

**2016 specification**  
first exams in 2019

# ***Great Expectations***

## Pearson Edexcel International GCSE Activity Pack

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## Teacher's Introduction

This resource is intended for use with Pearson Edexcel iGCSE students preparing for assessment for Charles Dickens' novel *Great Expectations*. Because of the length of this novel, tasks have been apportioned between the three volumes. A range of chapters and topics have been selected so that this resource is useful for a myriad of essay questions. Teachers should choose which activities best suit the ability of their classes and the time they have available.

This pack is designed to lead students into:

- Discovering Dickens' style
- Understanding the novel (form, structure, language, themes, character and context)
- Finding and analysing examples of Dickens' language, structure and form

Differentiation is provided through:

- Some worksheets labelled A and B, with A being for the highest ability
- Three versions of the 'Havopoly' game (for top (A), middle (B) and lower (C) ability students)

The Teacher's Notes section includes:

- An Assessment Objective Cross-reference Grid
- Ideas for Starters and Plenaries: a variety of suggestions you could use with your class
- Specific guidance and suggested answers

### Specification Information

This resource supports the exam board specification for Pearson Edexcel International GCSE. *Great Expectations* appears on the iGCSE board as a set text for Component 2: Modern Drama and Literary Heritage Texts Section B: Literary Heritage (examined) and Component 3: Modern Drama and Literary Heritage Texts (coursework)

**Remember!**  
Always check the exam board website for new information, including changes to the specification and sample assessment material.

Component 2 is worth 40% of the total qualification. In this component candidates will study two texts, one Modern Drama text and one Literary Heritage text. Component 3 is **available as an alternative** to Component 2 and also assesses 40% of the total English Literature qualification through two coursework assignments, internally set and assessed, and externally set and assessed.

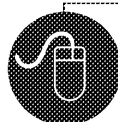
The assessment objectives for this board are as follows:

- AO1** Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
- AO2** Analyse the language, form and structure used by a writer to create meanings and effects.
- AO4** Show understanding of relationships between texts and the contexts in which they were written.

### Text Edition

The edition used in this resource is Charles Dickens, *Great Expectations* (Penguin Popular Classics, 1994), ISBN 978-1566194426. For Component 2, students must have the prescribed edition: Penguin Classics, April 2012, ISBN 978014119889.

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A web page containing all the links listed in this resource is conveniently provided on ZigZag Education's website at [zzed.uk/10026](http://zzed.uk/10026)

You may find this helpful for accessing the websites rather than typing in each URL.



## Assessment Objectives Overview

Contents	Description
Ideas for Starters and Plenaries	Suggestions for various starters and plenaries wh with your class.
Assessment objectives – student friendly	Student handout
Dickens web quest (two differentiated tasks)	Student activities
Literary techniques matching exercise	Student activities
Volume content: chapters	Student plot summary with key chapters marked
Chapter quest	Chapters 1, 2 and 8 are covered in greater detail,
Chapter 1 in focus	A range of activities to explore this chapter in de <ul style="list-style-type: none"> <li>• Introductory and extension tasks</li> <li>• Quizzes</li> <li>• Planning table for essay work</li> </ul>
Chapter 2 in focus	A range of activities to explore this chapter in de <ul style="list-style-type: none"> <li>• Introductory and extension tasks</li> <li>• Quizzes</li> <li>• Problem page task</li> </ul>
Chapter 8 in focus	A range of activities to explore this chapter in de <ul style="list-style-type: none"> <li>• Introductory and extension tasks</li> <li>• Diary task</li> <li>• Aptonym task</li> <li>• Themes and symbols</li> <li>• Havopoly board game task</li> </ul>
Spoken-language tasks	Student activities
Personification personified	Tasks include external and internal dehumanisation
Personification and dehumanisation	Similar to the above but more suitable for higher
Themes: Criminals	Student activities on the theme of criminals, inclu prisons and justice in Victorian England
Relationships	Student activities exploring the relationships betw Magwitch, and Pip and Joe
Doubles	Student activities

A reminder of the assessment objectives for this board can be found below:

- AO1** Demonstrate a close knowledge and understanding of texts, maintaining informed personal engagement.
- AO2** Analyse the language, form and structure used by a writer to create meaning.
- AO4** Show understanding of relationships between texts and the contexts in which they were written.

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## Starters

### 1. Word Scrambles

To test your vocabulary and spelling, make the longest word possible by scrambling up  
 CHARLES DICKENS (e.g. 'chickens', 'healed') GRAVEYARD SCENE  
 GREAT EXPECTATIONS VICTORIAN ERA

### 2. In Character

- If [character from the novel] were alive today, what might they do and why?
- What would be their favourite song and why?
- What would be their favourite TV show and why?

### 3. Modernising the Novel

If you were writing this story today, how would you describe (character)? For example:

- Where would they live?
- What would their voice be like?
- What sort of person would they be?
- Would they be in trouble?
- What might be their catchphrase?
- What would they look like? Haircut or style, e.g. emo?

### 4. Synonyms

Dickens was a master of description. See if you can improve upon his descriptions by:

- Graveyard – *burial ground, cemetery, necropolis*
- Tombstone – *memorial, marker, headstone*
- Bleak – *cheerless, dreary,*
- Seized – *captured, ensnared*

### 5. Anagrams

Which characters can be found in the following anagrams?

LAST EEL (*Estella*)

ASH AS HIM VIMS (*Miss Havisham*)

MAC WIGHT (*Magwitch*)

BOTH CREPT RE

AERY JOGGER (

JARS EGG (*Jagg*)

### 6. Homophones

Homophones are words that sound the same but have different spellings and meanings. What other spellings could there be for the highlighted words in the table below?

Sentence	Homophone	Meaning
arranged in a neat <b>row</b>	Roe	Fish eggs
a memorable <b>row</b> after		
nothing in them but a <b>roll</b> of bread		
He got a most tremendous dip and <b>roll</b>		
with <b>great</b> difficulty		
early in the <b>morning</b>		
As I <b>saw</b> him go		

### 7. Whiteboard Work

On a mini-whiteboard (or piece of A4), write down what you learned last lesson. Next lesson, you might have about the novel so far.

## Plenaries

1. What have you learned about (character/plot) this lesson? Write down your answer.
2. What do you think will happen next? Prepare a flow chart or bullet points to explain.
3. What is Dickens' most powerful description in the section read today and why?
4. What else would you like to know about (character) at this point?
5. Describe (character) in three words.
6. Which character do you particularly like or dislike and why?
7. What do you like about Dickens' use of description, dialogue so far? Use a quotation.
8. Is there anything you find challenging or difficult about this novel?
9. Can you remember a particular scene from the novel which we have read? Discuss with a partner.
10. Create a quiz question about the rest of the class about the novel so far.

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Activity	Guidance
Dickens Web Quest	There are two differentiated tasks here. Answers on page 8.
Literary Techniques Quiz	<p>Dehumanisation Making a human appear less than human described by the verb 'growled' – he seemed to growl.</p> <p>Personification Making a non-human object appear human or appear to show 'feelings' at Pip.</p> <p>Bildungsroman A novel or story following a character's growth.</p> <p>Metaphor Comparing two or more things often in 'like' or 'as', e.g. describing gravestones as 'like old friends'.</p> <p>Symbolism When a person, place or thing represents a complex idea, e.g. the marshes and graveyard represent mystery.</p> <p>Pathetic fallacy When the weather or surroundings mirror a theme, e.g. the graveyard mirrors Pip's fate.</p>
Starters	<p>1. Rewards could be given for the highest number of words for a given theme, e.g. 'mystery', 'complex', etc.</p> <p>3. This task could be extended by asking students to draw an illustration or adding speech bubbles or the activity could be made into a writing exercise.</p> <p>4. Prizes can be given for the longest, the most, etc. A dictionary or thesaurus could be used to check answers if necessary.</p> <p>To extend tasks 5 or 6, students could make up their own and use them in the plenary or for homework.</p>
Additional Task: Flow Chart	Students could recap the story so far by use of a flow chart which also allows students to fill in gaps on their own charts. Use the template on page 8.
Chapter 1 Initial Impressions	Which do you think is the most believable character and why? (about Victorian life, the setting and perhaps realism).
Chapter 1 Drawing from Dickens Detail	For this task, discuss with students how Dickens led them to believe what he says. Which words control their mind?
Chapter 1 Comprehension Quiz	<p>1. What is Pip's full name? <i>Phillip Pirrip</i></p> <p>2. How does Pip know anything about his parents? <i>From the convict's story.</i></p> <p>3. What does the convict say when he first threatens Pip? <i>'I'll cut your throat!'</i></p> <p>4. How does Dickens make the convict sound like an animal? <i>By using words like 'growled' and 'snarled'.</i></p> <p>5. What frightens the convict? <i>The thought that Pip's parents are in their graves.</i></p> <p>6. What does the convict want from Pip? <i>Food (wittles) and a pipe.</i></p> <p>7. Why does Dickens set this story in a graveyard? <i>Because the entrance of the convict even more frightening and tense.</i></p> <p>8. Can you remember one image that makes this scene frightening? <i>The dirtiness of the man covered in mud.</i></p>
Chapter 1 Multiple Choice Quiz (answers 7 and 8 for quiz A only)	<p>1. Curly black hair</p> <p>2. Georgiana</p> <p>3. An iron</p> <p>4. Not to cut with the knife</p> <p>5. He is a convict</p> <p>6. He clutches of dead people from their graves</p> <p>7. A frog</p> <p>8. Take his heart and liver</p>

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Activity	Guidance
Dickens' Language: The Graveyard Scene	Two options are available for different abilities.
Chapter 2 in Focus	<p><b>Problem Page</b></p> <p>Students can annotate techniques, structure and language use. This lesson could culminate in excellent display work or possibly as argue, persuade and advise. Students could produce advice letters on bullying, family life, coming home or domestic violence.</p> <p>A good example of an advice-giving website is <a href="http://bullying.co.uk">bullying.co.uk</a></p>
 <p>Chapter 2 Comprehension</p>	<ol style="list-style-type: none"> <li>1. What do the two things do 'brought me up by hand' mean? <i>One also a double meaning of violence</i></li> <li>2. Write down one description of Mrs Joe which you think is <i>black hair</i></li> <li>3. What is the name of the instrument of punishment which <i>Tickler</i></li> <li>4. Who are we meant to feel sorry for in this chapter? <i>Pip and as the main narrator</i></li> <li>5. What does Mrs Joe give Pip and Joe for their meal? <i>Bread</i></li> <li>6. Where does Pip put his meal (rather than in his mouth)?</li> <li>7. Why does Pip not eat his meal? <i>Because he needs it for to kill him if he doesn't provide it</i></li> <li>8. What does Mrs Joe force feed Pip to try and improve his</li> <li>9. What day is this chapter set in? <i>Christmas Eve, a time of</i></li> <li>10. What do the guns being fired from the prison ships mean</li> <li>11. What does Mrs Joe tell Pip that asking too many questions</li> <li>12. Because Pip feels guilty at stealing more food, what does he do? <i>Wink at him</i></li> </ol>
Chapter 2 Multiple Choice Quiz (answers 7 and 8 for quiz A only)	<ol style="list-style-type: none"> <li>1. Light blue</li> <li>2. Hercules</li> <li>3. Nutmeg grater</li> <li>4. Ram's head</li> <li>5. Personification</li> <li>6. Brandy</li> <li>7. A cane</li> <li>8. Tar-water</li> </ol>
Dickens' Language: The Forge	Two options are available for different abilities.
Chapter 8 Drawing from Dickens' Detail	After this task, discuss with students how Dickens led them to words control their mind?
Pip's Diary	Use the extract from Anne Frank's diary on p. 34 to examine using them in Pip's.
Chapter 8 Comprehension	<ol style="list-style-type: none"> <li>1. Who opens the gate to let Pip and Mr Pumblechook in? <i>Estella</i></li> <li>2. What is the name of Miss Havisham's house? <i>Satis House</i></li> <li>3. What is the first and main thing Pip notices about the house? <i>run-down, dismal and cold</i></li> <li>4. What is Miss Havisham dressed in? <i>Old bridal gown, yellow</i></li> <li>5. What is a 'vault'? <i>A tomb, or a place to hide valuables</i></li> <li>6. What does Miss Havisham hope Estella will do with Pip?</li> <li>7. How does Estella tease Pip about his boots? <i>Says they are class)</i></li> </ol>

