

Great Expectations

Cambridge iGCSE Activity Pack

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Teacher's Introduction

This resource is intended for use with Cambridge 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.

Remember!

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

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:

- Specification information including 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

Text Edition

The edition used in this resource is Charles Dickens, *Great Expectations* (Penguin Popular Classics, 1994), ISBN 978-1566194426.

K Bell, May 2022



A web page containing all the links listed in this resource is conveniently provided on ZigZag Education's website at zzed.uk/11619

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

Teacher's Notes

Specification Information

This resource supports the teaching of *Great Expectations* by Charles Dickens as part of the Cambridge IGCSE syllabus (2023–2025).

- *Great Expectations* appears on the Cambridge IGCSE as part of Paper 1: Prose
- Paper 1 is 1 hour 30 minutes long
- It is made up of Poetry and Prose with two questions on two texts: one poem and one prose text
- It is worth 50 marks and is externally assessed

Students will be examined on their ability to meet the following assessment objectives:

Assessment Objective	Description
AO1	Show detailed knowledge of the content of literary texts in the text (drama, poetry and prose), supported by reference to the text.
AO2	Interpret the meanings of literary texts and their contexts, and go beyond surface meanings to show deeper awareness of ideas and themes.
AO3	Recognise and appreciate ways in which writers use language, style and form to create and shape meanings and effects.
AO4	Communicate a sensitive and informed personal response to literary texts.

Note: *Great Expectations* could also be used for Component 5 (Coursework) if not used for Component 4.

Assessment Objectives Overview

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



Teacher Ideas for Starters and Plenaries

Starters

1. In Character

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

2. 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)?

3. Synonyms

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

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

4. Anagram

Which character can be found in the following anagrams?

LAST EEL (_____) = *Estlin*

ASH AS HIM VIMS (Miss Havisham)

MAC WIGHT (Magwitch)

BOTH CREPT RE (_____) = *Robert*

AERY JOGGER (_____) = *Joe*

JARS EGG (Jaggs)

5. 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 taken from the novel?

Sentence	Homophone	Meaning
arranged in a neat row	Roe	Fish eggs
a memorable row afternoon		
nothing in them but a piece of bread		
He gave me a most tremendous dip and roll		
with great difficulty		
early in the morning		
As I saw him go		

6. 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) 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 successful description in the section read today and why?
4. What else do 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 to explain.
8. Is there anything you find challenging/hard about this novel?
9. Can you remember a particular event from the novel which we have read? Discuss with a partner.
10. Create a quiz question to ask the rest of the class about the novel so far.

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Activity	Guidance	
Dickens' Language: The Graveyard Scene	Two options are available for different abilities.	
Chapter 2 in Focus	Problem Page 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, leaving home or domestic violence. A good example of an advice-giving website is bullying.co.uk	
Chapter 2 Comprehension	<ol style="list-style-type: none"> What two things do 'brought me up by hand' mean? <i>On also a double meaning of violence</i> Write down one descriptive word for Joe which you think he has <i>black hair</i> What is the name of the instrument of punishment which <i>Tucker</i> What are we meant to feel sorry for in this chapter? <i>Pip and as the main narrator</i> What does Mrs Joe give Pip and Joe for their meal? <i>Bread</i> Where does Pip put his meal (rather than in his mouth)? Why does Pip not eat his meal? <i>Because he needs it for to kill him if he doesn't provide it</i> What does Mrs Joe force feed Pip to try and improve his What day is this chapter set in? <i>Christmas Eve, a time of</i> What do the guns being fired from the prison ships mean What does Mrs Joe tell Pip that asking too many questions Because Pip feels guilty at stealing more food, what does to do? <i>Wink at him</i> 	
Chapter 2 Multiple Choice Quiz (answers 7 and 8 for quiz A only)	<ol style="list-style-type: none"> Light blue Hercules Nutmeg grater Rampage 	<ol style="list-style-type: none"> Personification Brandy A cane Tar-water
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"> Who opens the gate to let Pip and Mr Pumblechook in? <i>Estella</i> What is the name of Miss Havisham's house? <i>Satis House</i> What is the first and main thing Pip notices about the house? <i>rundown, dismal and cold</i> What is Miss Havisham's dress like? <i>Old bridal gown, yellow</i> What is a 'vault'? <i>A place to hide valuables</i> What does Miss Havisham hope Estella will do with Pip? How does Estella tease Pip about his boots? <i>Says they are working class</i> 	

