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A Christmas Carol

By Charles Dickens

Stave One Marley's Ghost



Write the **letter** of the correct answer in the blank before each question.

- _____ 1. There was no doubt that Marley was (A) the best friend Scrooge ever had, (B) the only person willing to be Scrooge's business partner, (C) as dead as a door-nail.
- _____ 2. Scrooge had been (A) Marley's partner, sole friend, and sole mourner, (B) saddened by Marley's death, (C) denied any part in settling Marley's affairs or access to the property he left behind.
- _____ 3. Scrooge was tight-fisted, solitary, and (A) always carried his own low temperature about with him, (B) the richest man in the whole city, (C) gruff with those who mistakenly called him by his dead partner's name.
- _____ 4. How did Scrooge feel about the fact that people did not speak to him and went out of their way to avoid him? He (A) was offended but didn't consider anyone worthy of his complaint, (B) was too busy running his business to notice, (C) liked it that way.
- _____ 5. Though it was three o'clock the Christmas Eve that Scrooge sat in his counting-house, (A) the nearby shops were deserted and people had hurried home to celebrate the holiday, (B) dense fog had come pouring in causing it to be quite dark and making nearby houses appear as phantoms, (C) the last ember in the fire that warmed Scrooge's office had gone out.
- _____ 6. Scrooge's clerk couldn't replenish his small fire because (A) there was not a single chunk of coal left in the office, (B) Scrooge deducted the cost of each coal from his pay, (C) the coal-box was in Scrooge's room, and he threatened to fire the clerk when he came for coal.
- _____ 7. How did Scrooge respond to his nephew's wishing him a merry Christmas? He (A) said "Bah! Humbug!" and asked his nephew what reason he had to be merry since he was poor, (B) laughed and called Christmas an excuse for not working and being foolish, (C) ignored him and called his merry greeting "nothing but humbug!"
- _____ 8. Scrooge was (A) as poor as his nephew, (B) the owner of quite a bit of property, but he had very little cash, (C) rich.

A Christmas Carol

By Charles Dickens

Stave Two The First of Three Spirits



Write either **True** or **False** in the blank before each statement.

- _____ 1. It was past two when Scrooge went to bed, but when he awoke the church clock struck twelve.
- _____ 2. Marley's ghost bothered Scrooge, and he was not able to fully convince himself that it was all a dream.
- _____ 3. The Ghost of Christmas Past appeared exactly at half past midnight with a great thunderous roar hovering above Scrooge's bed.
- _____ 4. The figure had the appearance of an old man with a child's proportions, white hair but not a wrinkle in its face, a white tunic trimmed with summer flowers, and a branch of fresh, green holly in its hand.
- _____ 5. The specter's belt sparkled and glittered from one part to another, causing its appearance to fluctuate.
- _____ 6. The creature was the Ghost of Scrooge's past.
- _____ 7. As Scrooge begged him to do, the Ghost covered his head with his cap so that the light beaming from the top of it disappeared.
- _____ 8. It was, the Spirit said, Scrooge and people like him who had made the cap he carried and had forced him to wear it so that the light did not shine.
- _____ 9. The Ghost said that it had come for Scrooge's welfare and reclamation.

A Christmas Carol

By Charles Dickens

Stave Five The End of It



the Time before him
Christmas
the door knocker
come and see him

sobbing
the boy in Sunday clothes
back payments
pleasure and happiness
Tiny Tim

a drunken man
the big prize turkey
a delighted smile
his nephew
merry Christmas

laugh
a cab
danced
Bob Cratchit

From the list above, choose the word or phrase that fits each of the clues below and write it in the blank.
All answers will be **used at least once**. **Some** answers will be **used more than once**.

- _____ 1. Scrooge said there were a great many of these included in the sum he promised the portly old gentleman.
- _____ 2. As Scrooge shaved, his hand continued to shake and he also did this.
- _____ 3. Much to his delight, Scrooge found that he had returned to his room and had not missed this.
- _____ 4. After his walk, Scrooge went to see this person.
- _____ 5. Scrooge had this sent to Bob Cratchit, and he thought it was a good joke that his clerk wouldn't know who it was from.
- _____ 6. As Scrooge had hoped, this person was late coming into the office the day after Christmas.