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Activity	Guidance
Aptonyms	<ul style="list-style-type: none"> <li>Estella: <i>Star (stellar) – she seems bright and beautiful but also burns too brightly suggesting she may eventually fade</i></li> <li>Miss Havisham: <i>Have – like past tense, what she 'had', and false and faded</i></li> <li>Pip: <i>A pipsqueak, small, insignificant, vulnerable</i></li> <li>Mr Pumblechook: <i>Surname suggests a bumbler or again</i></li> <li>Jaggers: <i>Suggests jagged – something sharp (he is intelligent) (sending perception)</i></li> </ul>
Chapter 8 Multiple Choice Quiz (answers 7 and 8 for quiz A only)	<ol style="list-style-type: none"> <li>1. – – – – – the contrast</li> <li>2. option</li> <li>3. Jacks</li> <li>4. Generous</li> <li>5. Cry</li> <li>6. Shameful</li> <li>7. Seven times nine</li> <li>8. 'You can break his heart'</li> </ol>
Havopoly	See p. 42 for explicit instructions on how students can use the
Spoken-language Tasks	Depending upon your group, it may be possible to cover some reading this novel which may help students consolidate, enjoy
	<b>Hot Seating</b> <p>One or two students sit at the front. Students answer questions in character.</p> <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>Create a list of questions students can ask characters.</li> <li>Encourage answering in character. Assessment will be useful.</li> </ul>
	<b>Individual (Individual or Responding)</b> <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>Each student decides on one character.</li> <li>Students prepare a small presentation.</li> <li>This task could be made harder to a 20-word response.</li> </ul>
	<b>Pair Work</b> <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>Decide which two characters to focus on.</li> <li>Mind map the extra scene.</li> <li>Write a script of the extra scene.</li> <li>Practise performance before class.</li> </ul>
	<b>Group Work</b> <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>Decide which topic to focus on.</li> <li>Group arrange themselves into groups (page finders, decision maker).</li> <li>Group discussions take place.</li> <li>When groups have made a decision, they present to the rest of the group.</li> <li>It is essential that the groups back up their points (also use PEE techniques).</li> </ul>

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## Answers to Dickens Web Quest (A)

1. He was born in 1812 and died in 1870
2. He was imprisoned for debt
3. Dickens' novels often centred around orphaned or abandoned children, probably in the terrible conditions of a shoe-blackening factory as a child. Class, crime and punishment are also recurring themes, set against the backdrop of Victorian England.
4. Catherine Hogarth
5. Dickens' mistress
6. The novels were first published in instalments in newspapers, therefore Dickens used the reader's interest in each instalment to keep them coming back.
7. Dickens' grave
8. A number of facts may be given; the following are some examples:
  - He had a career as a journalist
  - He had 10 children
  - He wrote 15 major novels as well as many short stories
  - He loved the theatre, was part of an amateur theatre group and even once performed
9. Dickens viewed rail travel as a necessity, using it extensively as he travelled around the country. He was nostalgic for older forms of transport and became nervous of trains after being involved in a rail accident.
10. Any point is acceptable; these are some examples:
  - It was legal for children to work; many poorer children would work in factories to help their families' income
  - There were a lot of orphans and street children in the Victorian age; poor hygiene and high mortality in childbirth
  - Only children from wealthy families went to school, until 1870 when schooling became compulsory for all
11. Any point is acceptable; the following are some examples:
  - The invention of the steam engine triggered an industrial revolution and many people moved to cities looking for work in new factories
  - Women couldn't vote
  - Britain had an empire; Queen Victoria was also the Empress of Canada and the Empress of India
  - Smaller countries were being absorbed into larger ones
  - Rail travel meant that travelling became easier, popularising picnics and day trips to places like Brighton
  - Social class was very important

## Answers to Dickens Web Quest (B)

1. 1812
2. 1870
3. The country was undergoing an industrial revolution; cities were growing rapidly as new factories were opened. In poorer parts of the cities there were problems of poverty, overcrowding and slums.
4. Catherine Hogarth
5. Their marriage was troubled; he thought she was a bad mother and housekeeper
6. He had 10 children; his most successful, Henry Fielding, earned a knighthood while his youngest daughter, Dora, died when she was only eight months old.
7. Dickens was born in Portsmouth, though lived in London for most of his life. His family moved after separating from his wife.
8. A factory worker and journalist
9. He was anti-slavery

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## Answers to Prisons and Justice in Victorian England Web Quest

1. Approx. 5,000 up to 20,000
2. Possibly the **Industrial Revolution** – people moved from their rural homes to the city poorly paid, without families to clothe, house and feed them. The more people flooded became to find a job as competition was fierce. **Crime** was also a problem, because naivety as newcomers to the city were an easy target.
3. Imprisonment, death by execution or transportation
4. Australia or Tasmania (then called Van Diemen's Land)
5. Hard labour – picking oakum (separating strands of twisted rope), walking a treadmill a crank made difficult by sand a certain number of times to be allowed food
6. 90
7. With the purpose of breaking their spirits and will, convicts were not allowed to talk were made to exercise on their own and to wear masks to stop them talking – often
8. Hard beds – wooden planks for beds instead of hammocks; hard fare – the same for
9. Evidence that stealing food could have landed Pip in prison – especially knowing that this happen as she has already foretold his 'terrible character'.
10. A prison for people who had fallen into debt. You could only get out by paying off your debt (there almost indefinitely).
11. Marshalsea (London)
12. Work in a blacking factory to help pay off the family debts.
13. Menial work, writing and sticking labels onto bottles of boot polish.
14. Dickens realised the injustice of his times. He was profoundly affected by the menial experience scarred him for life. It was hard work and badly paid. He became a philanthropist – which showed in his novels, e.g. the character of Magwitch.
15. Horse stealing and house breaking (burglary)
16. Edward Abbott, aged 19, one month hard labour
17. James Fabes, aged 12, stealing part of a currant cake, three months in jail and a whipping
18. John Quin, aged 25, violent assault, imprisoned indefinitely
19. James Wadsworth, aged 19, shooting a pigeon, one month hard labour
20. Ruth Jack, aged 13, stealing oranges and figs, 14 days hard labour for each offence or five years.

## Answers to Quiz Questions on Criminals

1. Very afraid of himself. Mrs Joe used the cruel justice system to make Pip behave. He does the same to Pip as a result of his life experiences.
2. He seemed to feel that it was a different world, nothing to do with a gentleman. He was wrong and sees its cruelty and inconsistencies first hand.
3. How it is unfair, particularly against the poor (who cannot afford lawyers) and is in favour of rich people. Even small crimes were punished very severely. He feels the only way to change the system (or by ourselves by living moral lives). He also feels that awareness should be raised to change the system.

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# Pre-Reading Activities

## Student-Friendly Guide to Assessment Objectives

Assessment Objective	Exam Board Wording	Examples	
AO1	Demonstrate knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.	<ul style="list-style-type: none"> <li>• PEE</li> <li>• Use and analyse quotations</li> <li>• Use a good range of quotations</li> <li>• Use a critical style (e.g. relating the text to the question, how language works in the text)</li> </ul>	Dickens 'distasteful' the game the young
AO2	Analyse the language, form and structure used by a writer to create meanings and effects.	<ul style="list-style-type: none"> <li>• Form</li> <li>• Structure</li> <li>• Language</li> </ul> <p>Showing how these are used to certain effects by the author</p>	<ul style="list-style-type: none"> <li>• Bl...</li> <li>• H...</li> <li>• M...</li> </ul>
AO4	Show understanding of the relationships between texts and the contexts in which they were written.	Context, e.g. when it was written, how it was received, how the historical context affected the author, anything relevant about the author's time	<ul style="list-style-type: none"> <li>• D...</li> <li>• fa...</li> <li>• pe...</li> <li>• D...</li> <li>• le...</li> <li>• of...</li> <li>• Co...</li> <li>• po...</li> <li>• In...</li> </ul>

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## Dickens Web Quest (A)

Go to Zig Zag Education

Find out as much as you can about Dickens. The following websites might help.

- [http://www.bbc.co.uk/history/historic\\_figures/dickens\\_charles.shtml](http://www.bbc.co.uk/history/historic_figures/dickens_charles.shtml)
- <http://www.dickensmuseum.com/>
- <http://charlesdickenspage.com/>
- <http://charlesdickenspage.com/fact-arc.html>
- <http://www.victorianweb.org/authors/dickens/dickensbio2.html>
- <http://www.norwichbiographies.com/De-Du/Dickens-Charles.html>

1. When was he born and when did he die?
2. What happened to Dickens' father?
3. What were Dickens' novels about? What sort of things concerned him?
4. Who was Dickens married to?
5. Who was Ellen Ternan?
6. Why did Dickens novels include many cliffhangers and subplots?
7. What is Poets' Corner at Westminster Abbey?
8. Find two more interesting facts about Charles Dickens.
9. What was Dickens' view on rail travel?
  - <http://www.victorian.ac.uk/lectures-and-events/dickens-and-the-mo>
10. Dickens lived in the Victorian era. Find out two things about children's lives.
  - <http://college.saintebarbe.pagespro-orange.fr/victoria/children.htm>
  - <http://www.victorianweb.org/genre/childlit/childhood4.html>
11. What five other things do you know about Victorian life?
  - <http://www.victorianweb.org/>
  - <http://www.victoriana.com/>
  - [http://www.bbc.co.uk/schools/primaryhistory/victorian\\_britain/](http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/)

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## Dickens Web Quest (B)

 Go to Zzed

Find out as much as you can about Dickens. The following websites might help.

- [http://www.bbc.co.uk/history/historic\\_figures/dickens\\_charles.shtml](http://www.bbc.co.uk/history/historic_figures/dickens_charles.shtml)
- <http://www.dickensmuseum.com/>
- <http://charlesdickenspage.com/>
- <http://charlesdickenspage.com/t-facts.html>
- <http://www.victoria.museum/authors/dickens/dickensbio2.html>
- <http://www.victorianbiographies.com/De-Du/Dickens-Charles.html>

1. When was Dickens born?
2. When did he die?
3. What was England like then? (Find at least two things.)
4. Who did he marry?
5. What was their marriage like?
6. Did he have children? If so, how many and what happened to them?
7. Where did Dickens live?
8. What jobs did Dickens do?
9. What was Dickens' view on slavery?
10. Create a presentation about Dickens which you think nobody will be able to answer.

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# Literary Techniques Quiz

Using dictionary websites, search engines or just your own general knowledge, find the following literary techniques mean and link up the correct pairs.

Kinaesthetic learners can cut up the cards to help match them.

Technique	Definition
Bildung: 	Making a human appear less than the convict is described by the more like a dog than a man.
Pathetic fallacy	Making a non-human object floor boards appear to shout
Metaphor 	A novel structure following a child to an adult.
Personification	Comparing two or more things without using 'like' or 'as', e.g. 'lozenges'.
Dehumanisation	When a person, place or thing abstract or complex idea, e.g. representing anger and mystery
Symbol 	When the weather or surroundings feelings or highlight a theme, Pip's misery.

