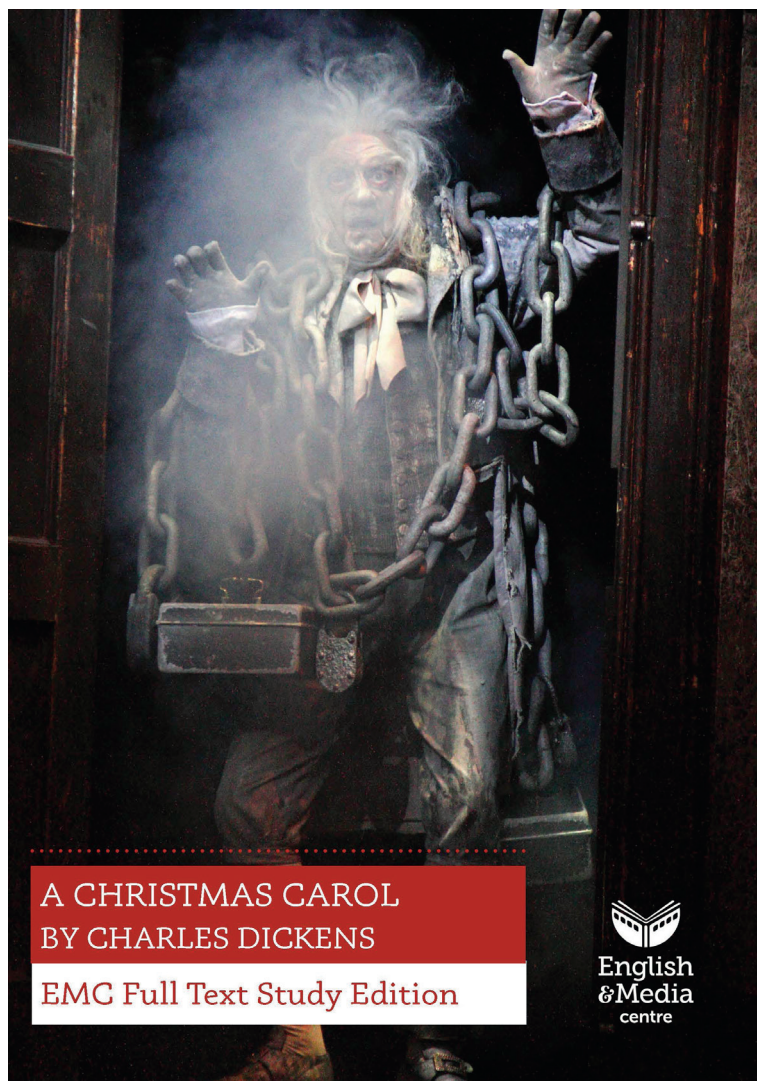


English & Media Centre Home Learning Workbook



For use with EMC Full Text Study Edition

A CHRISTMAS CAROL: HOME STUDY GUIDE

This workbook is to record your responses to the tasks in the English and Media Centre edition of *A Christmas Carol*, by Charles Dickens.

We recommend that you listen to an audio recording of the novel alongside your own reading. You can find a free unabridged reading of the novel available here: <https://librivox.org/a-christmas-carol-by-charles-dickens/> Audible.co.uk also has several, professionally-read, downloadable versions. (You can sign up to a free 30-day trial.)

Studying on your own is hard, so we would recommend talking about any of the work you do with teachers, friends and family whenever possible. Books talk to us too, though. We hope this guide helps *A Christmas Carol* talk to you – and helps you to talk back to the novel.

1. To type directly into this PDF, open it in Acrobat Reader.
2. Acrobat Reader is a free program you can download here: <https://get.adobe.com/uk/reader/>
3. To enable the 'Comment' tools, you need to create a free Adobe account and be signed in.
4. Once you have signed in, go to Tools-Comment. Click the 'T' icon, then click into the empty box and begin to type.
5. Remember to save your work before you close the PDF!

Published English and Media Centre, 18 Compton Terrace, London, N1 2UN

© English and Media Centre, 2020

<https://www.englishandmedia.co.uk/publications>

Download licence

Permission is granted to reproduce this download publication for personal and educational use within the purchasing institution (including its Virtual Learning Environments and intranet). Redistribution beyond the institution by any means, including electronic, will constitute an infringement of copyright.

