

## Plot Summary

1. Ebenezer Scrooge is at work in his counting house. Despite the Christmas Eve cold, he refuses to spend money on coals for the fire. Scrooge turns down his nephew's (Fred) invitation to his Christmas party and the request of two men who want money for charity.
2. Scrooge is visited by the ghost of his dead partner, Jacob Marley. He tells Scrooge that he is having to wander the earth in heavy chains because he has been greedy in life. He warns Scrooge that he will have to do the same if he doesn't change his ways. He tells Scrooge that three spirits will visit him during the next three nights. Scrooge falls asleep.
3. He wakes, and the Ghost of Christmas Past takes Scrooge into the past. Invisible to those he watches, Scrooge revisits his childhood school days, his apprenticeship with a jolly merchant named Fezziwig, and his engagement to Belle. She leaves Scrooge as he loves money too much to love another human being. Scrooge sheds tears of regret before being returned to his bed.
4. The Ghost of Christmas Present shows Scrooge Christmas as it will happen that year. Scrooge watches the Cratchit family eat a tiny meal in their little home. He sees Bob Cratchit's crippled son, Tiny Tim, whose kindness and humility warm Scrooge's heart. The spectre shows Scrooge his nephew's Christmas party. Scrooge asks the spirit to stay until the very end. As the end of the day approaches, the ghost shows Scrooge two starved children, Ignorance and Want. He vanishes as Scrooge notices a dark, hooded figure coming.
5. The Ghost of Christmas Yet to Come takes Scrooge through a sequence of scenes linked to an unnamed man's death. Scrooge is keen to learn the lesson. He begs to know the name of the dead man. He finds himself in a churchyard with the spirit pointing to a grave. Scrooge looks at the headstone and is shocked to read his own name. He is desperate to change his fate and promises to change his ways. He suddenly finds himself safely tucked in his bed.
6. Scrooge rushes out onto the street hoping to share his new-found Christmas spirit. He sends a turkey to the Cratchit house and goes to Fred's party. As the years go by, he continues to celebrate Christmas with all his heart. He treats Tiny Tim as if he were his own child, gives gifts for the poor and is kind, generous and warm.

## Key Themes

- Greed
- Poverty & Suffering
- Class
- Isolation
- Family
- Guilt
- Redemption
- Social Responsibility
- The supernatural

## Key Quotes

*"Oh! But he was a tight-fisted hand at the grindstone, Scrooge...a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster."*

*"He carried his own low temperature always about with him; he iced his office in the dog-days; and didn't thaw it one degree at Christmas."*

*"Humbly"*

*"Darkness is cheap, and Scrooge liked it."*

*"I am as giddy as a drunken man. A merry Christmas to everybody!"*

## Key Characters

**Ebenezer Scrooge** – A selfish businessman who transforms into a charitable philanthropist.

**Fred** – Scrooge's nephew whose party invitation he declines.

**Jacob Marley** – Scrooge's dead partner who returns as a ghost to warn Scrooge to change his ways.

**Bob Cratchit** – Scrooge's clerk who doesn't have much money. He loves his family and is shown to be happy and morally upright.

**Tiny Tim** – Bob's ill son whose story plays a part in inspiring Scrooge's transformation.

**Mrs. Cratchit** – Bob's wife.

**The Ghost of Christmas Past** – A strange combination of young and old, wearing white robes and looking like a candle.

**The Ghost of Christmas Present** – A portly, jovial gentleman surrounded by a warm glow. He brings joy to the neediest townfolk.

**The Ghost of Christmas Yet to Come** – A robed and hooded spirit who confronts Scrooge with his own tombstone.

**Fezziwig** – The man Scrooge apprenticed under and who is the antithesis to Scrooge.

**Belle** – A woman who Scrooge was in love with who left him due to his greed.

**Fan** – Scrooge's sister.

## Historical Context

In the 19th century there was a **huge increase in population**; 3 times more people lived in Great Britain at the end of the century than at the beginning.

**Lack of employment** led to exploitation of the workers - low wages, seasonal work, and long hours, etc.

**Child labour** - children were forced to work so they could contribute to the family income. Work was dangerous - long hours & unsafe working conditions. Jobs included: chimney sweeps, errand boys, working down the coal mines, selling matches or flowers, retrieving equipment from underneath dangerous machinery in factories, to name a few.