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# Key Chapters Overview

## Volume One

Chapter	Volume One
1	Pip meets Magwitch at the graveyard.
2	Introduces Joe and Mrs Joe at the forge. Pip steals food for Magwitch.
3	Pip mistakes the reason for Magwitch back at the graveyard.
4	Pumblechooks arrive at the forge for Christmas dinner. Mrs Joe not happy. Pip runs but is stopped at the door by soldiers searching for convicts.
5	Joe and Pip join the soldiers looking for the convicts. When found, Magwitch saves Pip's reputation by saying that he broke into the forge and stole the food himself.
6	Pip struggles with his guilt at not being brave enough to admit he actually stole the food.
7	Biddy teaches Pip to read. Pip teaches Joe but he wishes to keep it a secret. Miss Havisham sends for Pip.
8	Pip meets Miss Havisham in her strange bridal clothes. Estella makes Pip aware of his common nature.
9	Pip contemplates being common.
10	Pip begins thoughts of 'great expectations' and wants to change his common nature. He meets a stranger with a file.
11	Pip returns to Satis House, is judged harshly by the Pockets and is slapped. He fights with a pale boy (Herbert Pocket). His job is to walk Miss Havisham and protect her from the world.
12	Pip continues to work at the forge and grows old enough to be apprenticed to Joe.
13	Pip visits Miss Havisham to discuss Pip's apprenticeship. He is uncomfortable. She only talks to Pip. Miss Havisham pays Joe for Pip's time there. Pip feels he must become a blacksmith having rubbed shoulders with 'better' folk.
14	Pip detests working as a blacksmith as he has become a snob. He thinks of leaving.
15	Pip returns to Satis House but Estella is not there, she is being educated. (Joe's assistant) fights with Joe after he insults Mrs Joe. Joe wins the fight but is mysteriously attacked and is left incapacitated. She can no longer talk.
16	Biddy nurses Mrs Joe. The weapon she was attacked with is found – a candlestick. Pip does not believe Magwitch did it. Mrs Joe signals each day that she loves Pip by drawing the sign of a hammer.
17	Pip visits Miss Havisham each year on her birthday. Biddy teaches Pip. Pip wonders whether he likes Estella or not. Biddy is not 'a lady'.
18	Jaggers asks for Pip to go over to another unknown person from whom he has received a large sum of money. The benefactor is to remain a mystery. All assume it is Miss Havisham. Pip is unkind to Joe and Biddy as they say how much he has changed. He is eager to leave and become a gentleman.
19	Pip's snobbery increases as he asks Biddy to school Joe in manners. When she says she is jealous of his good fortune. Others who had previously been kind to him now seem to like him (or his money!), e.g. Pumblechook, Trabb the tailor.

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## Volume Two

Chapter	Volume Two
20	Pip meets Jaggers at his London office and receives a generous allowance.
21	Pip meets Wemmick (Jaggers' clerk) and Herbert Pocket at who he will lodge.
22	Pip and Herbert discuss Estella being Miss Havisham's adopted daughter and that Havisham was jilted – possibly by someone of her brother's to get money.
23	Pip meets the well organised and status obsessed Pocket family.
24	Pip is warned to look closely at Jaggers' maid, Molly.
25	Wemmick invites Pip home to meet his aged parent. His house is like a fortress to keep the working world outside.
26	Jaggers invites Pip, Drummle, Herbert and Startop to dinner. Pip and the Drummle who is self-centred.
27	Joe has a disastrous trip to London where Pip seems ashamed of him.
28	Pip visits home and Satis House and feels he no longer fits in.
29	Pip decided not to visit the forge as it does not fit his new image. Miss Havisham to love Estella, even though she will spurn him. Orlick is now working for Mr Jaggers.
30	Pip convinces Jaggers to sack the untrustworthy Orlick. Herbert is engaged to Estella but she is of a low station and from his parents will not accept her.
31	Pip and Herbert visit Lenmark regarding a business opportunity.
32	Estella arrives in London to visit Pip.
33	Estella flirts with Pip but also spurns him. We feel some sympathy for her as they have no choices and a bitter outlook.
34	Pip begins to miss the forge and his old life. Both he and Herbert experience trouble. Mrs Joe dies.
35	Pip returns home for his sister's funeral. He promises to visit often. Biddy doesn't believe him (and Pip's lack of visits proves her right).
36	Pip turns 21 and hopes to hear the truth about his benefactor.
37	Wemmick is in love with Miss Skiffins. Though he is hiding too much already, he ensures Herbert has an income by arranging an apprenticeship with Clarrikin.
38	Estella continues to tease Pip, leading him on and destroying his hopes. Drummle to marry Estella, but she leads him on, too.
39	In a final twist, Magwitch returns and is revealed as Pip's mysterious benefactor. He feels used by Miss Havisham and ashamed of the source of his riches. Magwitch is proud of Pip and thinks of him as his son. For returning to England, Magwitch risks a life penalty.

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## Volume Three

Chapter	Volume Three
40	Pip is dismayed to hear that Magwitch (now named Provis) plans to stay. Magwitch is extremely proud of Pip.
41	Pip introduces Magwitch to Herbert. They plan to go away from him but way out.
42	Magwitch relates the story of his painful, lonely past. He met Compeyson to commit crime (although Compeyson received less of a jail term because of his social position). Compeyson is revealed as the man who jilted Miss Havisham.
43	Pip is told that Compeyson will find out Magwitch is back in England. He is also introduced to Miss Havisham and Estella who is still leading on Drummle.
44	Pip declares his love to Estella. In turn, she reveals that she is to marry Drummle (and promises she will not make him happy). A note from Wemmick warns Pip.
45	Compeyson is lurking around, looking for Magwitch. Herbert has hidden Clara's family's house. Pip hides in lodgings. Herbert and Pip plan to get away from England.
46	A plan is formed to row Magwitch to the ferry for Rotterdam.
47	Pip is being followed by Compeyson.
48	Molly (Jaggers' maid) is thought to be Estella's mother.
49	Miss Havisham repents of her cruelty towards Pip and agrees to give more. Her dress sets alight and Pip saves her, although his hands are badly burned.
50	Herbert cares for Pip's burns. Molly is revealed to be Magwitch's lover. The daughter of Magwitch and Molly (destroying her right to pride and arrogance).
51	Jaggers learns who Estella's mother is. He explains why he had Estella adopted by Havisham (to give her a chance).
52	Thoughts on Magwitch's escape are given more thought.
53	Orlick attacks Pip on the marshes. He is angry that Pip made Biddy believe in him, as Orlick had wanted to become involved with her. Orlick admits to being Joe's favourite. Orlick has told Compeyson about Magwitch. Herbert and Startop save Pip but dare not tell the police for fear of Magwitch arrested.
54	The escape plan begins. Pip, Magwitch, Herbert and Startop row away. A boat pulls alongside to arrest Magwitch. Compeyson, their informer, is caught. He fights with Magwitch. They fall into the river and only Magwitch surfaces. Magwitch is arrested and put in chains. Pip knows that his fortune is now forfeit to the law and not tell Magwitch who is slowly dying.
55	Wemmick marries Miss Skiffins. Herbert leaves for Cairo having married Clara to live with them in his hard times.
56	Magwitch receives the death sentence. He and Pip are now close before Magwitch dies.
57	Pip is arrested for debt. He slips into a severe induced coma. Joe pays his way out of London. As Pip recovers, Joe informs him that Miss Havisham has been arrested. Pip is to marry Biddy.
58	Pip returns to the forge to discover that Biddy and Joe are married. Pip joins them on the road, eventually becoming a partner in his business.
59	Joe and Biddy have children. Pip meets Estella who seems changed for the better. A possible relationship between the two closes the story.

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# Chapter One

## Questions

1. How does the name 'Pip' make you feel about the character?
2. What words did you struggle to say as a child?
3. Find an example of first person narration and explain the effect of it.
4. What technique is used in the description of his siblings' tombstones 'lozenges'?
5. How does Dickens expect us to respond to the man who appears in the churchyard? Explain how Dickens creates this effect by using PEE (a quotation from the text).
6. Draw the landscape (not the characters) that Dickens creates.
7. On a scale of 1–10, how would you rate Dickens' powers of description (1 being phenomenal)?

### Initial Impressions

- Read the first couple of pages of the book.
- Write down how you feel about Pip and explain why.
- Do the same for the character of Mr. Magwitch.

### Guess What Happens in Chapter 2

In the next chapter, we meet the two people who Pip lives with (Joe and Mrs Joe). Guess:

- What they might look like
- How they might treat Pip
- What their home might be like
- How they might fit into the rest of the story

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## Comprehension

1. What is Pip's full name?
2. How does Pip know anything about his parents?
3. What does the convict say when he first threatens Pip?
4. How does the convict make the convict sound like an animal?
5. What frightens the convict?
6. What does the convict want from Pip?
7. Why does Dickens set this story in a graveyard?
8. Can you remember one image that makes this scene frightening in

### Modernise the Story

Rewrite the first chapter as if it were set in modern times, for example:

- Give Pip a modern name and use alliteration
- Change the setting to somewhere that might be scary to a boy today
- Describe the convict in a more frightening way for a modern audience
- What might the convict want from the boy?

### Rules

1. Only the boy and the convict are there
2. The boy is feeling sad about something
3. The convict sneaks up on the boy and frightens him
4. The convict wants something from the boy
5. The chapter ends as the boy goes to fetch this for the convict



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## Multiple Choice Quiz Starter (A)

1. How does Pip imagine his father's hair looked?

- ☐ Black shiny hair
- ☐ Curly black hair
- ☐ Curly brown hair
- ☐ Short curly hair

5. What does Pip want to eat?

- ☐ His eyes
- ☐ His nose
- ☐ His cheeks
- ☐ His boots

2. What was Pip's mother's name?

- ☐ Georgiana
- ☐ Georgina
- ☐ Georgie
- ☐ Britney

6. As the convict escapes, what does Pip imagine he is doing?

- ☐ The clutches of the graves
- ☐ Running in the snow
- ☐ Falling over the wall
- ☐ Being overhauled

3. What did Magwitch give Pip on his leg?

- ☐ Tailor-made trousers
- ☐ An iron
- ☐ Dirty clothing
- ☐ Bandages

7. What does Magwitch say he was?

- ☐ A snake
- ☐ A king
- ☐ A frog
- ☐ Rich

4. What does Pip first ask the convict not to do?

- ☐ Not to cut his throat
- ☐ Not to strangle him
- ☐ Not to push him over the wall
- ☐ Not to strike him on the chin

8. What does Magwitch ask Pip if he does?

- ☐ Call for the police
- ☐ Take his head
- ☐ Drown him
- ☐ Chop his leg

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## Multiple Choice Quiz Starter (B)

1. How does Pip imagine his father's hair looked?

- ☐ Black shiny hair
- ☐ Curly black hair
- ☐ Red Mohican



4. What does Pip want to do?

- ☐ Not to cut his hair
- ☐ Not to strain his back
- ☐ Not to break his back

2. What was Pip's mother's name?

- ☐ Georgiana
- ☐ Georgina
- ☐ Britney

5. What does Pip want to eat?

- ☐ His eyes
- ☐ His nose
- ☐ His ice cream

3. What does Magwitch have on his leg?

- ☐ Tattered trousers
- ☐ An iron
- ☐ Splotches of blood

6. As the convict, what does Pip imagine he is doing?

- ☐ The clutches of the graves
- ☐ Running in the streets
- ☐ Doing his best

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## Dickens' Language: The Graveyard Scene (A)

Using these quotations, fill in the rest of the columns to find out about Dickens' techniques and why he has chosen to use them.

**Tip!** —

What you write  
future essays

Quotation	Technique	Analysis/Effect
<i>I never saw my father or my mother... The shape of the letters on my father's grave gave me an odd idea that he was a square, stout, well-made man, with curly hair.</i> (p. 5)	Pathos	Sympathy for Pip and vulnerable (more tense)
<i>To five little stone lozenges, each about a foot and a half long... sacred to the memory of five little brothers of mine</i> (p. 5)	Metaphor (lozenges makes you picture the graves) Statistics (five brothers seems a lot to lose)	Pip is again lonely We want to find out
<i>Dark wilderness</i> (p. 5) <i>Distant savage lair</i> (p. 6) <i>Wind was rushing</i> (p. 6)		
<i>The small bundle of shivers growing afraid of it all and beginning to cry, was Pip.</i> (p. 6)		
<i>Keep still, or the devil or I'll cut your throat.</i> (p. 6)		
<i>What fat cheeks you ha' got.</i> (p. 6)		
<i>'Where's your mother?' 'There, sir!' Said I.</i> (p. 7)		
<i>Say Lord strike you dead if you don't!</i> (p. 7)		

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**Tip!** —

Top tip to reach top grade! Add an extra column for 'context'. Extend your answers to do with Victorian times and Dickens' own opinions (refer back to your web quests)



## Dickens' Language: The Graveyard Scene (B)

Using these quotations, fill in the rest of the columns to find out about Dickens' techniques and why he has chosen to use them.