CONTENTS

Session 1 – Getting into the Story	4
Session 2 – Establishing the Context	8
Session 3 – Thinking about Tone and Voice	11
Session 4 – The Ghost of Christmas Past	14
Session 5 – The Fezziwigs	17
Session 6 – Belle	20
Session 7 – The Ghost of Christmas Present	22
Session 8 – The Cratchits	24
Session 9 – Different Christmases	26
Session 10 – The Ghost of Christmas Yet Tto Come	29
Session 11 – The Ghost of Christmas Yet to Come	31
Session 12 – First Thoughts About the Ending	34
Session 13 – What <i>A Christmas Carol</i> Is About	36
Session 14 – Adapting the Novel	38
Session 15 – Context	41
Session 16 – Telling the Story	44
Session 17 – Setting	47
Session 18 – Characters	49
Session 19 – The Ghosts	50
Session 20 – The Minor Characters	52
Session 21 – Key Themes and Issues	54
Session 22 – Language and Style	56
Session 23 – Language and Style	59
Session 24 – Writing Like Dickens	60
Sessions 25 – An Exam Question	62


SESSION 1 – GETTING INTO THE STORY

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Key Words and Motifs (see page 10)

- Complete the first two bullet points.

Groups of linked words	Possible themes linked to these words
Weather	



- Based on the words what kinds of things do you think might happen in the opening section?



2. The Preface (see page 18)

- Read and reflect on the preface on page 18.

■ What tone does Dickens set in this preface?

■ What type of relationship is he establishing with the reader?



3. Establishing Scrooge's Character (see pages 18-24)

■ As you read pages 19-24, think about how Dickens establishes Scrooge's character:

■ What kind of man is he?

■ How is he described?

■ How does he compare with other characters in this section?



4. Establishing Scrooge's Character (see page 25)

■ What did you notice about Scrooge's character as you read?

■ How does Scrooge compare with the two other characters mentioned: Scrooge's nephew Fred, and his clerk.



■ Remind yourself of the description of Scrooge on pages 20-21. Pick out the sentence, or part of a sentence, that you think describes him most vividly.

■ The two statements I think best describe what Dickens is trying to achieve with this description are:



5. Mimicking Dickens's Style (An Additional Activity)

- Try to mimic Dickens's style by writing a short description of a character of your own choice. Perhaps your character could be incredibly kind and generous.



SESSION 2 – ESTABLISHING THE CONTEXT

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Christmas in 1843 (see pages 6 and 7)


Similarities/ differences	
British society in 1843	
Celebrating Christmas in 1843	



2. Key Social Issues in the 1840s (see pages 16-17)

- Write down your response to four of the statements on pages 16-17.

Statement (pages 16-17)	My response to the statement



3. Continuing to Read (see pages 27-30 and pages 31-33)

■ Write down key features of 'Want' and 'Abundance' that Dickens draws attention to.

■ Read Stave 1, Part B. pages 27-30. When you have finished, read page 31 and page 33.

Want	Abundance

■ My ideas about the portrayal of social class in this section



4. A Close ReadingL How Much Can You Spot?

- Read through the instructions on page 32. See if you can find ten interesting things to say about the paragraph 'Meanwhile the fog and darkness thickened so' (page 29).



SESSION 3 – THINKING ABOUT TONE AND VOICE

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Images of *A Christmas Carol* and of the 1840s (see pages 9 and 13-15)

- Look at the images of adaptations of *A Christmas Carol* on page 9 and the images of Britain in the 1840s on pages 13-15.
- Think about how they compare and contrast. What different tones are set in each set of images?

- Which remind you most of what you have read in the novel so far?

- Based on the images and your reading, would you say *A Christmas Carol* is a realistic novel, or something else?



2. Continuing to Read (see pages 34-44)

- Think about how tension and suspense is created as you read.

3. Reading for Tension and Suspense (see page 45)

- Use the instructions on page 45 to help you clarify your ideas about tension and suspense in this section.