**Slum housing and overcrowding** - meant unsanitary living conditions so disease was rife.

**Street children** - children were either thrown out of their homes or they ran away due to cruel treatment and therefore ended up living on the streets. In 1848, a report suggested that over 30,000 children were homeless in London.

**Lack of healthcare and welfare** – mortality rates were high due to lack of medical care for the poorer members of society. Often people starved to death because there was no financial support if they couldn't work.

**Workhouses** - the Poor Law Amendment Act of 1834, ensured that no able-bodied person could get poor relief unless they went to live in special workhouses. The idea was that the poor were helped to support themselves. They had to work for their food and accommodation.

**Christmas** - a Christian celebration of the birth of Christ, though it also encompasses Greek, Roman and pagan traditions of giving gifts and feasting around the Winter Solstice. It is a time when families and friends come together to share food and exchange gifts.

## Analytical Language

Dickens presents Scrooge as...

The use of [insert technique] suggests/implies...

This is effective because...

This creates the effect of...

This creates a sense of...

During the 19th century, life was...

Perhaps Dickens was trying to convey the message that...

This links to the theme of [insert theme] because...

The theme of [insert theme] is explored through...

## Techniques

- Allegory
- The sublime
- Gothic features
- Motifs
- Analepsis
- Omniscient
- Morality tale
- Ambiguity
- Malthusian

## Vocabulary

**Gothic** – Stoker uses conventions of Gothic fiction.

**Pathetic fallacy** – Stoker uses pathetic fallacy (in the forms of weather and setting) to reflect the emotion of the characters and text. It often creates a sense of foreboding.

**Supernatural** – The use of vampires and other forms of the supernatural in the text challenges and disturbs the audience.

**Motif** – The repeated motifs and symbols in the play represent key ideas.

**Asylum** – Dr Seward works at the local asylum.

**Barbarism** – Dracula's acts have been described as barbaric.

**Gallant** – Jonathan is gallant at the end of the play.

**Patriarchal** – Readers argue that the play highlights a patriarchal society.

**Ferocious** – Dracula is a ferocious beast.

**Sublime** – The landscapes in the play are sublime.

**Genre** – Dracula is written in the Gothic genre.

Settings:

- Transylvania
- England
- The Westenra house
- Whitby
- The shipwreck
- Castle Dracula
- Budapest

## Form: A Play

All the **characters** names are in capital letters, to make them clear.

All **stage directions** are in brackets and italics, these tell us how the characters move, act or behave.

When an **ellipsis** is used (...) you must allow that break in the speech.

Use **punctuation** correctly when reading. If there is a question mark (?), read it in a questioning tone.

**Symbolism:** The use of signs or objects to represent something else.

**Dialogue:** Speech or conversation between characters.

### Context:

Bram Stoker was born in Dublin, Ireland, in 1847. **Vampire legends** have been a part of popular folklore in many parts of the world since ancient times. Throughout the Middle Ages and even into the modern era, reports of **corpse**s rising from the dead with supernatural powers achieved widespread credence. The Dracula family is based on a **real** fifteenth-century family. Its most famous member **Vlad the Impaler**, was a brilliant and notoriously savage general who impaled his enemies on long spikes. Stoker uses conventions of **Gothic** fiction, a genre that was extremely popular in the **early nineteenth century**. Gothic fiction traditionally includes elements such as **gloomy castles**, **sublime landscapes**, and **innocent maidens** threatened by **ineffable evil**. Stoker modernises this tradition in his novel, however, moving from the conventional setting of Dracula's **ruined castle** into the bustle of modern England.

## Plot

The play tells the story of (vampire) Dracula's attempt to move from Transylvania to England so that he may find new blood.

Jonathan Harker, a young English lawyer, travels to **Castle Dracula** in the Eastern European country of **Transylvania**- to conclude a real estate transaction with a nobleman named Count Dracula.

As Jonathan travels the local people warn him about his **Castle Dracula**, giving him charms against evil and uttering strange words that Harker later translates into "**vampire**". **Harker** finds that the elderly Dracula is a well educated and hospitable gentleman. After only a few days, however, Harker realises that he is effectively a **prisoner** in the castle .