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Activity	Guidance							
Aptonyms	<ul style="list-style-type: none"> • Estella: <i>Star (stellar) – she seems bright and beautiful but also burns too brightly suggesting she may eventually fade</i> • Miss Havisham: <i>Have – like past tense, what she 'had', and false and faded</i> • Pip: <i>A pipsqueak, small, insignificant, vulnerable</i> • Mr Pumblechook: <i>Surname sounds like a bumbler or again</i> • Jaggers: <i>Suggests jagged – something sharp (he is intelligent (sending people to prison))</i> 							
Chapter 8 Multiple Choice Quiz (answers 7 and 8 for quiz A only)	<ol style="list-style-type: none"> 1. To highlight the contrast 2. Cotton 3. Jacks 4. Generous 5. Cry 6. Shame 7. 'I'm in as mine' 8. 'You can break his heart' 							
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							
	<table border="1"> <tr> <td>Hot Seating</td><td> <p>One or two students sit at the front. Students answer questions in character.</p> <p>Preparation</p> <ul style="list-style-type: none"> • Create a list of questions about characters. • Practise answering in character. Assessment will be useful. </td></tr> <tr> <td>Individual (Individual or Responding)</td><td> <p>Preparation</p> <ul style="list-style-type: none"> • Each student decides on one character. • Students prepare a small presentation. • This task could be made harder by asking for a 20-word response. </td></tr> <tr> <td>Pair Work</td><td> <p>Preparation</p> <ul style="list-style-type: none"> • Decide which two characters to focus on. • Mind map the extra scene. • Write a script of the extra scene. • Practise performance before class. </td></tr> <tr> <td>Group Work</td><td> <p>Preparation</p> <ul style="list-style-type: none"> • Decide which topic to focus on. • Groups arrange themselves into groups (page finders, decision maker). • Group discussions take place. • When all groups have made a decision, they present answers to the rest of the group. • It is essential that the groups back up their points (also use PEE techniques). </td></tr> </table>	Hot Seating	<p>One or two students sit at the front. Students answer questions in character.</p> <p>Preparation</p> <ul style="list-style-type: none"> • Create a list of questions about characters. • Practise answering in character. Assessment will be useful. 	Individual (Individual or Responding)	<p>Preparation</p> <ul style="list-style-type: none"> • Each student decides on one character. • Students prepare a small presentation. • This task could be made harder by asking for a 20-word response. 	Pair Work	<p>Preparation</p> <ul style="list-style-type: none"> • Decide which two characters to focus on. • Mind map the extra scene. • Write a script of the extra scene. • Practise performance before class. 	Group Work
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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
7. Dickens' grave
8. A number of facts may be given; the following are some examples:
 - He began his 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 the old mode of transport and became nervous of trains after being involved in an accident.
10. Any point is acceptable; these are some examples:
 - It was illegal for children to work; many poorer children would work in factories to supplement their families' income
 - There were a lot of orphans and street children in the Victorian age; poor hygiene and conditions 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 were looking for work in new factories
 - Women couldn't vote
 - Britain had an empire; Queen Victoria was also the Queen of Canada and the Empress of India
 - Rail travel meant that travelling became much faster, popularising picnics and day trips as 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 newly opened factories. In poorer parts of the cities there were problems of poverty and overcrowded 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 in India. His youngest daughter, Dora, died when she was only nineteen months old.
7. Dickens was born in Portsmouth, though lived in London for most of his life. His final home was Higham, where he 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 tarred 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. They were made to exercise on their own and to wear masks to prevent them talking – often
8. Hard board – wooden planks for beds instead of straw; hard fare – the same food
9. Evidence that stealing food could have landed Pip in prison – especially knowing that this happen as she has already found out his 'terrible character'.
10. A prison for people who had got into debt. You could only get out by paying off your debt. There almost no chance of escape.
11. Marshalsea (debtors prison)
12. Work in a matching 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 philosopher of welfare – 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 at five years.

Answers to Quick Recap Questions on Criminals

1. Very afraid for himself. Mrs Joe used the cruel justice system to make Pip behave. He does the adult 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	AO Wording	Covers	
AO1	Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by references to the text.	<ul style="list-style-type: none"> • PEE • Use and analyse quotations • Use a range of quotations 	Dickens 'distant' the grave the young
AO2	Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.	Context, e.g. when it was written, how it was received, how the history of the time affected the author, anything relevant about the author's life	<ul style="list-style-type: none"> • Dick father pauper • Dick legal of a • Cont poor • Index
AO3	Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.	<ul style="list-style-type: none"> • Form • Structure • Language <p>Showing how these are used to certain effects by the author</p>	<ul style="list-style-type: none"> • Bildu • How • Meta
AO4	Communicate a sensitive and informed personal response to literary texts.	Use a critical style (e.g. relating the text to the question, how language works in the text)	<ul style="list-style-type: none"> • Clear • Perso • Answ <p>do you feelings</p>

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Dickens Web Quest (A)

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.dickensmuseum.com/>
- <http://charlesdickenspage.com/>
- <http://charlesdickenspage.com/fast-facts.html>
- <http://www.victorianweb.org/authors/dickens/dickensbio2.html>
- <http://www.notablebiographies.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.gresham.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/

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Dickens Web Quest (B)

 Go to Zzed.us

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.dickensmuseum.com/>
- <http://charlesdickenspage.com/>
- <http://charlesdickenspage.com/fast-facts.html>
- <http://www.victorianweb.org/authors/dickens/dickensbio2.html>
- <http://www.notablebiographies.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 question 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
Bildungsroman	Making a human appear less than what is described by the text, more like a dog than a man.
Pathetic fallacy	Making a non-human object appear to have human feelings, e.g. floor boards appear to shout.
Metaphor	A novel's 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 is compared to an abstract or complex idea, e.g. representing danger and mystery.
Symbolism	When the weather or surroundings represent feelings or highlight a theme, e.g. 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 Compeyson for Magwitch back at the graveyard.
4	The Pumblechooks arrive at the forge for Christmas dinner. Mrs Joe not been stolen. Pip runs but is stopped at the door by soldiers searching for Magwitch.
5	Joe and Pip join the soldier looking for the convicts. When found, Magwitch's reputation by saying that he broke into the forge and stole the food himself.
6	Jaggers with his guilt at not being brave enough to admit he actually stole the food.
7	Bladdy 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). Pip's job is to walk Miss Havisham and protect her.
12	Pip continues to visit Satis House and grows old enough to be apprenticed to Jaggers.
13	Joe visits Miss Havisham to discuss Pip's apprenticeship. He is uncomfortable. She talks only 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 abroad. (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 wants to see Orlick by drawing the sign of a hammer.
17	Jaggers visits Miss Havisham each year on his birthday. Biddy teaches Pip. Pip is told he likes Estella or Biddy best as Biddy is not 'a lady'.
18	Jaggers asks Joe to sign Pip over to another unknown person from whom he has property in London. The benefactor is to remain a mystery. All assume it is from Miss Havisham. Pip is unkind to Joe and Biddy as they say how much they love him. 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 unkind 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 who he will lodge.
22	Pip and Herbert discuss Estella being Miss Havisham's adopted daughter as Havisham was jilted – possibly a scheme of her brother's to get money.
23	Pip meets the disorganised and status obsessed Pocket family.
24	Pip is warned to look closely at Jaggers in his 'molly'.
25	Wemmick invites Pip to meet his aged parent. His house is like a fort to keep the winter 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.
30	Pip convinces Jaggers to sack the untrustworthy Orlick. Herbert is engaged to Estella, she is of a low station and fears his parents will not accept her.
31	Pip and Herbert visit Denmark 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 from his benefactor.
37	Wemmick introduces Pip to Miss Skiffins. Though spending too much already on Estella, Herbert has an income by arranging an apprenticeship with Clarriker.
38	Estella continues to tease Pip, leading him on and destroying his hopes. Drummle to marry Estella and she leads him on, too.
39	In a major 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 dies of Pip and thinks of him as his son. For returning to England, Magwitch risks a death 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 get away from him but way out.
42	Magwitch relates the story of his orphaned, 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 fears that Compeyson will find out Magwitch is back in England. He is disillusioned with Miss Havisham and Estella who is still leading on Drumm.
44	Pip declares his love to Estella. In return, she reveals that she is to marry Drumm. She promises she will make him happy). A note from Wemmick warns Pip.
45	Compeyson is working around, looking for Magwitch. Herbert has hidden in the 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 as Magwitch's lover. The daughter of Magwitch and Molly (destroying her right to pride and arrogance).
51	Jaggers learns who Estella's father is. He explains why he had Estella adopted by Havisham (to give at least one child a chance).
52	The plan for Magwitch's escape is given more thought.
53	Orlick traps 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 Joe but blames it on Pip for being Joe's favourite. Orlick has told Compeyson 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. He is arrested and put in chains. Pip knows that his fortune is now forfeit to the law. He does 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 hand.
56	Magwitch receives a life sentence. He and Pip grow close before Magwitch's death.
57	Joe is arrested for debt. He slips into a stress induced coma. Joe pays his debt and returns to London. As Pip recovers, Joe informs him that Miss Havisham has been arrested. Pip plans to marry Biddy.
58	Pip returns to the forge to discover that Biddy and Joe are married. Pip joins Clara abroad, 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 and 'lozenges'?
5. How does Dickens expect us to respond to the man who appears in the churchyard? How does Dickens create 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.
Write down how you feel about Pip and explain why.
- Do the same for the convict.