■ My ideas about how Dickens creates tension and suspense in this section



4. Marley's Ghost: Frightening or Humorous? (see page 46)

■ The portrayal of Marley's ghost

Haunted 'pleasantly'	Genuinely scared



■ Discuss how Scrooge responds to the ghost. How does this response change during the course of this section?



5. What Effect Does Dickens Want to Achieve? (see page 47)

Terror	
Horror	
Humour	

■ Discoveries about Dickens's use of terror, horror and humour in this Stave.

■ Thoughts on the dominant tone in this Stave.



SESSION 4 – THE GHOST OF CHRISTMAS PAST

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Meeting the Ghost of Christmas Past (see page 48)

- Write a few sentences predicting what you think the Ghost of Christmas Past will be like.



2. Reading: Scrooge's School Days (see pages 49-57)

- Read pages 49-57.

3. The Ghost of Christmas Past (see page 58)

The Ghost of Christmas Past

- Record your answers to the first task on page 58.



4. Scrooge as a Boy (see page 59)

Scrooge from Boy to Man – A Psychologist’s Report

■ Scrooge’s personality as a boy	
■ Scrooge’s experiences as a boy	
■ Why Scrooge grew up to be the man he is	



5. Setting (see page 58)

- Skim through what you have read in Staves 1 and 2 and identify places featured in the story so far..

Places Scrooge grew up	Where Scrooge lives now

- Why do you think Dickens might have chosen to set Scrooge's upbringing in the countryside and not London?



- Pick one paragraph or sequence of paragraphs where you think the description of setting is particularly good.

- Identify ways in which the description is particularly effective, drawing on the following: visual description, interesting metaphors and other images, piling up detail, interesting word choices.



SESSION 5 – THE FEZZIWIGS

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Reminder of Setting (pages 60-64)


- Remind yourself of what you wrote about setting last session. Keep this in mind when reading the next section of Stave 2.

- How does the setting in this section compare with what went before? Note down some of your ideas here.



2. Mr Fezziwig (see page 65)

Adjectives to describe Fezziwig	Short quotation from the novel
■ Generous	
■ Larger-than-life	
■ Paternalistic (<i>takes care of people other than his own family in a positive, fatherly role</i>)	
■ Loving	
■ Exuberant	
■ Joyful	
■ Thoughtful	



3. A Memorable Occasion (see page 66)

- Pick two techniques from the list on page 66 that you think are most important in making the description of dancing on pages 61-63 a memorable, strongly-evoked scene.



4. The Value of Money (see page 66)

- The statement I think best describes what the book is saying about wealth and money is ...

- My reasons are ...



SESSION 6 – BELLE

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Choosing from Different Possibilities (see page 67)

■ The scenario I have chosen is ...

■ My reasons for choosing this scenario (based on what I have read so far and what I know about how stories work) ...



2. The Character of Belle (see page 73)

■ Read pages 68-72 before attempting the task below

■ Write a short piece in role as Charles Dickens, discussing the emotional impact you wanted to produce on the reader by showing the scenes with Belle, the woman Scrooge might have married.



SESSION 7 – THE GHOST OF CHRISTMAS PRESENT

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Predictions about the Ghost of Christmas Present (see page 74)

The Ghost of Christmas Present – My Predictions



2. Reading: Meeting the Ghost of Christmas Present (see pages 74-80)

- Read pages 74-80.

3. Describing the Ghost of Christmas Present (see pages 76 and 81)

- Writing in role as the illustrator of the image on page 76, describe the decisions you made when coming up with your illustrations. You should link what you write to how Dickens describes the ghost in words in this section.



3. The Cratchit Family (see page 90)

■ The statement I have chosen about the Cratchit family is ...

■ The reason I have chosen this statement ...



4. Reasons to be Cheerful (see page 90)

How the Cratchit family behaves together	How Dickens writes about them



5. Serious Political and Social Comment (see page 90)



SESSION 9 – DIFFERENT CHRISTMASES

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Prediction Task (see page 92)

■ My predictions for where Dickens is likely to take the story next.



2. Reading (pages 92-100)

■ Read pages 92-100.

3. Writing about Ignorance and Want (pages 99-100 and 102)

- My thoughts about the impact of the picture (page 100) compared to the impact of the words (pages 99-100). Use the first bullet point on page 102 to help you.