Meanwhile, in **England**, Harker's fiancée, **Mina Murray**, writes to her friend Lucy Westenra. Lucy has received marriage proposals from three men—Dr. John Seward, Arthur Holmwood, and an American named Quincey Morris. **Lucy accepts Holmwood's proposal**. **Mina** visits Lucy in the town of **Whitby**. A ship is wrecked on the shore near the town with all its crew missing and its captain dead. The only sign of life aboard is a **large dog** that runs ashore and disappears into the countryside. We think the dog might be Dracula in **animal form**.

One night, Mina finds sees a dark figure with **red eyes** bending over Lucy. Lucy becomes pale and ill, and she has two red marks at her throat and suffers from a terrible fever. One night a wolf breaks into the Westenra house. The shock gives Lucy's mother a fatal heart attack and the wolf attacks Lucy, killing her. After Lucy's death, Van Helsing leads Holmwood, Seward, and Quincey to her tomb. Van Helsing convinces the men that Lucy belongs to the "Un-Dead"—she has been **transformed into a vampire like Dracula**. They see Lucy attacking a child. Holmwood plunges a **stake through her heart** to destroy her. Mina is **attacked by Dracula** and begins the slow change into a vampire. Eventually they catch up with Dracula, Jonathan and Quincey manage to **destroy** him.

## Key Characters

**Dracula** – the antagonist and titular character. He is a vampire.

**Jonathan Harker** - a young lawyer who travels to meet Dracula in Transylvania

**Dr. John Seward** - A young doctor who works at the local asylum

**Arthur Holmwood** – one of the men who proposes to Lucy  
**Quincey Morris** – An American who proposes to Lucy

**Lucy Westenra** – Mina's friend who is attacked by Dracula and turned into a vampire.

**Mina Murray (later Harker)** – The fiancé of Jonathan, she is attacked by Dracula.

**Renfield** - A patient from the asylum.

**Van Helsing** - A professor. Dr John Seward is his student.

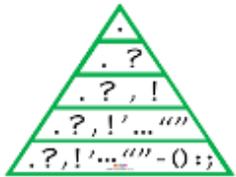


## Descriptive Techniques

Definition	Usage
<b>Adjective</b> A describing word.	The <b>eerie</b> churchyard...
<b>Adverb</b> A word that describes an action (verb).	<b>Silently</b> , he moved...
<b>Simile</b> Comparing something to something else using 'like' or 'as'.	He crept along the path <b>like a shadow</b> ...
<b>Metaphor</b> Saying something IS something else.	We entered the upstairs room and the door slammed, leaving us trapped in the concrete <b>coffin</b> .
<b>Personification</b> Giving non-human objects human characteristics.	The tree branches <b>grabbed</b> us...
<b>Imagery</b> Where the writer's words help to give the reader a picture in their head.	The gravestones stood out against the <b>vibrant backdrop of delicate flowers</b> ...
<b>5 Senses</b> Describing what you can smell, see, hear, touch/feel, taste.	My <b>fingers brushed</b> the dusty ledge...
<b>Alliteration</b> Words which begin with the same letter.	<b>Ghastly groans grew</b> in intensity...

## Key Words Definition

<b>Pallid</b>	Pale in colour, typically related to an ill/dead person's colour.
<b>Fearful</b>	Feeling, or showing, fear. Showing you're scared.
<b>Macabre</b>	Something strange/disturbing - connected with death.
<b>Ominous</b>	Suggestion that something unpleasant will happen.
<b>Trepidation</b>	Feeling of fear that something bad will happen.
<b>Shrouded</b>	A body wrapped in a cloth for burial or hidden from view.
<b>Eerily</b>	Strange or frightening manner.
<b>Ancient</b>	Very old.



Aim to use a varied range of punctuation in your writing: full stop, question mark, comma, exclamation mark, apostrophe, ellipsis, speech marks, hyphen, brackets, colon, semi-colon.



### First Person

I, we, me, us, my/mine, our/ours

### Second Person

You, your/yours

### Third Person

He/his/him, she/her/hers, it/it's

Use the right pronouns for your chosen narrative. Always choose 1st or 3rd person for descriptive writing.

Soon we were hemmed in with trees, which in places arched right over the roadway till we passed as through a tunnel. And again, great frowning rocks guarded us boldly on either side. Though we were in shelter, we could hear the rising wind, for it moaned and whistled through the rocks, and the branches of the trees crashed together as we swept along. It grew colder and colder still, and fine, powdery snow began to fall, so that soon we and all around us were covered with a white blanket. The keen wind still carried the howling of the dogs, though this grew fainter as we went on our way. The baying of the wolves sounded nearer and nearer, as though they were closing round on us from every side. I grew dreadfully afraid, and the horses shared my fear. The driver, however, was not in the least disturbed. He kept turning his head to left and right, but I could not see anything through the darkness.