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 Dickens make the convict sound like an animal?
5. What frightens the convict?
6. What does the convict want from Pip?
7. Where 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 – try 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 things 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 black hair

5. What does Pip want to eat?

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

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

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

6. As the convict escapes, Pip imagines he is:

- ☐ The clutches graves
- ☐ Running into the sea
- ☐ Falling overboard
- ☐ Being overhauled

3. What did Magwitch have on his leg?

- ☐ Tattered trousers
- ☐ An iron
- ☐ Dirty clothing
- ☐ Bandages

7. What does Magwitch think he was?

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

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

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

8. What does Magwitch want Pip to do if he does escape?

- ☐ Call for the police
- ☐ Take his hands off him
- ☐ Drown him
- ☐ Chop his legs off

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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 to do?

- ☐ Not to cut his hair
- ☐ Not to strand
- ☐ Not to break

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

- ☐ Georgiana
- ☐ Georgina
- ☐ Britney

5. What does Pip to eat?

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

3. What did Magwitch have on his leg?

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

6. As the convict, Pip imagine he

- ☐ The clutches graves
- ☐ Running in
- ☐ Doing his

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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 here will be your future essay!

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, dark man, with curly black hair. (p. 5)</i>	Pathos	Sympathy for Pip and vulnerable (meeting 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>	Metaphor (lozenges makes you picture the graves) Statistics (five brothers seems a lot to lose)	Pip is again lonely We want to find out more
<i>Dark wilderness (p. 5) Distant savage lair (p. 6) Wind was rushing (p. 6)</i>		
<i>The small bundle of shivers growing afraid of it all and beginning to cry, was Pip. (p. 6)</i>		
<i>Keep still you little devil or I'll cut your throat! (p. 6)</i>		
<i>What fat cheeks you ha' got. (p. 6)</i>		
<i>'Where's your mother?' 'There, sir!' Said I. (p. 7)</i>		
<i>Say Lord strike you dead if you don't! (p. 8)</i>		

Tip!

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

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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 a good start for your future essay.

Quotation	Analysis/Effect of the Technique
<p><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, dark man with curly black hair.</i> (p. 5)</p>	<p>Sympathy for Pip. He seems extremely lonely and vulnerable (making the entrance of the convict more scary).</p>
<p><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)</p>	<p>Clue: how weather can show things about a place, a story or a character.</p>
<p><i>Dark wilderness</i> (p. 5) <i>Distant savage lair</i> (p. 6) <i>Wind was rushing</i> (p. 6)</p>	<p>Clue: how weather can show things about a place, a story or a character.</p>
<p><i>Keep still you little devil or I'll cut your throat!</i> (p. 6)</p>	<p>Clue: what type of language is the convict using here?</p>
<p><i>Say Lord strike you dead if you don't!</i> (p. 8)</p>	<p>Clue: what did Victorian people think about religion?</p>

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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 PEE.
3. Why does Joe say 'ram-paged' with a hyphen?
4. Write a paragraph of how you might cut bread and butter, using Dickens' Joe's ghastly preparation as a model.



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 Imagery

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

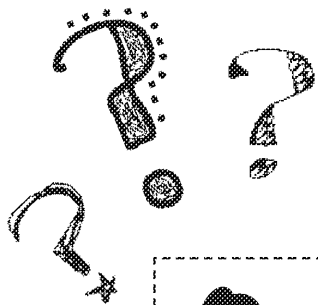
- Write to a problem page from Pip's point of view. He should complain about Joe and the life he currently has at the forge.
- Next, write a reply from Mrs Joe.
As an extra challenge, write these in the style of Dickens (this will help you to exploring his techniques)
- Use the 'Ask Auntie' tips on the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



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Ask Auntie

Q

Dear Auntie

I wonder if you can help me?

Just lately, I've become a bit of a worrier about everything.

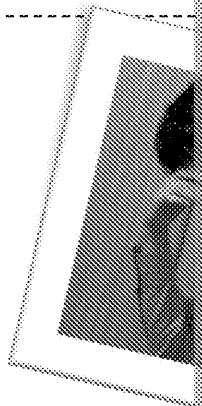
I feel a bit silly and stupid but these constant fears are driving me crazy.

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 help it. It's become a habit and I don't know how to break it.

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



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 talking to your mother again. If she can't help, try your best friend. If your fears are too personal or embarrassing, and if your friends don't really understand, you could try talking to one of the wonderful organisations set up to help people such as The Samaritans or Child Line.