**Tip!** —

What you write here will be useful for your future essay.

Quotation	Analysis / Effect of the Technique
<i>I never saw a fairer sight than my mother... The shape of the letters on the weathered stone gave me an odd idea that he was a square, stout, dark man, with curly black hair. (p. 5)</i>	Sympathy for Pip. He seems extremely lonely and vulnerable (making the entrance of the convict more tense)
<i>To five little stone lozenges, each about a foot and a half long... sacred to the memory of five little brothers of mine (p. 5)</i>	Clue: how weather can show things about a place, a story or a character.
<i>Dark wilderness (p. 5) Distant sawn timber (p. 5) Wind was whistling (p. 6)</i>	Clue: how weather can show things about a place, a story or a character.
<i>Keep still you little devil or I'll cut your throat! (p. 6)</i>	Clue: what type of language is the convict using here?
<i>Say Lord strike you dead if you don't! (p. 9)</i>	Clue: what did Victorian people think about religion?

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## Chapter Two

### Questions

1. Why is Mrs Joe given no name?
2. At the beginning of the chapter, how does Dickens want us to view Joe? Explain by using evidence.
3. Why does Mrs Joe say 'ram-paged' with a hyphen?
4. Write a paragraph of how Joe might cut bread and butter, using Dickens' Joe's ghastly preparations.

### Initial Impressions

- Read the first couple of pages.
- Write down how you feel about Joe and Mrs Joe and explain why.

### Tip!

Top tip for top grade! Build in details about Victorian life and Dickens' own opinions into your answers. Use as many literary terms as you can.

### Extend the text

Dickens creates a fearsome, vicious character in Mrs Joe, e.g. the Tickler, pins in the bread. **Add to this kitchen scene by writing something new for Mrs Joe to do which would terrify Pip (or at least make his life more uncomfortable).**



### Problem Page

- Write to a problem page from Pip's point of view. He should complain about Joe and the life he currently has at the forge.
- Next, write a reply from Mrs Joe.  
As an extra challenge, write these in the style of Dickens (this will help you to exploring his techniques).
- Use the 'Ask Auntie' handouts on the following page to help you. Also see some examples of advice-giving websites at
  - <http://www.anti-bullyingalliance.org.uk/>
  - <http://www.bullyinghelp.co.uk/>

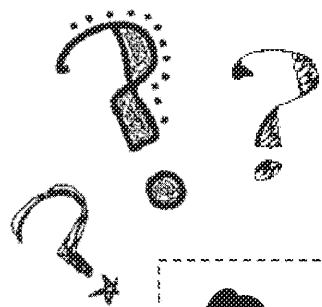


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# Ask Auntie



Dear Auntie

I wonder if you can help me?

Just lately, I've become afraid of everything.

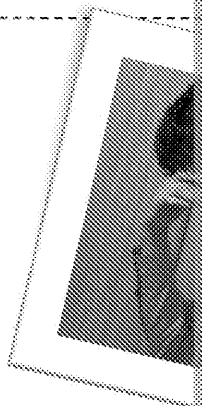
It might sound stupid but these constant fears are driving me crazy.

I am scared of swine flu, exams and pigeons.

I'm scared that I might suddenly develop a nut allergy or anything with nuts in for ages just in case.

My mum tells me to stop worrying so much but I can't become a habit and I don't know how to break it.

I'm 15 years old and feel so young to have this many worries.



## Auntie Replies:

Being worried is quite normal as long as it is kept in perspective. Especially for someone your age, you are experiencing a lot of things and life can sometimes feel overwhelming.

Certainly the press never help matters, reporting on everything as though the world is going to end.

It is important to talk to people. Try your mother again. If she can't help, try a friend. If your fears are too personal or embarrassing, or if your friends don't really understand, you could try talking to some of the wonderful organisations set up to help people. The Samaritans or Child Line.

Remember – keep everything in context. Write down your fears. That might help you to keep things in perspective.

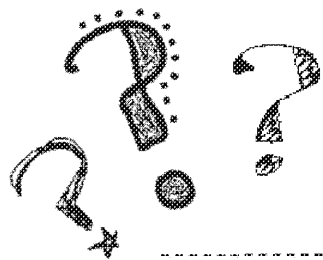


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# Ask Auntie

Person with the problem writes in a letter style

Informal language

Writes about things that a teenager might experience...

**Q**

Dear Auntie

Wonder if you can help me?

Just lately, I've become afraid of everything.

It might sound stupid but these constant fears are driving me crazy.

I am scared of swine flu, exams and pigeons.

I'm scared that I might suddenly develop a nut allergy and anything with nuts in for ages just in case.

My mum tells me to stop worrying so much but I can't make it become a habit and I don't know how to break it.

I'm 15 years old and feel so young to have this many worries.

Slightly more formal but also friendly and knowing in tone

Focuses on issues which affect the writer, e.g. age

Factual & helpful

Range of sensible solutions

**A**

Auntie Replies:

Being worried is quite normal as long as it is kept under control. Especially for someone your age, you are experiencing a lot of things and life can sometimes feel overwhelming.

Certainly the press never help matters, reporting on everything as though the world is going to end.

It is important to talk to people. Try your mother again. If she can't help, try a friend. If your fears are too personal or embarrassing, or if your friends don't really understand, you could try talking to some of the wonderful organisations set up to help people like you. The Samaritans or Child Line.

Remember – keep everything in context. Write down your fears. That might help you to keep things in perspective.

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## Comprehension

1. What two things do 'brought me up by hand' mean?
2. Write down one description of Mrs Joe which you think best suits her.
3. What is the name of the instrument of punishment which Mrs Joe uses?
4. Who does Pip feel sorry for in this chapter?
5. What does Mrs Joe give Pip and Joe for their meal?
6. Where does Pip put his meal (rather than in his mouth)?
7. Why does Pip not eat his meal?
8. What does Mrs Joe force feed Pip to try and improve his manners?
9. What day is this chapter set in?
10. What do the guns being fired from the prison ships mean?
11. What does Mrs Joe tell Pip that asking too many questions will lead to?
12. Because Pip feels guilty at stealing more food, what does he imagine?

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## Multiple Choice Quiz (A)

1. What colour are Joe's eyes?

- ☐ Light blue
- ☐ Black
- ☐ Green
- ☐ Brown



2. Which Roman demigod does Pip describe Joe as?

- ☐ Achilles
- ☐ Minos
- ☐ Orion
- ☐ Hercules

3. What does Pip imagine Mrs Joe washes herself with?

- ☐ Brandy
- ☐ Nutmeg grater
- ☐ Cheese grater
- ☐ Lemongrass grater



4. How does Joe describe Mrs Joe's search for Pip?

- ☐ Riot
- ☐ Rampage
- ☐ Fly off the handle
- ☐ Flipped her lid



5. Pip looks at the 'coals'. What

- ☐ Dehumanises
- ☐ Personifies
- ☐ Simile
- ☐ Contrast

6. Which alcohol does Mrs Joe buy for the convict?

- ☐ Whisky
- ☐ Gin
- ☐ Brandy
- ☐ Rum

7. What is 'Tick'?

- ☐ A cat
- ☐ A cane
- ☐ A belt
- ☐ A feather duster

8. What does Mrs Joe call the medicine?

- ☐ Whisky
- ☐ Calpol
- ☐ Paracetamol
- ☐ Tar-water

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## Multiple Choice Quiz (B)

1. What colour are Joe's eyes?

- ☐ Light blue
- ☐ Purple
- ☐ Brown

4. How does Joe die for Pip?

- ☐ Riot
- ☐ Rampage
- ☐ Flipped her lid

2. Which Roman demigod does Pip describe Joe as?

- ☐ Achilles
- ☐ Acnes
- ☐ Hercules

5. Pip looks at the 'coals'. What technique does Dickens use?

- ☐ Dehumanisation
- ☐ Personification
- ☐ Crazy talk

3. What does Pip imagine Mrs Joe washes herself with?

- ☐ Brillo pad
- ☐ Nutmeg grater
- ☐ Cheese grater

6. Which alcoholic drink does Pip give the convict?

- ☐ Whisky
- ☐ Bacardi Breezer
- ☐ Brandy
- ☐ Rum

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## Dickens' Language: The Forge (A)

Using these quotations, fill in the rest of the columns to find out about Dickens' techniques and why he has chosen to use them.

**Tip!**

What you learn here can help you in your future essay.

Quotation	Technique	Analysis/Effect
She had been mended 'by hand'. 		
Joe was a fair man, with curls of flaxen hair on each side of his smooth face. (p. 9)	Contrasts, etc.	
My sister, Mrs Joe, with black hair and eyes had such a prevailing redness of skin that I sometimes used to wonder whether she washed her face with nutmeg gr instead of soap. (p. 10)		
Tickler was a wax ended piece of cane worn smooth by collision with my tickled frame. (p. 10)		
She jammed the loaf hard and fast against her bib – where it sometimes got a pin into it. (p. 11) 		

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## Dickens' Language: The Forge (B)

Using these quotations, fill in the rest of the columns to find out about Dickens' techniques and why he has chosen to use them.

**Tip!**

What you v  
future essay

Quotation	Analysis/Effect on the Technique
She had brought me up 'by hand'. (p. 9)	Makes Joe sound violent – shows she beats him with her hand.
Joe was a fair man, with curls of flaxen hair on each side of his smooth face. (p. 9)	
My sister, Mrs Joe, with black hair and eyes had such a prevailing redness of skin that I sometimes used to wonder what she washed her face with – a nutmeg grater instead of soap. (p. 10)	
Tickler was a wax ended piece of cane worn smooth by collision with my tickled frame. (p. 10)	
She jammed the loaf hard and fast against her bib – where it sometimes got pin into it. (p. 10)	

**Tip!**

Top tip to reach top grade: Add an extra column for 'con matching comments about the Victorian era and Dickens'

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## Chapters Three to Seven

### Chapter 3

1. Which of the five senses has Dickens invoked in this chapter? Write down as many as you can. Remember to look at the five senses as you go through the novel since Dickens uses them throughout. This is also a good area to focus on in your essays.
2. Which of the above work the best? Which one creates the strongest image?

### Chapter 4

1. From the first five or so paragraphs, how do we know that Joe and Pip aren't really brothers? Find examples and find literary techniques (e.g. metaphors) to describe how Dickens writes. Find at least two examples and analyse them.
2. What view do you have of Victorian childhood from this novel so far? Use Pip to explain.
3. How could you describe the end of this chapter? Think about soap operas.

### Chapter 5

1. How does the convict save Pip's skin? Use PEE to explain.
2. We will see the convict again. Guess at the part he will play in the rest of the novel.
3. In groups, use the Internet to research the Prison and Justice in Victorian England. Prepare to share your answers with the rest of the class.

### Chapter 7

1. Create a list of verbs which show how roughly Pip was cleaned up by his sister. Which is the best, most creative or most apt verb used. Already used by Dickens are:

*squeezed      soaped      kneaded      towelled      thumped*

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## Chapter Eight

### Questions

1. Make a list of the descriptions of Miss Havisham's house. Can you sum up this genre in three words?
2. Draw and label a plan of the house by using Dickens' descriptions.
3. Add your own descriptions which you feel would create a strong impression.
4. What is your view of Estella? Use PEE to show how you formed your opinion.