*Highlight the devices used in the example text - use the techniques chart to help you.*

Effective writing needs structure!

Use paragraphs to organise your ideas.

Use **TiP To P** to remind you when to begin a new one!



**Midsummer Night's Dream Essential Vocabulary**

<b>Line Learning</b>	A collection of strategies we use to actively learn lines with repetition, social learning and home learning.
<b>Themes</b>	The central idea or message explored by a play e.g. Big Bad Bun explores choices and consequences.
<b>Romantic Comedy</b>	A rom-com explores the search for love as a series of comic problems that need to be solved (MND/Love, Actually).
<b>Interpretation</b>	How individuals see a character or story. For example, how David Walliams plays Bottom is different to how Pearce Quigley does!
<b>Relationships</b>	How a character interacts with other characters, and the audience.
<b>Physical Theatre</b>	Theatre where movement is key at creating meaning.
<b>Performance Skills</b>	These skills include how actors use their voice, their bodies, their faces, their understanding and their energy and effort.
<b>Literacy</b>	How well an actor can 'read' scripts, stories and emotions.
<b>Dialogue</b>	Speech between two or more characters in a play.
<b>Imagery</b>	This is how actors create the images of love, fun and magic in the woods in Midsummer Night's Dream.

**Macbeth Essential Vocabulary**

<b>Tragedy</b>	A serious work with an unhappy ending.
<b>Protagonist</b>	Main character.
<b>Antagonist</b>	Adversary of the main character.
<b>Anti-Hero</b>	Main character who lacks convention heroic qualities.
<b>Chorus</b>	A chorus comments on the action. They narrate, argue, warn, agree, encourage, and talk to the audience. They can represent lots of points of view.
<b>Inner Conflict</b>	Struggle in the mind of a protagonist.
<b>Exploring Character</b>	Exercises that help us understand character better.
<b>Supernatural</b>	Forces beyond rational understanding – ghosts, witches, vampires.
<b>Power</b>	Ability to control events or people, status or leadership.
<b>Audience</b>	The people who watch the show.
<b>Staging</b>	How the stage is set out and what is on it.
<b>Ensemble</b>	The team of actors working closely together.
<b>Symbols and Representation</b>	Images that have deeper meanings in art and drama e.g. red represents blood and danger, a dove is a symbol of peace.

**Forms of Poetry**

Form, in poetry, can be understood as the physical structure of the poem: the length of the lines, their rhythms, their system of rhymes and repetition.

<b>Auto-biographical</b>	A poem about the poet's life and experiences.
<b>Ballad</b>	A form of poetry often set to music.
<b>Blank verse</b>	Verse with no rhyme – usually ten syllables
<b>Dramatic monologue</b>	A character speaks to the reader.
<b>Epic poem</b>	Tragic/heroic story poems
<b>First person</b>	Poem written from the poet's viewpoint or perspective using 'I'.
<b>Free Verse</b>	No regular rhyme/rhythm
<b>Lyrical</b>	Emotional and beautiful
<b>Narrative</b>	A form of poetry that tells a story
<b>Ode</b>	Lyrical poem often addressed to one person.
<b>Rhetoric</b>	Persuasive
<b>Sonnet</b>	14 line poem often to do with love
<b>Third person</b>	A detached perspective (someone who isn't directly involved in the action) explains everything that is happening.

**Poetry Terminology (Structure)**

<b>Anaphora</b>	A device that consists of repeating a sequence of words at the beginning of neighbouring sentences.
<b>Caesura</b>	A pause in a line of poetry.
<b>Enjambment</b>	A thought or sense, phrase or clause, in a line of poetry that does not come to an end at the line break, but moves over to the next line.
<b>Epistrophe</b>	A device that can be defined as the repetition of phrases or words at the ends of the clauses or sentences.
<b>Juxtaposition</b>	The act of placing two things side by side for comparison.
<b>Quatrain</b>	A set of four lines.
<b>Rhyme</b>	Close similarity in the final sounds of two or more words or lines of writing.
<b>Stanza</b>	A stanza is a division of four or more lines in a poem.
<b>Volta</b>	The turning point of a poem.