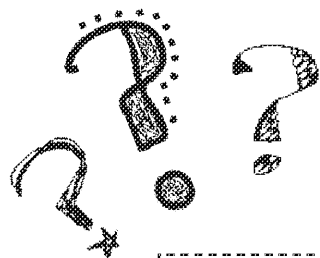
Remember – keep everything in context. Write down your fears. That might help you to keep things in perspective.



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Ask Auntie

Person with the problem writes in a letter style

Q

Dear Auntie

I wonder if you can help me?

Informal language

Just lately, I've become a bit of everything.

I'm a bit of a mess and stupid but these constant fears are driving me crazy.

Writes about things that a teenager might experience...

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 too young to have this many worries.

Slightly more formal but also friendly and knowing in tone

A

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 though the world is going to end.

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

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

Factual & helpful

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

Range of sensible solutions

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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 are we meant to feel sorry for in this chapter?
5. What does Mrs Joe give Pip and Joe for their meal?
6. Where does Pip put his food (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

5. Pip looks at the 'coals'. What

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

2. Which Roman god does Pip describe Joe as?

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

6. Which alcohol does the convict

- ☐ Whisky
- ☐ Gin
- ☐ Brandy
- ☐ Rum

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

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

7. What is 'Tick'?

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

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

- ☐ Riot
- ☐ Rattle
- ☐ Fly handle
- ☐ Flipped her lid

8. What does Mrs Joe give Pip 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 Greek 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 Joe 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 write here will be useful for your future essay.

Quotation	Technique	Analysis/Effect
<i>She had brought me up 'by hand'. (p. 9)</i>		
<i>Joe was a fair man, with curls of flaxen hair on each side of his smooth face. (p. 9)</i>	Contrasts, etc.	
<i>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 herself with a nutmeg grater instead of soap. (p. 10)</i>		
<i>Tickler was a wax ended piece of cane worn smooth by collision with my tickled frame. (p. 10)</i>		
<i>She jammed the long hard and straight hair into her bib – and sometimes got a pin into it. (p. 11)</i>		

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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 of the Technique
She had brought me up 'by hand'. (p. 9)	Makes Mrs Joe sound violent – shows she beats Pip 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 whether she washed herself 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 soap hard and fast against her bib – where it sometimes got a pin into it. (p. 11)	

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 examination 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 of this chapter, 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 does this. Find at least two examples and analyse them.
2. What view do you have of Victorian childhood from this novel so far? Use PEE 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 'Prisons and Justice in Victorian England'. Prepare to share your answers with the rest of the class.

Chapter 7

1. Create more 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 one word?
2. Draw and label Miss Havisham by using Dickens' descriptions.
3. Add in your own descriptions which you feel would create a stronger image.
4. What is your view of Estella? Use evidence to show how you formed your view.



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 suggest 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 them 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 in and out at the open sides of the brewery, like 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 long ago, and had lost its lustre, and was faded and 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>	Personification
<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

Extract from The Diary of Anne Frank (1947)

My dearest Kitty,

For a long time now I didn't know what was bothering to do any schoolwork. The end was so unreal, like a dream. The war isn't over by September, I won't go back to school for two years.

I finally realized that I must do my schoolwork to keep from being ignorant, to get on 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 stop and 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 have lived in vain like most people. I want to live for all people, even those I've never met. I want to go on living even after my death! And God for having given me this 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! I hope I will 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 the Franks.

Find examples of literary techniques in Anne Frank's diary:

- First person
- Informal language
- Rhetorical questions
- 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
4. What is Miss Havisham dressed in?
5. What is a 'vault'?
6. What does Miss Havisham tell Mr Estella will do with Pip?
7. How does Mr 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	<i>Star (stellar) – she seems bright and beautiful but is far away and burns too brightly suggesting she may eventually fade away</i>
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
- Samantha Bond, appeared in four films of the James Bond series
- Peter Bowler, cricketer (in fact, in fact, 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 processing
- 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-lees-y) behaviour
- Chuck Long, former NFL quarterback for the Detroit Lions and the New York Jets
- Bernard Madoff, architect of the world's biggest Ponzi scheme, with investors' billions
- Michael Pollan, 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 5'4"
- Anna Smashnova, tennis player

Taken from http://en.wikipedia.org/wiki/List_of_aponyms

- David Bird – ornithologist
- Scott Constable – policeman
- Helen Painter – artist
- Dr Joseph Babey – paediatrician
- Dr Djerk – psychiatrist
- Bertha de la Cruz – jazz singer
- Dr D. J. D. – surgeon

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

Create a list of 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 normality and Satis House
- ☐ Because the reader needs to know more about Mr Pumblechook
- ☐ To make the chapters run in chronological order

2. Which of these does Miss Havisham not dress in?

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

3. What does Estella tease Pip for calling knaves?

- ☐ Johns
- ☐ Jills
- ☐ Jacks
- ☐ Aces

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

- ☐ Pretty
- ☐ Intelligent
- ☐ Proud
- ☐ Generous

5. What does Pip do before he leaves?

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

6. What does Pip feel?

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

7. What sum does Pip win?

- ☐ Eight times
- ☐ Seven times
- ☐ Seven tables
- ☐ Seven squares

8. What does Pip say about Miss Havisham?

- ☐ 'You can't be old'
- ☐ 'What could you do with that thick body'
- ☐ 'You can't be old'
- ☐ 'You can't be old'

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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 normality and Satis House
- ☐ To make the chapters run in chronological order

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

- ☐ Pretty
- ☐ Insulting
- ☐ Generous

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

- ☐ Silk
- ☐ Lace
- ☐ Satin

5. What does Mr Pumblechook say to Pip before he leaves?

- ☐ Tell her his name
- ☐ Cry
- ☐ Change his name

3. What does Estella tease Pip for calling her?

- ☐ Johns
- ☐ Jacks
- ☐ Aces

6. What does Mr Pumblechook say to Pip?

- ☐ Shameful
- ☐ Ugly
- ☐ Good day

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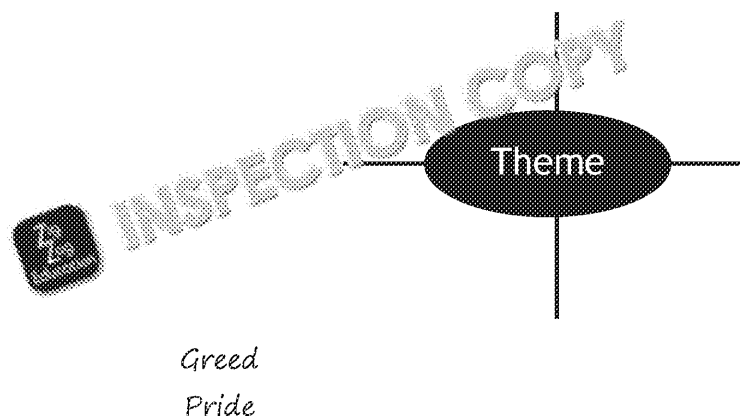