About Your Comprehension Tests Teaching Guide

The primary goal in creating the teaching packs for children's novels is to provide a **classroom-ready**, non-threatening method for checking student comprehension and stretching thinking skills. **When used as a basic guide for teaching a novel, the materials offer many and varied opportunities for learning.**

Use your teaching pack as a guide and lead your students into discovering new ideas about

THE PLOT

Each test page is actually an outline of the plot. In your teaching pack, the chain of related events that tell the story has been pulled from the novel and reformatted into a series of questions. Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot; and consequently **comprehend** the story. This "plot rhythm" is the basic structure of the tests.

To further your students' understanding of plot, try the following activities:

Summarizing the Story: Using only the chapter questions as a guide, have your students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven. For twenty questions, allow no more than twelve sentences.

Reporting the News: Have students write a newspaper article, based on the events from a set of questions, and add the *who, what, when, where, why* format. Some needed information may be located in previous chapters.

Twisting the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, or a different answer—and explain how changing a single (or several) events would change the story. To further illustrate the rhythm of a good story, try changing the answers to one complete set of questions. Your students will see how difficult, if not impossible, it is to tell a sensible story from a tangled set of events.

THE CHARACTERS

Questions that illustrate character motivation and personality are purposely included. Too often, when they are asked to tell what kind of person a story character is, the only answer many of our students can muster is "nice."

In your efforts to remove "nice" from your students' literary vocabulary, try this idea:

Character Charts: Display individual charts for the main characters. As the chapters are read, record **facts, behaviors, or events** that relate to the each character. Then connect the items with several appropriate words such as **empathetic, brave, calloused, bold, untrustworthy**, etc. The teacher can take the lead by contributing the first few words and then assigning the task of identifying more terms to students. Record the word collections on the charts with the story facts.

This information is a valuable student resource when displayed in the room for all to see and use during a writing assignment. In creating and using character charts, students will soon begin writing more fluently and insightfully about story personalities.

Use the charts to encourage your students to try some "predicting" or "detective" writing about what the character(s) might do next or what might have happened after the story ended. Let the charts help your students recognize **CHARACTER CHANGE (dynamics)**.

Another fun activity with the charts is to match a book personality with a zodiac sign. Students must justify their reason for thinking a character is a particular sign by citing his/her behaviors, words, reactions to situations, etc. that prove the match.

READING BETWEEN THE LINES

(Implied Meaning)

Because the primary goal for the objective questions is **basic comprehension**, items requiring a student to **interpret** an event or a character's behavior are not included. Always included, however, are questions that *establish the existence of a story component carrying an implied meaning.*

MAKING PREDICTIONS

(Recognizing Story Clues)

Authors subtly place clues in the story line giving the reader hints as to what is about to happen. Like the implied meaning, these clues are brought to the reader's attention in the form of a question. Once a student learns to spot the gems, his/her ability to comprehend and enjoy a story tends to leap forward.

Use "thinking-out-loud" class discussions to list all the possible meanings of the clue questions. Have your student write their individual predictions (no sharing or telling), store the papers until the novel is finished, and then retrieve them for reading. Sometimes, a wrong prediction makes a story as good as the original.

OTHER FUCTIONS

The objective test pages are excellent discussion guides for both whole groups and small groups. They work well as homework reading guides and as conferencing tools. They are also useful management tools for teachers who wish to use multiple titles in one classroom.

Final Note

The Novel Teaching Packs are designed for use as supplementary material that supports a total reading program. It is my goal to provide busy teachers with a classroom-ready, practical resource loaded with motivational and learning opportunities for their students. It is my hope that your purchase will prove to be a hard-working instructional component for years to come. Thanks for choosing one of my products for your classroom.



Margaret Whisnant, Author