- Use what you have found out to produce a checklist for your Writing Masterclass called 'Ways to pack an emotional punch like Dickens'. Use the second and third bullet points on page 102 to help you.



Continued from page 27



SESSION 10 – THE GHOST OF CHRISTMAS YET TO COME

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Prediction Task (see page 103)

■ What I think is likely to happen in this section



2. Reading (see pages 104-113)

■ Read pages 104 -113.

3. The Ghost of Christmas Yet to Come (see page 114)

■ Skim through the pages you have just read. Find 3-4 quotations about the Ghost of Christmas Yet to Come.

1.

2.

3.

4.



SESSION 11 – THE GHOST OF CHRISTMAS YET TO COME

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. The Cratchits (see page 115)

- Make some predictions about what Scrooge will see when the Ghost of Christmas Yet to Com takes him to the Cratchit house. In other words, what is the future for the Cratchit family likely to be?




2. Reading (see pages 115-120)


■ Read pages 115-120.

3. The Cratchits – A Tear-jerking Affair (see page 121)

My 5 key moments	Tearjarker rating 1-10	Judging notes



My personal response to this passage



4. Filming *A Christmas Carol* (see page 121)

Filming the graveyard scene – my pitch



SESSION 12 – FIRST THOUGHTS ABOUT THE ENDING

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Scrooge: The Ending (see page 122)

■ How I predict Dickens will end his novel



2. Reading (see pages 122-129)

■ Read pages 122-129.

3. A Suitable Ending? (see page 130)

■ Write down your response to the first bullet point for the task 'A suitable ending?'

■ Next write down your first thoughts about the book as a whole. What was your experience of reading it? What kind of book is it? What does it lead you to think about? etc.



SESSION 13 – WHAT A CHRISTMAS CAROL IS ABOUT

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. The Big Picture – Exploring what *A Christmas Carol* is About (see pages 131 and 132)

- Write down two sentences of your own that begin 'A Christmas Carol is about ...'

- Next, add your sentences to the 12 statements on p.132. Rank order the statements, including your own, from what you consider to be most to least significant. Record your rank order here, with your reasons.



2. Choosing a Cover and Writing a Blurb (see pages 133-135)

■ Write down your own responses to the activities on pages 133-135.



SESSION 14 – ADAPTING THE NOVEL

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Adapting the Novel (see page 136)

■ Read page 136 and complete the activity at the bottom of the page.

1. Why do you think there have been and continue to be so many adaptations? What is it about this novel that makes it so suitable for adaptation?

2. What appears to be the focus of the adaptations listed on page 136? What do they suggest about the appeal of the novel?



2. Your Own Adaptation – An Alternative Activity (see page 137)

- Write an adaption for a short section of the novel, then write on page 40 (of this booklet) a pitch to a TV or film production company, explaining why your adaptation gets to the very essence of *A Christmas Carol*.

My adaptation



■ Write a pitch for a film or television production company, trying to convince them to make the adaptation you wrote about on the previous page.




SESSION 15 – CONTEXT

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. The Context of the 1840s' (see pages 138-140)

Quotation	Social issue explored and how it relates to <i>A Christmas Carol</i>



■ Choose one quotation and write down your thoughts about it



2. The Rise of Christmas in the Victorian Age (see page 142)

■ Identify two reasons from the list on page 142 as to why Christmas became a popular celebration at the beginning of the Victorian period.

■ Reason 1

■ Reason 2



3. How Christmas is shown in *A Christmas Carol* (see pages 143-144)

Extract	Which aspects of a traditional Christmas are mentioned?
1	
2	
3	
4	
5	



■ Record your responses to the final two bullet points on page 143.




SESSION 16 – TELLING THE STORY

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Narrative Voice and Point of View (see pages 145-146)

Extract on page 146	Which narrative voice from the list on page 145 is being used?
1	
2	
3	
4	
5	



Experimenting with narrative voice and point of view

- Try writing the same incident from all three different narrative points of view. See second bullet point on page 145.

Experiment 1



Experiment 2



Experiment 3



2. Narrative Structure (see page 147)

- On your own, work through the activities on p.147. Write down your thoughts about which of the statements best reflects the narrative structure of *A Christmas Carol*.