Themes and Symbols

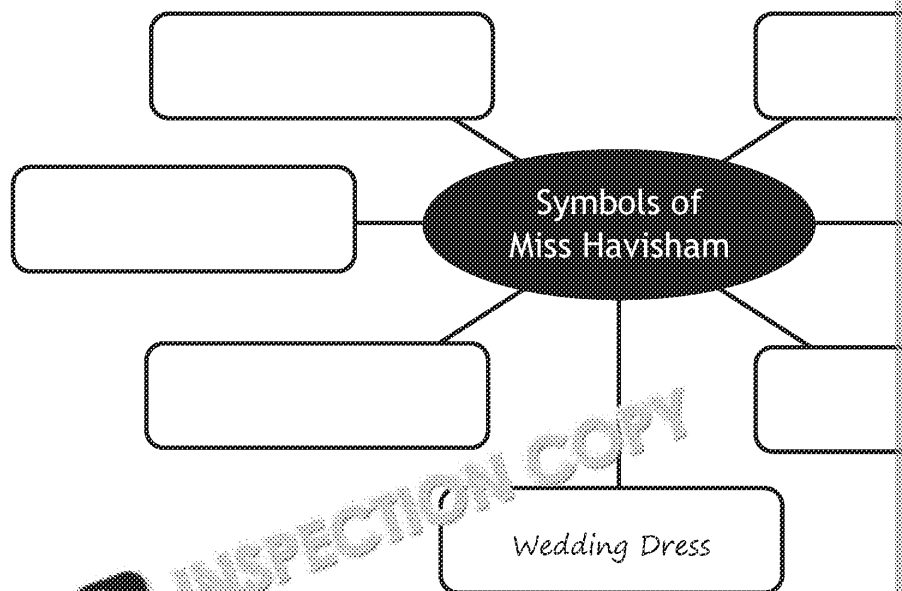
In pairs or small groups, create a mind map to answer the following questions (use the templates below):

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

Or use the mindmaps to start discussions (templates are provided on the following pages) – these may be useful starters.



- 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.

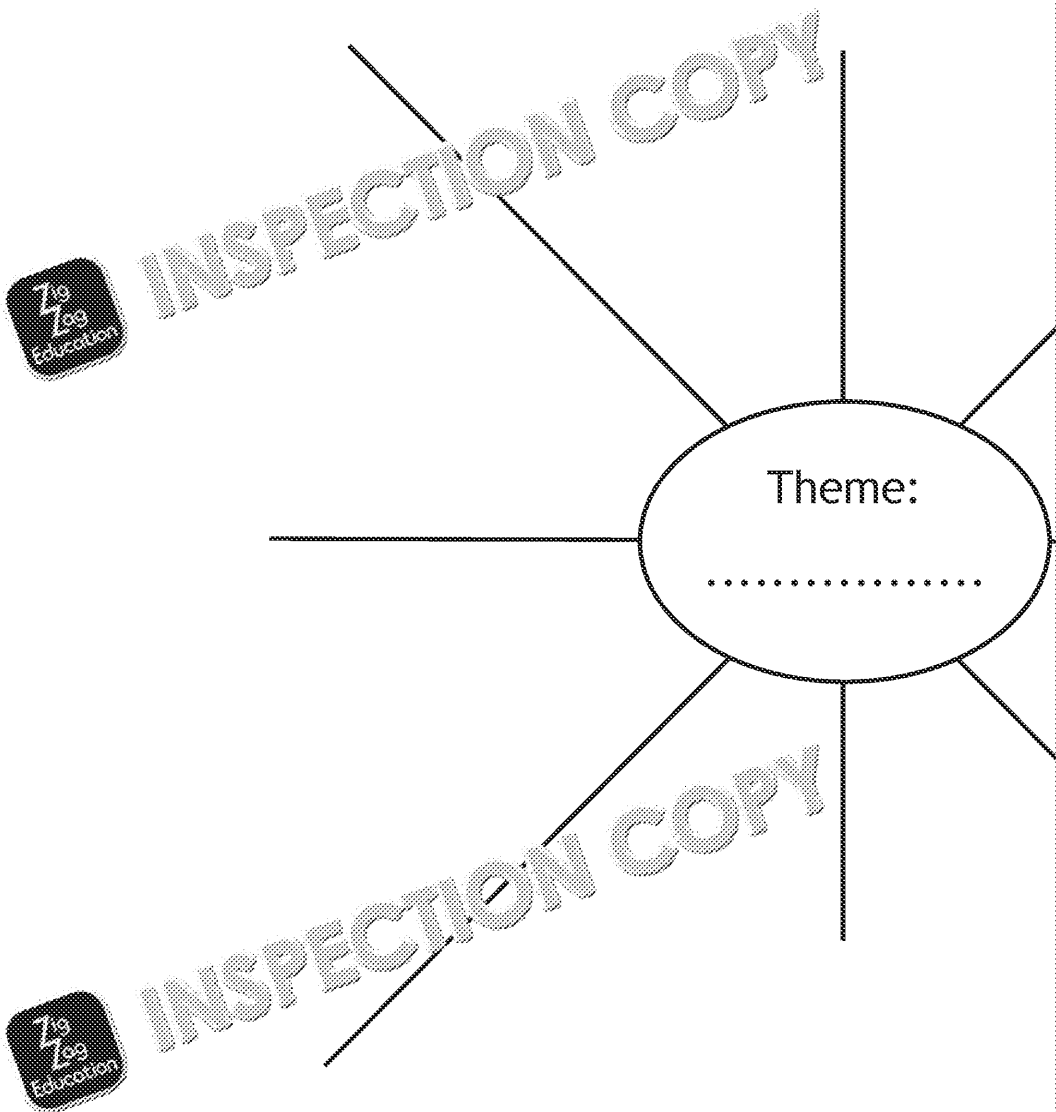


- Fill in the boxes with other symbols of this mysterious character.
- Find quotations that show how Dickens has described them.
- Put your choices in number order (which symbol do you think is the most important?)