### Initial Impressions

- Read until '...and a young lady came across the courtyard, with keys in her hand'.
- Write down how you feel about this place (e.g. what the inhabitants might look like, act like, what they might want with Pip, what the place might resemble) and explain your answers.

Or

- What do the following words from the beginning of the chapter tell us about the house and its inhabitants? In other words, how does the house symbolise the people who live in it?
  - Old brick
  - Dismal
  - Iron Bars
  - Walled Up
  - Keys
  - Rustily Barred
- Listen to the passage being read again (or read it yourself for a second time). Pick out more words or phrases that tell us about the house and its inhabitants. Share these with the class. Focus on analysing the language, not just picking phrases out.



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## Technique Spotting

Pair up the quotation with the correct definition, then think about the effect the answers should show a sophisticated level of analysis that includes comment on Victorian context.

Quotation	Technique
<i>The cold wind seemed to blow colder there, than outside the gate; and it made a shrill noise in howling, and out at the open windows of the brewer's house the noise of wind in the rigging of a ship at sea (p. 53)</i>	Metaphor
<i>...the passages were all dark, and that she had left a candle burning there. She took it up, and we went through more passages and up a staircase, and still it was all dark (p. 54)</i>	Short Sentences
<i>I saw that everything within my view which ought to be white, had been white a long ago, and had turned grey, and was just turning yellow (p. 55)</i>	Pathetic Fallacy
<i>Now, waxwork and skeleton seemed to have dark eyes that moved and looked at me (p. 55)</i>	Repetition
<i>'What do I touch?' 'Your heart' 'Broken!' (p. 55)</i>	Simile

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## Pip's Diary

Write an entry for Pip at the end of this chapter. Remember to include:

- How he felt before and after meeting Miss Havisham
- His mixed feelings for Estella
- How he feels about going back there again
- How he feels about being working class
- How he felt about the strange house
- Any hopes or fears for the future
- Correct spelling, punctuation and grammar

Extract from *The Diary of Anne Frank* (1947)

My dearest Kitty,

For a long time now I didn't know why I was bothering to do any schoolwork. The end of the war is so unreal, like a fairy tale. If the war isn't over by September, I won't go back to school for two years behind. . .

I finally realized that I must do my schoolwork to keep from being ignorant, to get on with life because that's what I want! I know I can write. A few of my stories are good, my descriptions are humorous, much of my diary is vivid and alive, but. . . it remains to be seen whether I can write for others.

Unless you write yourself, you can't know how wonderful it is! I always used to bemoan my lack of talent, now I'm overjoyed that at least I can write. And if I don't have the talent to write books, I can always write for myself. But I want to achieve more than that. I can't imagine having to live with all the women who go about their work and are then forgotten. I need to have something to devote myself to! I don't want to live in vain like most people. I want to leave something to all people, even those I don't know. I want to go on living even after my death! And God for his gift, which I can use to develop myself and to express all my feelings.

When I write, I can shake off all my cares. My sorrow disappears, my spirits are revived! Will I ever be able to write something great, will I ever become a journalist or a writer?

I hope so, oh, I hope so very much, because writing allows me to record everything, all my thoughts and fantasies. . .

So onwards and upwards, with renewed spirits. It'll all work out, because I'm determined.

Yours, Anne M. Frank

\*The Secret Annexe: the place where Anne hid with her family

\*Mrs Van Daan: a family friend who was in hiding with them

Find examples of these techniques in *The Diary of Anne Frank*'s diary:

- First person
- Informal language
- Rhetorical devices
- Past tense
- Formal language
- Emotive words
- Names of friends, etc.
- Bias

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## Comprehension

1. Who opens the gate to let Pip and Mr Pumblechook in?
2. What is the name of Miss Havisham's house?
3. What is the first and main thing Pip notices about the house when he enters?
4. What is Miss Havisham dressed in?
5. What is the 'vault'?
6. What does Miss Havisham hope Estella will do with Pip?
7. How does Estella tease Pip about his boots?

### Aptonyms

Dickens is famous for his use of aptonyms (names which describe the person), e.g.

See if you can describe the following aptonyms:

Aptonym	Description
Estella	Star (stellar) – she seems bright and beautiful but is far away and burns too brightly suggesting she may eventually fade away
Miss Havisham	
Pip	
Mr Pumblechook	
Jaggers	

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## Here are some more examples:

- Alan Ball, the name of two English footballers (father and son); the 1966 World Cup winning team
- Layne Beachley, Australian world champion surfer
- Usain Bolt, Jamaican sprinter, Olympic Gold medallist, 100m and 200m holder
- Sean Connery and George Lazenby, appeared in four films of the James Bond series
- Peter Bowler, cricketer (in fact, primarily a batsman)
- Russell Brain, neurologist
- Albert Champion, French road cycling champion in the past
- Margaret Court, tennis player
- Thomas Crapper, manufacturer of Victorian toilets. (Note that the Crapper.)
- Megan Fox, model
- Bill Gates, a 'gate' being the central element of computer processes
- Learned Hand, judge
- Henry Head, an English neurologist
- Chip Jett, professional poker player
- Igor Judge, Lord Chief Justice of England and Wales
- Sam Lees, statistician, known for sleazy (s-s-y) behaviour
- Chuck Long, former NFL quarterback for the Detroit Lions and the New York Giants
- Bernard Madoff, architect of the world's biggest Ponzi scheme, with investors' bill
- Miss Moneypenny, gardener, botanist, investigative journalist
- Bob Rock, rock music producer, including Metallica and Bon Jovi
- Dave Salmoni, animal trainer, zoologist, television presenter, and author
- Martin Short, actor, stands well below male average height at 5'2"
- Anna Smashnova, tennis player

Taken from [http://en.wikipedia.org/wiki/List\\_of\\_people\\_named\\_after\\_places](http://en.wikipedia.org/wiki/List_of_people_named_after_places)

- David Bird – ornithologist
- Scott Constable – policeman
- Helen Painter – artist
- Dr Joseph Babey – paediatrician
- Dr Djerf – psychiatrist
- Bertha de Bleus – jazz singer
- Dr D'Eath – surgeon

Taken from <http://www.guy-sports.com/mc>

Create your own aptonyms (either made up or real – possibly from

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## Multiple Choice Quiz (A)

1. Why does Dickens start this chapter with Pip and Mr Pumblechook having breakfast?

- ☐ Because he can
- ☐ To highlight the contrast between poverty and Satis House
- ☐ Because the reader needs to know more about Mr Pumblechook
- ☐ To show the chapters run in chronological order

2. Which of these is Miss Havisham not dressed in?

- ☐ Silk
- ☐ Lace
- ☐ Satin
- ☐ Cotton

3. What does Estella tell Pip for calling knaves?

- ☐ Jokers
- ☐ Jills
- ☐ Jacks
- ☐ Aces

4. What does Pip not say about Estella? That she is:

- ☐ Pretty
- ☐ Insulting
- ☐ Proud
- ☐ Generous

5. What does Estella do before he leaves?

- ☐ Tell her love
- ☐ Cry
- ☐ Eat his food
- ☐ Change his name

6. What does Estella say?

- ☐ Shameful
- ☐ Ugly
- ☐ Afraid
- ☐ Excited

7. What sum of money does Estella give Pip?

- ☐ Eight times
- ☐ Seven times
- ☐ Seven tal
- ☐ Seven sq

8. What does Estella say about Miss Havisham?

- ☐ 'You can't
- ☐ 'What co
- ☐ thick bod
- ☐ 'You can't
- ☐ 'You can't

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## Multiple Choice Quiz (B)

1. Why does Dickens start this chapter with Pip and Mr Pumblechook having breakfast?

- ☐ Because he can
- ☐ To highlight the contrast between Pip's normality and Satis House
- ☐ To make the chapter run in chronological order



2. Which of these is Miss Havisham not dressed in?

- ☐ Silk
- ☐ Lace
- ☐ Satin

3. What does Estella tease Pip for calling her?

- ☐ Johns
- ☐ Jacks
- ☐ Aces



4. What does Estella say to Pip? That she is

- ☐ Pretty
- ☐ Insulting
- ☐ Generous

5. What does Estella do before he leaves?

- ☐ Tell her he is
- ☐ Cry
- ☐ Change his

6. What does Estella say to Pip?

- ☐ Shameful
- ☐ Ugly
- ☐ Good dan

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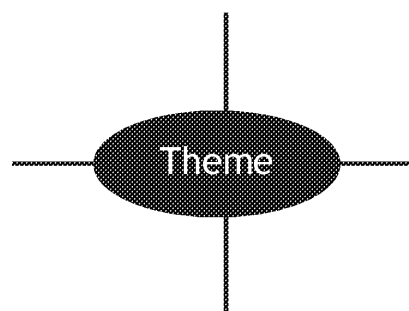


## Themes and Symbols

In pairs or small groups, create a mind map to answer the following questions (u

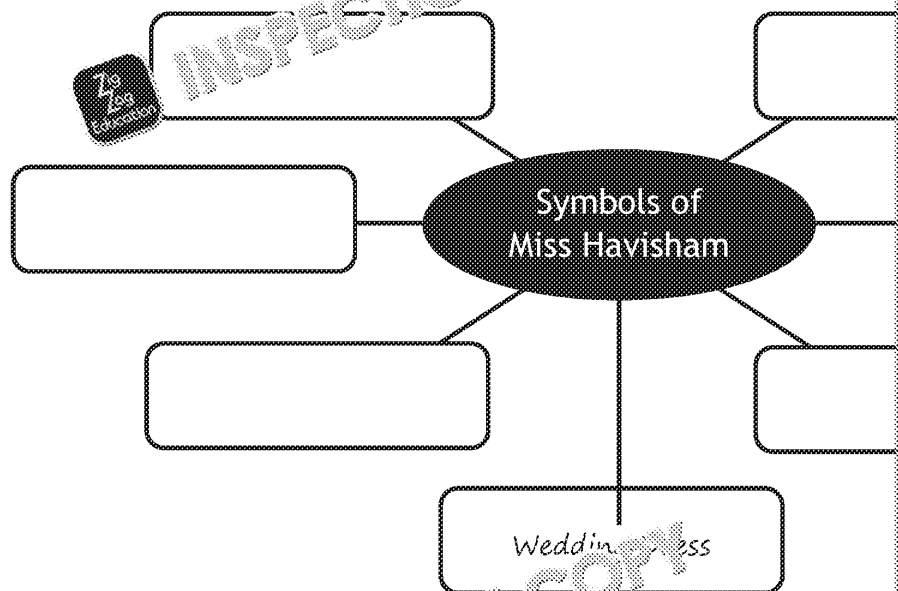
- 1) What is the main theme of this chapter?
- 2) What symbolises Miss Havisham?

Or use the mindmaps to start discussions (templates provided on the following page may be useful starters).



*Greed*  
*Pride*

- Choose two of the above to join with the central 'theme' box.
- Expand your choices by gathering quotations from the book.
- Analyse these using PEE.



- Fill in the boxes with objects/symbols of this mysterious character.
- Find quotations from the book to show how Dickens has described them.
- Put your symbols in number order (which symbol do you think is the most important?)



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# Havopoly

## Instructions:

- Chart Miss Havisham's progress through the novel.
- Add quotations for each event.
- Create counters for different players.
- You will need to think about a character's or the theme's progress and also how a character, to fulfil a sense of moral purpose, just as Dickens did when playing the game.
- You can swap work and try creating your own games. For example, were the counters more apt quotations or characters? Has the correct structure been followed? How the game is played and what does this tell you about Dickens' choices?

## Aim:

- Summarise the main points of Miss Havisham's role/life.

## Further Use:

Similar boards can be created for:

- The whole novel
- To recap a chapter
- To recap a character's role
- To plan for exam-style answers (e.g. one game on the idea of justice within the novel)

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## Chapters Nine to Forty-C

### Chapter 9

1. What do we learn about Pip and his life at the forge in paragraph one?
2. Now look in detail at the last two paragraphs. Explain the metaphor of 'chains'. What does it mean and how is his life changing?