SESSION 17 – SETTING

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Where is the Novel Set? (see page 148)

■ Read through the activities on page 148. As you are working on your own, write down your own thoughts about each of the statements, A-E.

Statement	My thoughts about each statement
A	
B	
C	
D	
E	



2. Weather and Atmosphere (page 149)

- Follow the instructions on p.149 about the two passages that follow. Develop your own reading of one of the passages, reading it out loud to yourself for meaning. If there is someone in your house to share this with, you should perform the passage for them.

- Analyse how the weather is portrayed in one of the two passages. Extend your writing to talk about how the portrayal of the weather here is similar or different to in other parts of the novel.



SESSION 18 – CHARACTERS

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. What's in a Name?(see page 152)

■ Work through the activities on page 152 to help you think about the significance of the names that Dickens gave to his characters.

Character	Significance of the names
Ebenezer Scrooge	
The Cratchits	
Little Fan	
The Fezziwigs	
Jacob Marley	
Tiny Tim	



SESSION 19 – THE GHOSTS

The detailed instructions for each activity are included in the EMC edition of the novel.

1. The Ghosts (see page 154)

■ Using the guidance on page 154, make notes about the significance of each of the four ghosts featured in the novel.

The Ghost of Jacob Marley'

The Ghost of Christmas Past

The Ghost of Christmas Present

The Ghost of Christmas Future



■ When you have researched all four, write up your thoughts in response to the second bullet point.




SESSION 20 – THE MINOR CHARACTERS

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.


1. The Other Characters (see page 155)

- Complete the first bullet point on p.155, ordering the minor characters according to what you think is their significance in the novel. Write a sentence or two for each character, explaining their role and its significance.

Character in order of importance	Reason for your order



Character in order of importance	Reason for your order



SESSION 21 – KEY THEMES AND ISSUES

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Identifying the Main Themes (see page 156)

- On your own, work through the 'What are the main themes?' activity. Write a brief explanation about why you have chosen your five key themes.



2. The Theme of Social Reform (see pages 156-157)

- Read the 'Social reform' activity on pages 156-157 to the end of the three statements, A, B, C. Identify the statement that you agree with most.
- Read 2-3 of the passages identified in the second half of page 157. Use what you find in these as evidence to back up the statement A, B, C, that you selected. Write up your conclusions, with evidence from the passages you read.



SESSION 22 – LANGUAGE AND STYLE

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Exploring Key Words (see pages 158)

■ The three words you think are most important to the story, with reasons

■ Three words that relate to key themes, with reasons

■ Three words that are significant to the creation of atmosphere



2. Exploring Dickens' Sentences (see pages 159 and 160)

Sentence	Comments on the sentence



My favourite sentence, with my reasons



Three other interesting sentences I've found by flicking through the novel.



SESSION 23 – LANGUAGE AND STYLE

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.


1. Can You Recognise a Dickens Extract? (see page 159)

- Follow the instructions for the 'Can you recognise a Dickens?' extract on p.159 (the correct extract is identified on page 64 of these instruction sheets*). Do this activity on your own. There's no need to record your thoughts.

2. A Distinctively Dickensian style (see pages 162-164)

- On your own, complete the 'A Distinctively Dickensian Style' activities on p.162. To help you, draw on the extracts from the novel reproduced on pages 163-164.

■ Vocabulary	
■ Sentences	
■ Literary techniques, such as use of metaphor, alliteration etc.	
■ Tone of voice	



SESSION 24 – WRITING LIKE DICKENS

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Range of Voices (see pages 163-164)

- Read the extracts on pages 163-164 and identify the tone of voice in which each is written. Identify what gives each one a distinctive voice. Are there any similarities between them? Try to read a few lines from each one out loud in the tone you have identified.

Extract	Tone of voice
1	
2	
3	
4	



2. Carrying on Dickens' Voice (see pages 163-164)

- Choose the extract on pages 163-164 that you are most interested in and continue writing it in your own words, but using Dickens' tone of voice.