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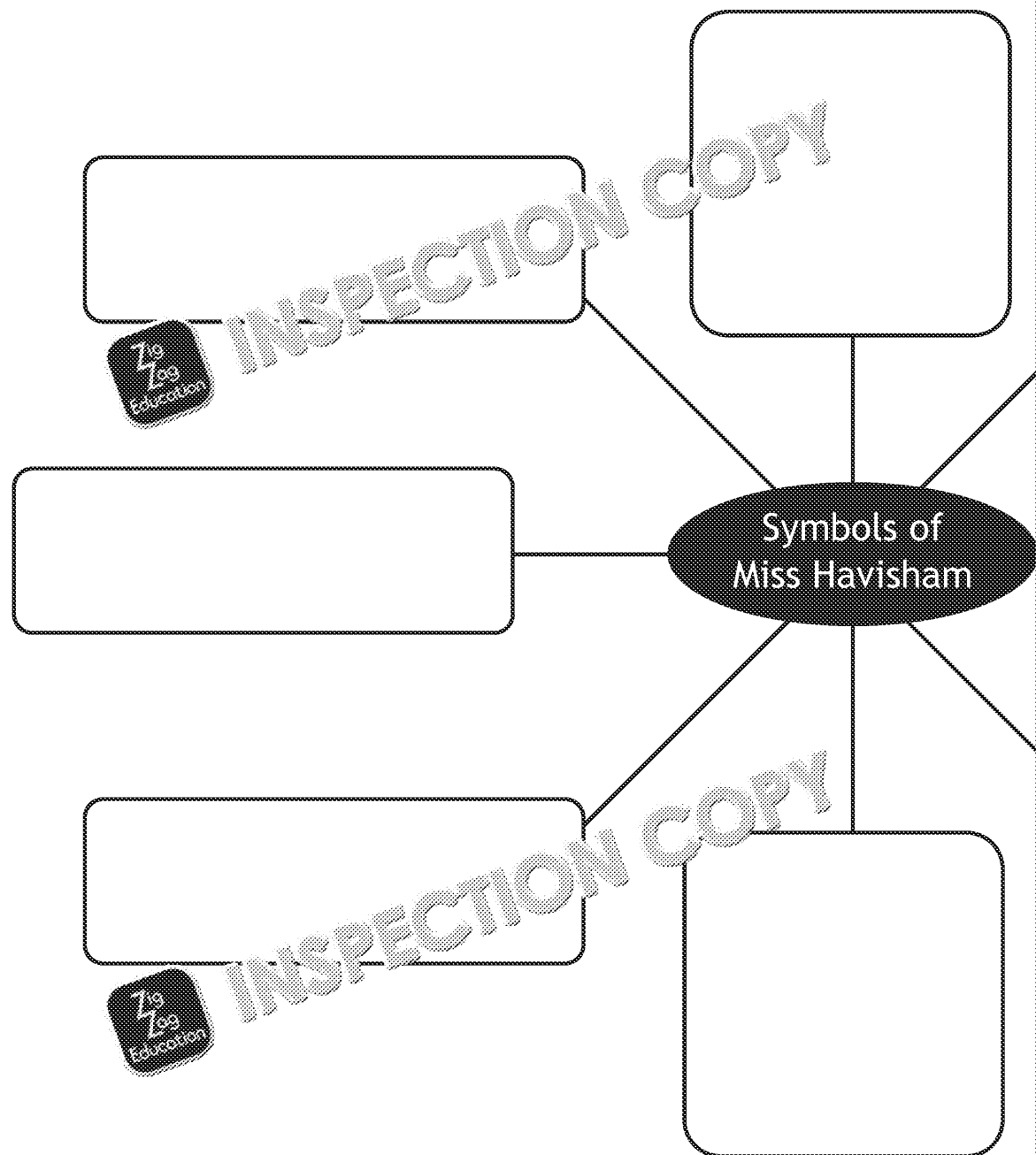




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Havopoly

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 theme's progress and also how a character, to fulfil a sense of moral balance – just as Dickens did when playing the game.
- You can swap work and try one another's games. For example, were the counters more apt quotations be used? Has the correct structure been followed? How does the game and what does this tell you about Dickens' characters?

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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Havopoly (A)

Pip is summoned to Satis House. Throw again.	

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Havopoly (B)



<p>Pip is summoned to Satis House. Throw again.</p>	<p>Pip meets Estella for the first time. She leads him into the house. Go forward 2 spaces.</p>

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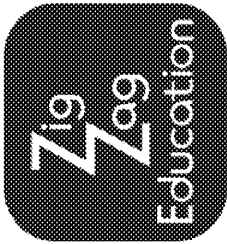


Havopoly (C)

<p>Pip is summoned to Satis House. Throw again.</p> 	<p>Pip meets Estella for the first time. She leads him into the house. Go forward 2 spaces.</p>
<p>Pip forgives Miss Havisham. Win the game!</p>	
<p>Miss Havisham commands Estella to break Pip's heart. Miss a go.</p>	
<p>Pip forgives Estella.</p> 	<p>Pip decides he must become a gentleman. Go back 2 spaces.</p>

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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 'chain' – 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 – explain why you like it.
3. Add an extra description / image of 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 then, but not 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 use skimming/scanning 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-puzzled way</i>	

3. What do you think about the character Orlick? What part might he play in the story? Use your 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 catch her up to gain her over?” Biddy quipped (p. 120). What do you think Pip’s most honest answer would be?
2. What is Biddy’s view on 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. They could give a lot away about you, e.g. how hard you worked and what class you were from.