### Chapter 11

1. Describe Estella's attitude towards Pip in 10 words.
2. Choose your favourite image from the description of Miss Havisham's room and explain why you like it.
3. Add an extra description /image to the room and write down which technique you used.

### Chapter 13

1. In paragraph one (or further in the chapter), how is Pip feeling towards Joe?
2. Choose an excerpt which best reveals Joe's character. Use PEE to explain your choice.
3. How does the last paragraph link to the novel's title? What is happening to the words 'great' and 'expectations' into your answer at least once.)

*Finally, I remember that when I got into my little bedroom, I was truly with a strong conviction on me that I should never like Joe's trade. I had liked it now.*

4. What do you think will become of Pip in the rest of the story?

### Chapter 15

1. What do you think is the most important sentence in this chapter? Use PEE to explain your choice. (Remember to think about what you have read (reading with a purpose) and remembering what you have read (reading with a purpose).)
2. How does Dickens want us to view the character Orlick? Consider some of the descriptions of him in just the first paragraph:

Quotation	What it infers (suggests)
<i>He pretended that his Christian name was Dolge</i>	
<i>a fellow of that obstinate disposition</i>	
<i>broadshouldered loose-limbed swarthy fellow</i>	
<i>always slouching</i>	
<i>with his hands in his pockets</i>	
<i>he looked up in a half-resentful, half-pu</i>	

3. What do you think about the character Orlick? What part might he play in the story? Use inference skills and speculation – there is no right answer at this point! Use PEE to explain your choice.

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## Chapter 16

1. What do you think happened to Mrs Joe and why? Explain using PEE. Use the search for some of your own.

*Nothing had been taken away from any part of the house.*

*falling and bleeding*

*She had been struck with something blunt and heavy.*

2. How do you feel about this incident?

## Chapter 17

1. “Do you want to be a gentleman, to spite her or to gain her over?” Biddy asks (p. 120). What do you think Pip’s most honest answer would be?
2. What is Biddy’s view of Pip becoming a gentleman? Infer what you think is in her mind and explain why you think this.

## Chapter 18

1. What is remarkable about the description of Jaggers? Why has Dickens portrayed what sort of a character Dickens wants us to think Jaggers is. Here are just some:
  - contempt on his face
  - he bit the side of a great forefinger
  - biting his forefinger at him
  - he threw his forefinger at Mr. Wopsle
  - with his right hand extended towards the witness
  - he remained standing, his left hand in his pocket, and he biting the forefinger
  - the smell of scented soap on his great hand

Remember that the Victorians were very focused on social class: working, middle class, and upper class. It was important to know what class you were and what you could do to move up.

Why would he bite his hands? What effect might this have on the people who benefit to a lawyer?

2. Why do you think Pip’s benefactor wishes to remain anonymous (doesn’t want to be known)?
3. Who do you think might have given Pip all this money? Make a guess based on what you know so far.
4. Pip often looks back in retrospect, telling the tale as an adult, e.g. ‘O dear go with the loving tremble of your hand upon my arm, as solemnly this day as if it had been a day of doom’ (p. 132)

How does this help create sympathy for the character of Pip?

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## Chapter 19

1. Write down one sentence which shows that Joe and Biddy will miss Pip.
2. Write down one sentence which shows that Pip is eager to go to London and
3. What is Dickens trying to show us (make us infer) about these characters in relationships?
4. How has Mr Pumblechook's attitude changed now that Pip has come into money?
5. Mist and fog are symbolic in this chapter. Read the following two examples and

*On every roof the rain lay clammy; and the marsh-mist was so thick on the morning of the day when people to our village – a direction which they never could have taken – was invisible to me until I was quite close under it.*

*And the mists had all solemnly risen now, and the world lay spread before me.*

How has the symbol changed between these chapters? What does the mist represent in these circumstances?

## Chapter 20

1. What does Pip think about London? Use PEE to explain.
2. Write down three adjectives to show how Dickens describes Jaggers in this chapter.
3. Look at these descriptions of Mr Jaggers' room and infer what these infer about his role as a lawyer:

Quotation	What this infers (suggests)
<i>an open door. There was a man was Mr JAGGERS</i>	
<i>Jaggers's own high-backed chair was of deadly black horsehair, with rows of brass nails round it, like a coffin</i>	
<i>an old rusty pistol</i>	
<i>several strange-looking boxes and packages</i>	
<i>not so many papers about</i>	

4. Extend this into a full sentence. Take this quotation and write a PEE sentence about Jaggers. What does it imply about his character, but use the words 'secrets', 'God'

*lighted by a skylight only*

e.g. The quotation 'lighted by a skylight only' suggests that Jaggers...

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## Chapter 22

1. Summarise what you have learned about Miss Havisham's past in this chapter (use quotations as a starting point but also add your own sentences).

## Chapter 25

1. How does Wemmick's house symbolise his personality? Use PEE to describe these quotations as a starting point but also add your own:

*... painted ... [a military unit] mounted with ...  
gothic door almost too small to get in at.*

*... after I have crossed this bridge, I hoist it up—so—and cut off the*

2. How does Wemmick change between home and work? Find a quotation of home. Use PEE to explain the difference between these two.
3. What is Dickens telling us about work and what it does to people through the Industrial Revolution where many people had left the countryside and flooded into the city where they might not have had any money or friends for support?

## Chapter 29

1. What is Pip's view of Joe and the forge? What does the word 'tomorrow' in the text mean? Write a couple of sentences and try to include the word 'contemptuous'.
2. Describe Pip's relationship with Estella. Use at least two examples of PEE.

## Chapter 35

1. Describe Pip's mixed feelings at the start of this chapter, upon hearing that Estella is to marry.
2. Fill in the table to show the different feelings of the three characters at this point (pages 261–262).

Character	Character
<b>Joe:</b> 'Never too soon, sir,' said Joe, 'and never too often, Pip!'	
<b>Biddy:</b> 'Are you quite sure, then, that you WILL come to see him often?'	
<b>Pip:</b> 'Biddy was quite right'	

## Chapter 36

Pip is desperate to find out who his benefactor is. On the day that Jaggers arrive with cash, £500 a year, until his benefactor reveals who they are, Pip tries his best to find out who this person is. Jaggers refuses to tell him.

*'When that person discloses, my part in this business will cease. When the necessary for me to know anything about it.'* (p. 266)

1. Why might Mr Jaggers be keen not to 'know anything about it'?
2. Who do you think the benefactor might be?

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## Chapter 38

1. Why is Miss Havisham cross with Estella? Work this out by analysing the phrases and complete the statement: 'Miss Havisham is cross with Estella because...'

Quotation	What does this show
'She hung upon Estella's beauty... as though she were devouring the beautiful creature she had reared.' (p. 277)	
'Estella was set to wreak Miss Havisham's revenge on men' (p. 277)	
'... so... up words arose between Estella and Miss Havisham' (p. 278)	
'I owe everything to you. What would you have?' [asked Estella]. 'Love,' replied the other [Miss Havisham]. 'You have it.' 'I have not,' said Miss Havisham. 'All I possess is freely yours. All that you have given me... And if you ask me to give you what you never gave me, [I] cannot do impossibilities.' (p. 279)	

## Chapter 39

1. How does Pip feel when he discovers that his benefactor is Magwitch? Examine the text below and answer the questions that follow:

'All the truth of my position came flashing on me: and its disappointments, of all kinds, rushed in upon my soul, so that I was borne down by them and drew.' (p. 293)

- a) How does Dickens use alliteration to create Pip's mood?
  - b) What do the verbs 'flashing', 'rushed' and 'struggle' suggest about Pip's feelings?
  - c) If Pip is struggling for 'every breath', how is he feeling?
2. What does Magwitch mean when he tells Pip, 'I worked hard that you should be what you are' (p. 294)?
  3. How does Magwitch feel about Pip when he uses phrases like 'I'm your second looking you have growed' (p. 294)?
  4. What do we discover on p. 296 about the risks the convict has taken to come to England?

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## Chapters Forty-Two to Fifty (The 'Final Injustice' Sect

## Magwitch's Story Finally Told (Chapter 42)

1. Infer how Dickens wants the reader to feel about Mr. Pecksniff after reading the following passage from *David Copperfield*. Write your answer in the space provided.
- 'I've no more notion where I was born, than you have'* (p. 316)

2. What does Dickens suggest in fact about Magwitch in this quotation?

'Tramping, begging, thieving, working, sometimes when I could... till you boys would ha' been over-ready to give me work yourselves' (p. 143)

3. How does Dickens present Magwitch's part in Compeyson's schemes in the

*'Not to go into the things that Compeyson planned, and I done'* (p. 319)

*'...that man got me into such nets... I was always in debt to him, always overmatched me five hundred times told and no mercy' (p. 319)*

4. Describe Dickens views on Victorian justice as portrayed in the following qu

*'And when the verdict come, warn't it Compeyson as was recommended  
good character and bad company' (p. 320)*

5. Pick out at least three techniques Dickens uses in the following quotation to portray the poor in court.

...says the counsellor for Compeyson, 'My lords and gentlemen, here you sit, two persons as your eyes can see a fair child; one, the younger, we be spoke to as such; one, the elder, brought up, who will be spoke to as if there is but one in it, and if there is two in it, which is the elder.'

## Molly through process (Chapter 50)

*In this chapter, Herbert reveals to Pip some interesting news about Magwitch.*

1. How does Dickens use the character of Molly to present more about the character of Fagin? The following quotations may help.

*This acquitted young woman (Molly) and Provis had a little child: a lit was exceedingly fond. On the evening of the very night when the object strangled as I tell you, the young woman presented herself before Provis swore that she would destroy the child (which was in her possession) a again; then, she vanished. (p. 371)*

*That evil genius, Compeyson, the worst of scoundrels among many so keeping out of the way at that time, and of his reasons for doing so, of the knowledge over his head as a means of keeping him poorer, and we was clear last night that this barbed the point of Travis's animosity. (p*

*'You brought into his mind the little girl tragically lost, who would h*  
(p. 372)

2. How does the girl know? And the man we have in hiding down the river, is we know about?
- Pip? Estella?
  - Magwitch?

3. What structural point can you make about the quotation above? Use the p comes under 'structure'.





## Jaggers – The Missing Link (Chapter 51)

Pip confronts Jaggers and informs him that Magwitch is Estella's father.

1. Describe the language which Jaggers uses in his defence of having Estella adopted at least two language or structure points and one point about era (or at least notes when the class has a discussion).

'Now, Pip,' said Mr Jaggers, 'put this case. Put the case that a woman, concealed... Put the case that at the same time, she had a trust to find a case. Put the case that he lived in an atmosphere of doubt, and that all he saw of being generated in great numbers, of certain destruction. Put the case that children solemnly tried at a bar, where they were held up to be he habitually known as being imprisoned, whipped, transported, not qualified in any way for the hang-man, and growing up to be hanged. I never saw the children he saw in his daily business life, he had reason to be surprised to develop into the fish that were to come to his net – to be pros forsworn, made orphans, bedevilled somehow.

'Put the case, Pip, that here was one pretty little child out of the heap, who

## Pip has an Epiphany (Chapter 54)

Pip's attempt to row Magwitch away to the Rotterdam ferry in order to flee the country informed the authorities who find their boat and try to arrest Magwitch. However, the boat is blown into a fight and topple overboard. Only Magwitch comes to the surface. However,

1. What has changed in Pip's mind in this passage and how has Dickens used to present this key moment? Find at least one example of each.

We remained at the public-house until the tide turned, and then Magwitch took the galley and put on board. Herbert and Startop were to get to London as they could. We had a doleful parting, and when I took my place by Magwitch, it was my place henceforth while he lived.

For now, my repugnance to him had almost melted away, and in the hunter of a creature who held my hand, I only saw a man who had meant to me affectionately, gratefully, and generously, towards me with great consistency. I only saw a much better man than I had been to Joe.

