“He has given us plenty of merriment, I am sure,” said Fred, “and it would be ungrateful not to drink his health. Here is a glass of mulled wine ready to our hand at the moment; and I say, ‘Uncle Scrooge!’ ”

“Well! Uncle Scrooge!” they cried.

“A Merry Christmas and a Happy New Year to the old man, whatever he is!” said Scrooge’s nephew. “He wouldn’t take it from me, but may he have it, nevertheless. Uncle Scrooge!”

Uncle Scrooge had imperceptibly become so gay and light of heart, that he would have pledged the unconscious company in return, and thanked them in an inaudible speech, if the Ghost had given him time. But the whole scene passed off in the breath of the last word spoken by his nephew; and he and the Spirit were again upon their travels.

Much they saw, and far they went, and many homes they visited, but always with a happy end. The Spirit stood beside sick beds, and they were cheerful; on foreign lands, and they were close at home; by struggling men, and they were patient in their greater hope; by poverty, and it was rich. In almshouse, hospital, and jail, in misery’s every refuge, where vain man in his little brief authority had not made fast the door, and barred the Spirit out, he left his blessing, and taught Scrooge his precepts.

It was a long night, if it were only a night; but Scrooge had his doubts of this, because the Christmas Holidays appeared to be condensed into the space of time they passed together. It was strange, too, that while Scrooge remained unaltered in his outward form, the Ghost grew older, clearly older. Scrooge had observed this change, but never spoke of it, until they left a children’s Twelfth Night party, when, looking at the Spirit as they stood together in an open place, he noticed that its hair was grey.

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**

*

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**Use in essays on…**

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**

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**Use in essays on…**

**Quotation**

**“The Spirit stood beside sick beds, and they were cheerful; on foreign lands, and they were close at home; by struggling men, and they were patient in their greater hope; by poverty, and it was rich...he left his blessing, and taught Scrooge his precepts.”**

**Interpretation:** The Spirit takes misery and makes it good – Scrooge takes potential happiness (such as the young couple we see in Stave IV) and forces pain upon it.

**Techniques:** Juxtaposition; Language; Imagery.

**Analysis:**

* The Spirit makes people “cheerful”, juxtaposed with Scrooge, who makes them “care-worn and depressed”. The Spirit allows them to be “patient in their greater hope” – Scrooge is “merciless”.
* The Spirit also allows the poor to feel “rich”, suggesting wealth isn’t always measured by money – however, Scrooge makes debtors become “quite ruined”.
* This is a turning point in the novel. Scrooge is “taught…his precepts”, implying that not only is Scrooge now aware of the error of his ways, but is actively seeking to learn from the Spirit.

**Use in essays on…**Education; Society; Isolation and Loneliness; Redemption

**CHAPTER ESSAY QUESTION:**

**In this extract,**

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**

*

*

**Use in essays on…**

**A Christmas Carol – Extract Analysis**

**The Quotation Bank® GCSE English Literature Study Guides – free photocopiable resource. www.thequotationbank.co.uk**

**Teacher notes:**

This activity is designed to be used in class or set as a homework, to help pupils develop their AO1 and AO2 skills.

The resource is designed so that it can be revisited multiple times with different extracts, or used by pupils independently, to develop a bank of annotated extracts over time.

One example quotation is provided, taken from The Quotation Bank®: A Christmas Carol. The example models how to interpret a quotation, draw out the literary devices used, and analyse key words/techniques, as well as consider what exam questions this quotation could provide evidence for.

The Chapter section is left blank – a simple starter could be for pupils to locate the episode within the text. “In this extract” allows pupils to put the passage within a whole text context.

When using this resource with your pupils you may wish to give pupils two copies of the handout, so you can model the analysis with the whole class, using a quotation you have chosen, before they work independently.

Please note this resource is set at A3 size.

*Differentiated use of the resource:*

You may wish to give pupils suggested quotations to analyse, particularly where you feel pupils would benefit from more structure and support, or they could select their own. The template is provided as a Word document so you can type directly into the document to provide more scaffolding and support if you feel your pupils would benefit from this.

You may wish to give pupils a pre-chosen exam style question in the box at the bottom and ask them to find relevant quotations from the text before analysing them, or pupils could set their own exam question. This is an activity that could also work well in groups, with each member providing analysis for a different quotation before bringing them together in a group essay plan.

Pupil-focused instructions are provided below if you wish to use this resource for homework or independent learning.

**The Quotation Bank: Extract Analysis**

|  |  |
| --- | --- |
| **A01** | **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*.**
 |
| **A02** | **Analyse the *Language, Form and Structure* used by a writer to *create meanings and effects*, using *relevant subject terminology* where appropriate.**  |

This activity allows you to show off all your analytical and interpretative skills.

1. What chapter of the novel is this extract from? Quickly skimming through the text will remind you of where this extract comes from in the context of the rest of the novel.
2. Complete the sentence in the box at the bottom of the page, beginning, “In this extract….” You should explain what is happening in the extract.
3. Use the headings in the blank quotation boxes to help you analyse and interpret your chosen quotations
* Interpretation – Give your own personal response to the quotation. What does it suggest about a key theme or idea? What message is it conveying to the reader? You may want to include a brief contextual comment here if you like.
* Technique – What literary techniques are present in the quotation? This is just a list of techniques – you don’t need to analyse them at this point.
* Analysis – Break down the quotation into smaller parts and analyse the effect of language, form or structure. Aim for three different analytical points, covering three different techniques.
* Use in essays on…. Which possible exam questions or themes might this quotation be useful for?