where Dickens talks directly to the reader, almost as a confidante. The students could think about how this makes the reader feel, being spoken to directly by the narrator of the story. What effect does it have on the reader and how does it serve to make the reader more engaged with the story?

Explore the role of children
1 and 2 You could ask the students to imagine they were producing a new film version of the novel. They are to write a set of director’s notes about how they would present the children in the story: Scrooge as a child; his little sister Fan; Belle’s children; Tiny Tim; Ignorance and Want. How old would each child be? What would they look like in a modern version of the story? How would they be dressed? The notes should explain their decisions. They could download pictures or draw diagrams to illustrate their points.

Investigate the theme of money
1 The context for each of the quotations in the table are as follows:

Quotation 2: the charity collectors explain their reason for collecting to Scrooge

Quotation 3: Jacob Marley expressed his regret at what he didn’t do for his fellow man when he was alive
Aims and Outcomes

By the end of this unit students will be able to:

• identify and examine features of language
• explore and analyse the effects of Dickens’s language choices
• write about Dickens’s use of language.

The students are provided with detailed notes on voice, and language features such as repetition, imagery and sounds. The students are also given information on sentence structure. There are a couple of clips to watch on Cambridge Elevate to help consolidate learning.

Develop and Revise

Investigating imagery

1 An example might help the students with this task of commenting on language usage. This passage is taken from Stave One:

• ‘The ancient tower of a church, whose gruff old bell was always peeping slily down at Scrooge out of a Gothic window in the wall, became invisible, and struck the hours and quarters in the clouds, … as if its teeth were chattering in its frozen head up there.’

A sample response could be:

The use of personification here is very effective. We see the bell represented as an old person ‘peeping slily’ at Scrooge. This has the effect of suggesting that Scrooge is being observed; his mean nature and petty cruelties are being observed and his sins are not going unnoticed. The adverb ‘slily’ suggests something hidden, not seen; this contrasts with Scrooge’s open and obvious nastiness.

The bell’s chimes are compared to teeth chattering. The effect of the personification here is to show how cold it is; readers may identify more readily with a person rather than an object and the fact that the bell seems to ‘feel’ the cold like a person emphasises just how bitterly cold it was.

2 These paragraphs could be written up on display paper and then annotated for language features and put up in class for revision.

Extension

Cambridge Elevate Resources

In the Student Book

Video: Old Fezziwig’s ball
Video: Examining linguistic features in a paragraph
Preparing for your exam

There is a practice paper in the Student Book which has been fully annotated and includes annotated example answers for students to compare their own responses to, as well as guidance for approaching the question and developing further practice questions of their own. Assess to Progress is available for you to use to mark and track student responses.

CAMBRIDGE ELEVATE RESOURCES
In the Student Book
Assess to Progress (x2)