His death became more difficult and painful as the night drew on, and I could only groan. I tried to rest him on the arm I could use, in any easy way, and I was dreadful to think that I could not be sorry at heart for his being badly hurt. It was unquestionably best that he should die. That there were, still living, people able and willing to identify him, I could not doubt. That he would be let off, I could not hope. He who had been presented in the worst light at his trial, who had been tried again, who had returned from transportation under a name, and had occasioned the death of the man who was the cause of his arrest.

As we returned towards the setting sun we had yesterday left behind us, our hopes seemed all running back, I told him how grieved I was to think of my sake.

'Dear boy,' he answered, 'I'm quite content to take my chance. I've seen a gentleman without me.' (p. 408)

2. In the following passage, what does Pip do to make Magwitch feel better?

Apart from any inclinations of my own, I followed Wemmick's hint of not being convicted, his possession of the property I had forfeited to the Crown.

'Lookee here, dear boy,' said I, 'it's best as a gentleman should not be seen now. Only come and see me as if you come by chance alonger Wemmick. When I am in the street, for the last o' many times, and I don't ask no more of you. I'll never stir from your side,' said I, 'when I am suffered to be near you as come to you, as you have been to me!'

I felt his hand tremble as it held mine, and he turned his face away as he went to the boat, and I heard that old sound in his throat – softened now, like all the good thing that he had touched this point, for it put into my mind what I had thought of until too late: That he need never know how his hopes had perished (pp. 408–409)

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## Magwitch Receives his Justice? (Chapter 56)

1. How does Dickens present the way Magwitch was treated in jail? Write about what is used.

*He lay in prison very ill, during the whole interval between his committing round of the Sessions. He had broken two ribs, they had wounded him, he breathed with great pain and difficulty, which increased daily. It was so hurt, that he spoke so low as to be scarcely audibly.*

*Although I saw him every day, it was for only a short time; hence, the spaces of our separation were so long, that I could not record on his face any alteration that occurred in his physical state. I do not recollect that I once saw any change in his face, he wasted, and became day by day weaker and worse, day by day, from the door closed in on him (p. 416)*

2. How has Magwitch's past affected his future?

*It happened on two or three occasions in my presence, that his desperate nature showed itself in one or other of the people in attendance on him.*

*...he pondered over the question whether he might have been a better man (p. 416)*

3. What does the following statement from Magwitch to the Judge mean? What sentences from?

*'My Lord, I have received my sentence of Death from the Almighty, but I am not afraid.'*

4. What do you think is the most poignant (emotional) quotation below? Explain the language and structure where possible (spotting any techniques you can).

*'Dear boy,' he said, as I sat down by his side, 'I thought you was late. But be that.'*

*'It is just the time,' said I, 'for it at the gate.'*

*'You always was at the gate; don't you, dear boy?'*

*'Yes, to lose a moment of the time.'*

*'Then, dear boy, thank'ee. God bless you! You've never deserted me,'*

*I pressed his hand in silence, for I could not forget that I had once meant to desert him.*

*'And what's the best of all,' he said, 'you've been more comfortable alone in a dark cloud, than when the sun shone. That's best of all.'*

*He lay on his back, breathing with great difficulty. Do what he would, he could not, the light left his face ever and again, and a film came over the placid look on his ceiling.*

*'Are you in much pain to-day?'*

*'I don't complain of none, dear boy.'*

*'You never do complain.'*

*He had spoken his last words. He smiled, and I understood his touch to lift my hand, and lay it on his breast. I laid it there, and he smiled again upon it.*

*The allotted time ran out, and I was there thus; but, looking round, I found the prison standing near me, and he whispered, 'You needn't go yet.' I then asked, 'Might I speak to him, if he can hear me?'*

*The warden stepped aside, and beckoned the officer away. The change of voice, drew back the film from the placid look at the white ceiling, and he looked affectionately at me.*

*'Dear Magwitch, I must tell you, now at last. You understand what I say. A gentle pressure on my hand.*

*'You had a child once, whom you loved and lost.'*

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A stronger pressure on my hand.

'She lived and found powerful friends. She is living now. She is a lady and love her!'

With a last faint effort, which would have been powerless but for my youth, he raised my hand to his lips. Then, he gently let it sink upon his breast, his hands lying on it. The placid look at the white ceiling came back, and peace dropped quietly on his breast.

Mindful, then, of what we had read together, I thought of the two men in the Temple to pray, and I knew there were no better words that I could say. Lord, be merciful to him. (Chapter 40, pp. 419–420)

5. How do you feel now about Pip? Remember how you felt about him in the London years and compare your feelings to now.

Write a short essay including the words:

- change
- expectations
- pride

## The Judge (Chapter 56)

1. How does Dickens present the Judge? Choose one word to describe him and a quotation.

*I could scarcely believe, even as I write these words, that I saw two-and-thirty men and women put before the Judge to receive that sentence together. Foremost among them; seated, that he might get breath enough to keep life in him.*

*Penned in the dock, as I again stood out in the corner with his head and-thirty men and women, some stricken with terror, some weeping, some covering their faces, some staring gloomily about. There was a hush among the worst of them, but they had been stilled, and a hush had spread with their silence. The judge, the jury, the other civic gewgaws and monstrous people – a large theatrical audience – looked on, as the two-and-thirty were solemnly confronted (p. 417)*

## Final Justice (Chapter 57)

After Magwitch dies, Pip is arrested for debt (just like his father). He is overwhelmed and induced delirium. Falling in and out of consciousness, Pip thinks he sees Joe. Instead, he is back at his London residence being cared for by Joe.

Pip is told by Joe that Miss Havisham has died of her burns / age / broken heart, for burglary at Pumblechook's. Pip and Joe then return to the forge.

1. What technique is used to describe their journey home?

*And Joe got in beside me, and we drove away together into the country, the growth was already on the trees and on the ground. A sweet summer scene day happened to be Sunday, and when I looked on the loveliness around me, I had grown and changed, and how little wild flowers had been forming, and birds had been strengthening, day and by night, under the sun and under the moon.*

2. I am sure you will agree that Pip's character has been through a lot at this point in the novel. (Pip is given a chance at the end of this chapter as he plans to build a romantic relationship with Estella, but we know he is about to fail. Does he deserve this chance?)
3. On a scale of 1–10, do you feel that justice has been done in this chapter? (1 = not at all, 10 = fully restored.) Remember how many loose ends have been tidied up (e.g. Miss Havisham).

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## That Pesky Ending (Chapter 59)

Dickens' publishers and friends (e.g. fellow author Wilkie Collins) suggested that ending to the one we are familiar with today. His original ending was never published.

1. What is different about these endings?
2. Why might Victorians have demanded a rewrite?
3. Which ending do you prefer and why?
4. Do you think Dickens himself was given justice by his publishers?
5. Write your own ending to this novel.

### Rewritten Ending

'I'll think of you,' said Estella.

'Hush!'

'Of late, very often. There was a long hard time when I kept far from me what I had thrown away when I was quite ignorant of its worth. But, since then, been incompatible with the admission of that remembrance, I have given up.'

'You have always held your place in my heart,' I answered.

And we were silent again, until she spoke.

'I little thought,' said Estella, 'that I should take leave of you in taking leave of the world so very glad to do so.'

'Glad to part again, Estella? To me, parting is a painful thing. To me, the last parting has been ever mournful and painful.'

'But you said to me,' returned Estella, very earnestly, 'God bless you, God bless you, you could say that to me then, you will not hesitate to say that to me now. It has been stronger than all other teaching, and has taught me to understand what I used to be. I have been bent and broken, but – I have been made – into a better shape and good to me as you were, and tell me your friends.'

'We are friends,' said I, rising and shaking her hand, as she rose from the chair.

'And will continue friends,' said Estella.

I took her hand, and we went out of the ruined place; and, as the rising sun gilded the sky, when I first left the forge, so, the evening mists were rising, and in the gloom of the pause of tranquil light they showed to me, I saw no shadow of this future life.

### Original (Unsuitable) Ending

It was four years more, before I saw herself. I had heard of her as leading a life of ease and as being separated from her husband who had used her with great cruelty, and had become quite renowned as a compound of pride, brutality, and meanness.

I had heard of the death of her husband (from an accident consequent on his being drunk and of her being married again to a Shropshire doctor, who, against her own wishes, had manfully interposed, on an occasion when he was in professional attendance, and had witnessed some outrageous treatment of her. I had heard that she was not rich, and that they lived on her own personal fortune.

I was in England again – in London, and walking along Piccadilly with my servant, when a servant came running after me to ask what I had to say to a lady in a carriage. It was a little pony carriage, and the lady was driving; and I was so sadly enough on one another.

'I am greatly changed,' said I; 'but I thought you would like to shake hands with me. Lift up your child and let me kiss it!' (She supposed the child was dead.)

I was very glad afterwards to have had the interview; for, in her face and manner, she gave me the assurance, that suffering had been stronger teaching, and had given her a heart to understand what my heart used to be.

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# Spoken-language Activity



## Hot Seating

- Pretend to be a character. Answer questions as if you were that character.
- One or more students sit at the front (either whole class or group).
- Prepare questions in advance for when somebody is in the hot seat!
- For example, make another trial for Mrs Joe. Would you be kinder to him? Mrs Joe on trial?

### Preparation:

- Create a list of questions you would like to ask the characters.
- Practise answering in character before assessment. Peer assessment will be used.



## Individual

My favourite character/quote/moment is...

### Preparation:

- Decide on one or all of the above.
- Prepare a small presentation or speech.
- This task could be made harder by asking yourself to a 20-word response.

## Paired Work

In pairs, create an extra scene between two characters.

### Preparation:

- Decide which two characters will be chosen.
- Mind map the scene.
- Write a script for the extra scene.
- Practise performance before assessment.



## Group Work

- Create an extra scene between two characters. This could also include the characters from the above).
- Imagine all the characters meeting (or hell). What would they say?
- Decide who is the best character, which is the best technique.

### Preparation:

- Decide which topic to focus on.
- Group arranges itself into roles (finders, decision maker).
- Group discussions take place.
- When all groups have made a decision, back answers to the rest of the class.

It is essential that the groups use evidence to back up their points (also useful for PEE techniques).

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# After Reading Activities

## Personification Personified!

**Personification:** giving human traits to non-human things. As you already know, widely as an interesting technique. He often uses personification to create fear, examples.

### Tickler!

*My sister was J... using the door wide open, and finding an  
obstruction... it, immediately divined the cause and applied  
Tickler to its further investigation.*

Tickler as

*'Hah!' said Mrs Joe, restoring Tickler to his station.*

Tickler as

### The house comes alive!

*A hare hanging up by its heels... winking.*

A dead rat  
feel guilty

*... every crack in every board, calling after me, 'Stop thief!' and  
'Get up, Mrs Joe!'*

Inanimate  
try to foil



- Personify your classroom or school
- Personify the contents of your room

### Extend your Learning

Now try the opposite – dehumanisation. Pick a famous person or a person doing a particular type of job (e.g. nurse, soldier) and make them sound non-human.

Dickens often uses this technique also for a negative effect. Read the following examples:

- '...the spectral figure of Miss Havisham'  
Already a ghost, haunting people, seemingly dead
- 'Wemmick tightened his post office'  
Referring to his mouth, Wemmick is wooden and uptight at work but more relaxed at home.



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# Dehumanisation and Personification

Dickens is renowned for his use of these two hugely creative techniques.

**Dehumanisation:** making people sound more like animals (bestial) or non-human objects.

Dickens often used such descriptions to highlight the perils of the Industrial Revolution, where people were used as objects to make money, and overworked for the expense of the family unit.