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

2. Why do you think Pip’s benefactor wishes to remain anonymous (doesn’t want his name 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 god, the loving tremble of your hand upon my cheek, as solemnly this day as if it had been a stone’ (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 their relationships?
4. How has Mr Pumblechook's attitude changed now that Pip has come into money?
5. Mist and fog are symbolic in this novel. Read the following two examples and

On every rail and gate, wet lay clammy; and the marsh-mist was so thick on the post directing people to our village – a direction in which they never came there – was invisible to me until I was actually close under it.

And the mists had already risen now, and the world lay spread before

How has the symbol changed between these chapters? What does the mist symbolise in 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 explain what these infer about his role as a lawyer:

Quotation	What this infers (suggests)
<i>an open door, whereon was painted 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 many words about</i>	

4. Extend this into a PEE sentence. Take this quotation and write a PEE sentence about Jaggers' room implies 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 (three 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 like a battery [a military unit] mounted with

gothic door almost too small to get in at.

After I have crossed this bridge, I must slip—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 this table to show the different feelings of the three characters at this point (pages 261–262).

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

Chapter 36

Pip is desperate to find out who his benefactor is. On the day that Jaggers arrives with cash, £500, to help him, his benefactor reveals who they are, Pip tries his best to find out more about this person, but Jaggers refuses to tell Pip:

'When that person discloses,' said Mr Jaggers, straightening himself, 'you and the affairs. 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

- 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. 278)	
'... some sharp words arose between Estella and Miss Havisham' (p. 278)	
'I owe everything to you. I had you have?' [asked Estella] 'Love' [said Miss Havisham]. 'You have?' [asked Estella]. 'I have' [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

- 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 such a multitude that I was borne down by them and drew.' (p. 293)

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

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Chapters Forty-Two to Fifty (The 'Final Injustice' Section)



Magwitch's Story Finally Told (Chapter 42)

1. Infer how Dickens wants the reader to feel about Magwitch after reading the

'Tve no more notion where I was born, than you have' (p. 316)

2. What does Dickens suggest (infer) about Magwitch in this quotation?

'Tramping, begging, thieving, working, sometimes when I could... till you whether you would ha' been over-ready to come and work yourselves' (p. 100)

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)

'... he got me into such nets... I was always in debt to him, always owing him money. He would say "I have been cheated five hundred times told and no mercy" (p. 319)

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

'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 poor in court.

...says the counsellor for Compeyson, 'My lord and gentlemen, here you side, two persons as your eyes can separate wide; one, the younger, we be spoke to as such; one, the elder, ill brought up, who will be spoke to if there is but one in it, which is the one, and if there is two in it, which is

Molly the Murderess (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 characters of the other two? The following quotations may help.

This acquitted young woman (Molly) and Provis had a little child: a little 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) again; then, she vanished. (p. 371)

That evil genius, Compeyson, the worst of scoundrels among many scoundrels, keeping out of the way at that time, and of his reasons for doing so, of the knowledge over his head of the means of keeping him poorer, and was clear last night. It was barbed the point of Provis's animosity. (p. 100)

"I brought into his mind the little girl so tragically lost, who would have

2. How does the quotation ‘“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 phrase that 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 he held a trust to find a child... Put the case that he lived in an atmosphere of evil, and that all he saw of being generated in great numbers for certain destruction. Put the case of children solemnly tried at a criminal bar, where they were held up to be what he habitually knew of their being imprisoned, whipped, transported, not qualified in all ways for the hang-man, and growing up to be hanged. I might all the children he saw in his daily business... he had reason to be spawned, to develop into the fish that were to be hooked to his net – to be proscribed, forsown, made orphans, bedevilled, and so on.' Now.

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

Pip has a change of heart (Chapter 54)

Pip's attempt to throw Magwitch away to the Rotterdam ferry in order to flee the country is thwarted. He is informed the authorities who find their boat and try to arrest Magwitch. However, Magwitch escapes into a fight and topple overboard. Only Magwitch comes to the surface. However, he is rescued by the authorities.

1. What has changed in Pip's mind in this passage and how has Dickens used language 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 went to the galley and put on board. Herbert and Startop were to get to London as soon as they could. We had a doleful parting, and when I took my place by Magwitch, he told me that it was my place henceforth while he lived.

For now, my repugnance to him had all melted away, and in the hunted creature who held my hand in his, I only saw a man who had meant to do good affectionately, gratefully, and generously, towards me with great consistency for years. I only saw in him a much better man than I had been to Joe.

His breathing became more difficult and painful as the night drew on, and he repressed a groan. I tried to rest him on the arm I could use, in any easy position. It was dreadful to think that I could not be sorry at heart for his being badly hurt, and that unquestionably best that he should die. That there were, still living, people who would be able and willing to identify him, I could not doubt. That he would be lenient to me, 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 that 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, and our hopes seemed all running back, I told him how grieved I was to think of his fate for my sake.

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

2. In the following passage, what does Pip do to make Magwitch feel better? Use evidence from the text to support your answer.

And for my own inclinations of my own, I understood Wemmick's hint that if I was to be quieted, his possessions would be forfeited to the Crown.

'Look here, dear boy,' said he. 'It's best as a gentleman should not be in a hurry now. Only come to see me as if you come by chance alonger Wemmick. I am sworn to, for the last o' many times, and I don't ask no more.'

'I will never stir from your side,' said I, 'when I am suffered to be near you, as true 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 things 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 were 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 he has 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 hurt, that he spoke so low as to be scarcely audible...

Although I saw him every day, it was for only a short time; hence, the spaces of our separation were long enough to record on his face any change occurred in his physical state. I do not recollect that I once saw any change he wasted, and became slowly weaker and worse, day by day, from the door closed upon 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 one or other of the... attendance on him.

...devised 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...

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

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

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

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

'Yes. Not to lose a moment of the time.'

'Thank'ee 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

'And what's the best of all,' he said, 'you've been more comfortable alone 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 did, the light left his face ever and again, and a film came over the placid 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 on his breast. I laid it there, and he smiled again.

The wasted time ran out, while we were thus; but, looking round, I found prison standing near me, and he whispered, 'You needn't go yet.' I thanked, 'Might I speak to him, if he can hear me?'