SESSIONS 25 – AN EXAM QUESTION

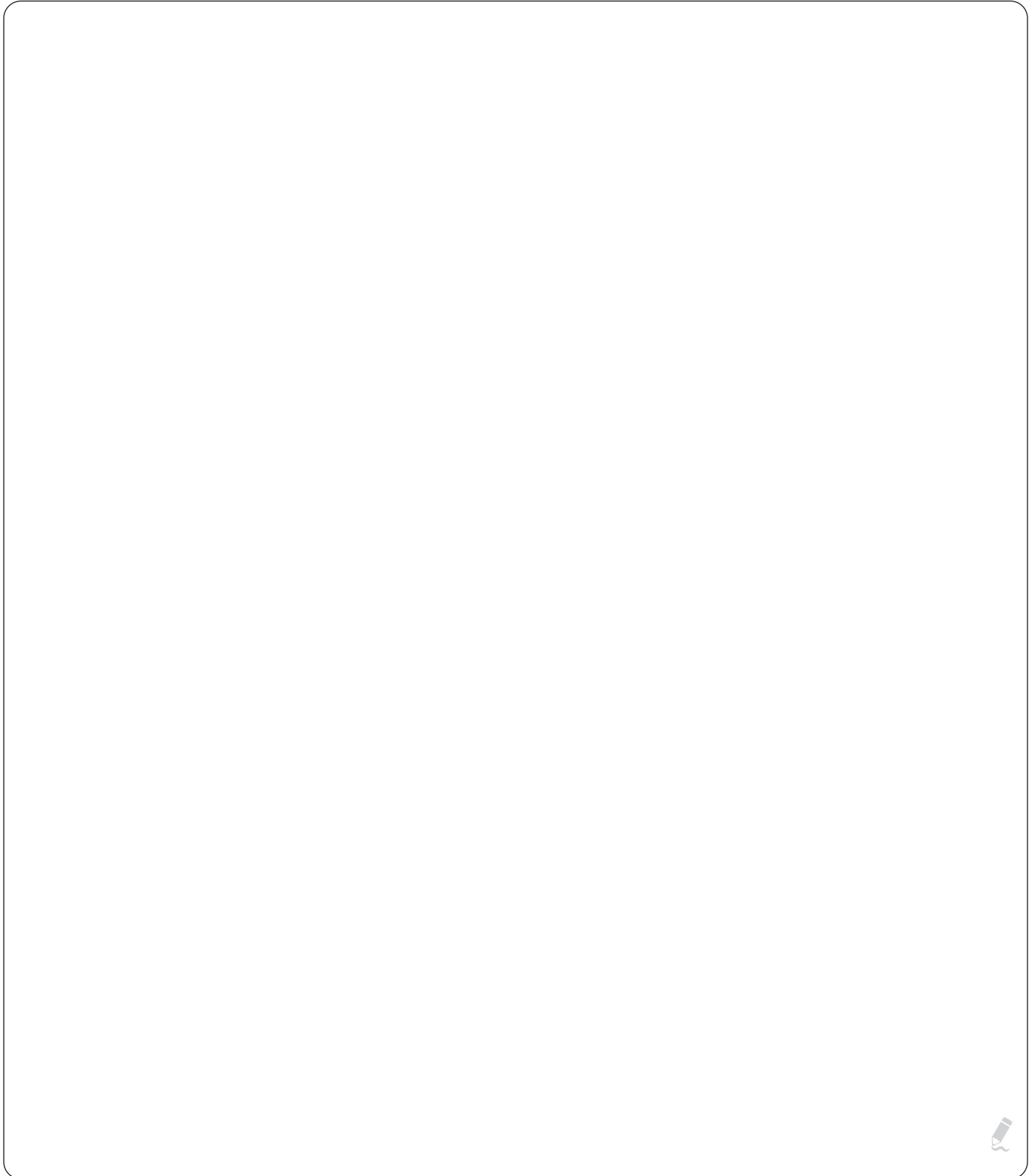
Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Planning an Exam Response – A Model (see pages 169-171)

- Complete activity 7 on pages 169 -171.



- Complete activity 8 on page 171. You won't have the chance to compare your activity with other examples. Make a plan for answering the exam question you have created. Draw on ideas from activity 7, completed earlier.



You should answer the exam question in your own time. Use the amount of time specified by the exam specification your school teaches for GCSE English Literature.

Session 23

1. Answer to Can You Recognise a Dickens Extract?

*Session 23: Extract 3 is from Dickens' *Bleak House*