**Feature spot** will only give you a middling grade:

*Dickens uses dehumanisation.*

**For Grade 4 and above, you must analyse further, for example:**

*In this quotation from Chapter One, 'five little stone lozenges', Dickens dehumanises his siblings into stone cold objects symbolic of death, showing the high child mortality rate of the era and creating sympathy for the solitary Pip.*

**Analyse these excerpts using either the term 'dehumanisation' or 'personification' to explain the effects of Dickens' writing (what did he want us to figure out from**

1. *She (Mrs Joe) washed herself with a mutter, grater instead of soap.*
2. *...the gate was closed upon the Sarah of the walnut shell countess.*
3. *...but in the face of the room ... Estella looked more bright and beautiful than the sun.*
4. *I might have been an unfortunate little bull in a Spanish arena (Chapter 1, p. 1)*
5. *...whether the flower seeds and bulbs ever wanted of a fine day to bloom (Chapter 8, p. 51)*
6. *...the spectral figure of Miss Havisham (Chapter 44, p. 333)*
7. *Wemmick tightened his post office and shook his head' (Chapter 3, p. 10)*
8. *One low spirited dip candle [in the school room] (Chapter 10, p. 7)*

## Extension Tasks:

1. Find more examples and analyse them.
2. Research Dorothy Van Ghent's theory of reciprocal change.



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## Themes

### Criminals

Complete the following tasks to help you understand this theme inside and out.

1. Complete the web quest, 'Prisons and Justice in Victorian England'.
2. Dickens reveals much about the way criminals are treated through these chapters.
  - Find quotations (pair or group work) as evidence of the statements made.
  - Analyse these quotations using PEE. ('This shows...', 'this creates...', 'this...')
3. Use the chapters to discover more about 'criminals' in *Great Expectations*.

18/24	Jaggers' background and fearsome reputation.
42	Magwitch's upbringing, his relationship with Compeyson, their union, Compeyson's links to Miss Havisham.
44	Miss Havisham is visited by Pip and remains unrepentant.
49	Miss Havisham repents and begs Pip's forgiveness.
50/51	Molly's background.
54	Magwitch is arrested after their getaway ship sinks; Pip learns the truth about the crown).
56	Magwitch is put on trial, though at death's door.
57	Pip is arrested and falls ill with stress.

#### Example

'The magistrates shivered under a single bite of his finger' (Chapter 24). Jaggers makes his own justice through fear. Most people had no voice, they were at the mercy of the system which would be corrupt.

#### Jaggers

- Lawyer respected (meaning he has won many cases and therefore fits into the system)
- Without using too much legal speech, he shows readers all about the justice system
- Shows lawyers' rooms can be unclean (all surrounding the law as seedy, being people sullied with lies, cruelty and greed)
- Harsh to clients – disdain for poor
- Convinced Molly to have her daughter adopted (Estella by Miss Havisham) as a woman could give a child a chance of a decent life. Ironic, as Estella is indeed having being taught life's basic niceties, being indulged and spoiled with no concern with money and status).

#### Magwitch

- Condemned by his past – not innocent until proven guilty
- Money gives him the edge in being able to employ lawyers
- Symbol of shortcomings in the Victorian justice system – changed his ways but still a criminal
- Possible 'surrogate' father to replace the one who left the family in debt

#### Miss Havisham

- Lies to herself about being his benefactor
- Learns the truth about God's justice

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**Judge**

- Condemns 32 people to death at one time – before singling out the dying Mr. Compeyson
- Does not give justice as Compeyson is given a lighter sentence because of his (clean dress, clean record)

**Molly**

- Maid and ex-convict/murderess

**Pip**

- Pip, of course, comes into contact with all of them and they change him (and the ways (Compeyson = villain by choice / Magwitch = criminal by desperation)
- Pip's view of justice is more organic – more philosophical – more 'real' (well, not really) – more proud, etc.).
- Ironical – he tried so desperately to become a gentleman for Estella's sake, not (to Magwitch and Molly) and that she actually embodies all that he has come to law but justice by God when moral order is restored.

**Recap****Criminals in *Great Expectations***

1. As a young boy, what were Pip's feelings about crime and punishment?
2. What are Pip's feelings about crime and punishment by the end of the novel?
3. What does Dickens try to show his readers about the Victorian justice system?

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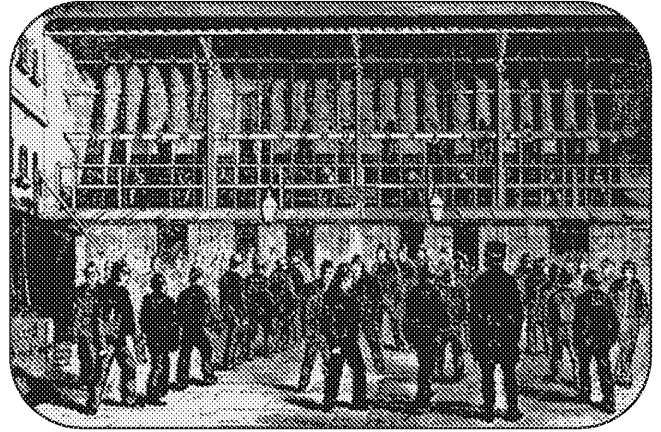
# Prisons and Justice in Victorian England Web Quest

Use this website for Questions 1 to 8:

<http://www.nationalarchives.gov.uk/education/lesson24.htm>

Go to [Zzed.uk/10026](http://Zzed.uk/10026)

1. Approximately how many offences took place in England in 1800 and in 1840?
2. What might have caused this increase in crime?
3. What were the most common punishments for crime?
4. Where were convicts transported to?
5. What types of punishments were given when inside prison?
6. To cope with the rise in crime, how many prisons were built after 1842?
7. What was the 'separate system' set up in 1840?
8. Around 1865, Sir Edmund Du Cane brought in hard labour, hard board and hard fare. What are these last two punishments?
9. Explain why Pip might have been so frightened to steal food from Mrs Joe.



Use the following website for questions 10 to 12:

<http://www.britainexpress.com/History/bio/dickens.htm>

10. What was a 'debtor's prison' and how could you get out of there?
11. Which debtor's prison was Dickens' father imprisoned in?
12. Dickens was becoming quite the scholar but was forced to leave school aged 12 to do what instead?
13. Using this site, explain what Dickens did at the blacking factory (<http://www.fromoldbooks.org/Various-LeisureHour-1904/pages/0550-Dickens-at-the-Blacking-Warehouse/>)
14. How did this experience change Dickens?
15. Before 1830, what crimes could you be hanged for?
16. Research what were the following people were jailed for and what their sentences were.
  - Edward Abbott
  - James Fabes
  - John Quin
  - James Wadsworth
  - Ruth Jack



## Relationships

### Exploring Pip and Magwitch's Relationship

1. What does this quotation reveal about Pip and Magwitch's relationship?

*'What is your real name?' I asked him in a whisper.  
'Magwitch,' he answered, in the same tone, 'chrise'n'd Abel.'  
'What were you brought up to be?  
'A warmint' 'n' a good one.' (p. 40)*



2. How does Pip describe Magwitch in this extract (say which techniques are used) and what does this make you feel about Pip?

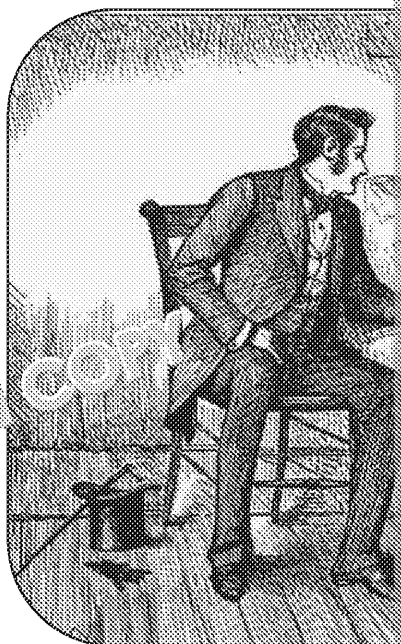
*He ate in a ravenous way that was very disagreeable, and all his actions were so greedy. Some of his teeth had failed him since I saw him eat on the last day. He turned his food in his mouth, and turned his head sideways to bring his teeth upon it, he looked terribly like a hungry old dog. If I had begun with an apple, I should have taken it away, and I should have sat much as I did -- repelled from an insurmountable aversion, and gloomily looking at the cloth. (p. 301)*

3. How does Magwitch feel about Pip as evidenced in the quotation below?

*'And this,' said he, dandling my hands upon his lap, as he puffed the gentleman what I made! The real gentleman! One! It does me good for to stip'late, is, to stand by and do what I can for a poor fellow, dear boy! (p. 302)*



4. Write a diary entry for Pip that night or script a conversation between Pip and Magwitch after he has unexpectedly arrived (use the Anne Frank extract on page 34 if necessary) and use the techniques and/or archaic language.



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# Exploring Pip and Joe's Relationship

## Chapter 27: Joe Comes to Visit Pip in London (The London Years Section)

1. As this narrative is in the first person, the reader is given Pip's true feelings. you read this?

*Let me confess exactly, with what feelin's I looked forward to Joe's coming. Not with pleasure... (p. 200)*



2. How has money changed Pip?

*If I could have kept him away by paying money, I certainly would have.*

3. Which of these words best describes Pip's emotions in the extract below? Explain.



Pride  
Love  
Jealousy  
Disrespect

*My greatest reassurance was, that he was coming to Barnard's Inn, no consequence would not fall in Bentley Drummle's way. I had little objection to Herbert or his father, for both of whom I had a respect; but I had the skin to his being seen by Drummle, whom I held in contempt (p. 200)*

I chose the word ..... because...



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4. Remember, the narrator is the older Pip looking back on the past.  
What does he mean here and does this phrase change your feelings toward

*So, throughout life, our worst weaknesses and meannesses are usually the people whom we most despise (p. 201)*

Pip means...

.....

.....

.....

.....

.....

This does / does not change my feelings towards Pip because...

.....

.....

.....

.....

.....

5. How does Dickens present Joe in this moment and which technique is used?  
'Joe, how are you, Joe?'  
'Pip, how AIR you?' (p. 202)

.....

.....

.....

.....

.....

6. Which technique does Dickens use here to show Joe's discomfort in these s

*With his good honest face all glowing and shining, and his hat put down he caught both my hands and worked them straight up and down, as if patented Pump (p. 202)*

.....

.....

.....

.....

.....

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7. How does Dickens contrast the way Pip and Herbert treat Joe in this chapter?

‘Do you take tea, or coffee, Mr. Gargery?’ asked Herbert, who always p  
‘Thankee, Sir,’ said Joe, stiff from head to foot, ‘I’ll take whichever is me  
‘What do you say to coffee?’

"Thankee, Sir, 'returned Joe, evidently dispirited by the proposal, 'since chice of coffee, I will not run contrairy to your c<sup>o</sup>pinions. But don't 'eating?"

'Say tea then,' said Herbert, reproachfully. (pp. 203-204)

'Use be alone, Sir,'—began Joe.

John interrupted, pettishly, 'how can you call me, Sir?' (p. 205)

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8. Find and analyse two things Joe says to Pip which prove Joe to be a kind and

*'Pip, dear old chap, life is made of ever so many partings welded together. One man's a blacksmith, and one's a whitesmith, and one's a goldsmith, and Divisions among such must come, and must be met as they come. If the to-day, it's mine. You and me is not two figures to be together in London, but what is private, and bekknown, and understood among friends. It is that I want to be right, as you shall never see me any more in these clothes. I'm wrong out of the forge, the kind of iron is out of th' meshes' (p. 20)*

1.



2.



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## Doubles

Dickens often used doubles to create a balance and show his skill in crafting a complex story.

- Describe how these doubles work.
- Add more doubles of your own.

Pip & Magwitch 	are doubles because..	Both use his riches to change the world. Magwitch is benefactor as Pip is to Herbert.
Pip & Estella	are doubles because..	Mrs Joe and Miss Havisham are both silenced by this where Miss Havisham is.
Mrs Joe & Miss Havisham	are doubles because..	Both are used by adults, moulded for their own purposes. Pip into a rich man, Estella into a cold hearted woman. Ironically, both are linked by Comrade. Pip of his rich and Miss Havisham has.
	are doubles because..	
	are doubles because..	
	are doubles because..	

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