The governor stepped aside, and beckoned the officer away. The change without noise, drew back the film from the placid look at the white ceiling 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 he 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, a sinner!' (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
- emotions
- pride

The Judge (Chapter 56)

1. How does Dickens present the Judge? Choose one word to describe him and one 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 outside it at the corner with his half-and-thirty men and women; some defiant, some stricken with terror, some weeping, some covering their faces, some staring gloomily about. There were many among the women convicts, but they had been stilled, and a hush had spread over them with their great chains and nose-gags, other civic gewgaws and monstrous gallery full of people – a large theatrical audience – looked on, as the two-and-thirty Judge 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, and for burglary at Pumblechook's. Pip and Joe then return to the forge.

1. What technique is used to describe Pip's journey home?

And Joe got in beside me, and we drove away together into the country, and the growth was all about the trees and on the grass, and sweet summer scents were in the air. It was a fine Sunday, and when I looked on the loveliness around me, I was changed, and how the little wild flowers had been forming and growing, and how they had been strengthening, by day and by night, under the sun and under the moon.

2. I am sure we can all agree that Pip's character has been through a lot at this point. Given any justice at the end of this chapter as he plans to build a romantic relationship with Estella (know is about to marry Joe)? We know Pip is about to fail. Does he deserve it?
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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Spoken Language Activity

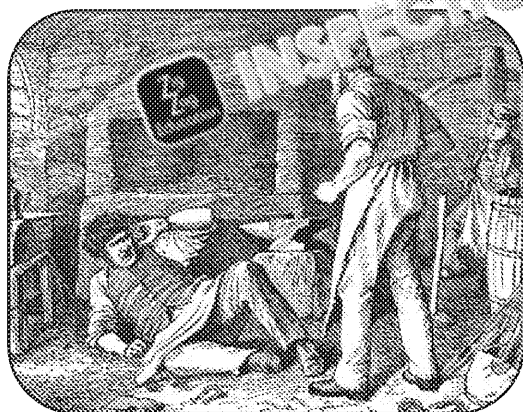


Hot Seating

- 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 else is in the hot seat!
- For example, make another trial for Magwitch (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

Preparation:

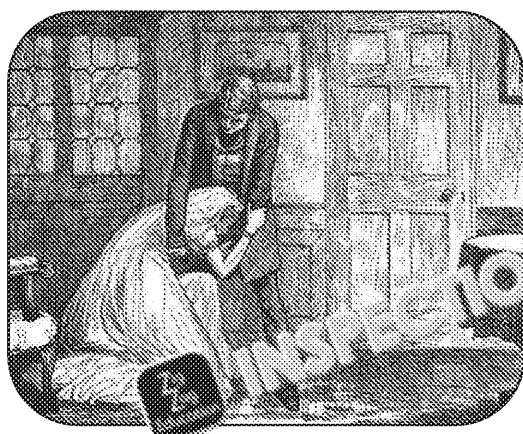
- Decide on one or all of the above.
- Prepare a small presentation or speech.
- This task could be made harder by asking yourself to a 20-word response.

Paired Work

In pairs, create an extra scene between two characters.

Preparation:

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



Group Work

- a) Create an extra scene between two characters. This could also include a third character (as above).
- b) Imagine all the characters meet in a room. What would they say?
- c) Decide who is the best character and which is the best technique used.

Preparation:

- Decide which topic to focus on.
- Group arranges itself into roles (finder, decision maker).
- Group discussions take place.
- When all groups have made their decisions, 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, Mrs Joe, throwing the door wide open, and fixing an obstruction behind it, immediately divined the cause and applied Tickler to its full employment.

Tickler as

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

Tickler as

The house creaked 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



Tasks

- 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, seen only in a dream
- 'Wemmick tightened his postural belt'
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 at the expense of the family unit.

Feature spotting 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 this?)

1. *She (Mrs Joe) washed herself with a nutmeg grater instead of soap*
2. *...the gate was closed upon me by Sarah of the walnut shell countenance*
3. *...but in the funeral room ... Estella looked more bright and beautiful than I had ever seen her before (Chapter 9, p. 220)*
4. *I might have been an unfortunate little bull in a Spanish arena (Chapter 10, p. 74)*
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 35, p. 270)*
8. *One low spirited dip candle [in the school room] (Chapter 10, p. 74)*

Extension Tasks:

1. Find more examples of dehumanisation and personification in the text and analyse them.
2. Research the 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 these chapters to discover more about 'criminals' in *Great Expectations*:
 - 18/24 Jagers' background and former reputation.
 - 42 Magwitch's upbringing, his relationship with Compeyson, their union, Compeyson's death and Miss Havisham.
 - 44 Miss Havisham is visited by Pip and remains unrepentant.
 - 49 Miss Havisham repents and begs Pip's forgiveness.
 - 50/51 Wivolly's background.
 - 54 Magwitch is arrested after their getaway ship sinks; Pip learns that he is 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). Jagers makes his own justice through fear and how most people had to live were at the mercy of the system which could be corrupt.

Jagers

- 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 power of being able to employ Jagers
- Symbol of corruption in the Victorian justice system – changed his ways but still a criminal
- Possibly 'rogate' father to replace Dickens' own who left the family in debt

Miss Havisham

- Lies to Pip about being his benefactor
- Learns about God's justice

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Judge

- Condemns 32 people to death at one time – before singling out the dying Magwitch
- Does not give justice as Compeyson is given a lighter sentence because of his appearance (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 his views) in different ways (Compeyson = criminal by choice / Magwitch = criminal by desperation)
- Pip's views of justice are much more organic – more naturalistic – more 'realistic' (not being well, not being proud, etc.).
- Ironical – he tried so desperately to become a gentleman for Estella's sake, not for himself (to Magwitch and Molly) and in the end he actually embodies all that he has come to despise. Law but justice by God and the 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?

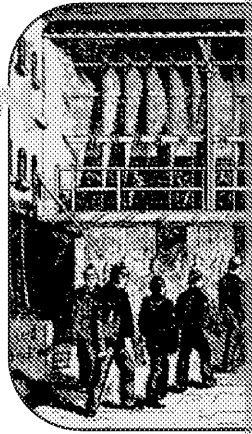
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Prisons and Justice in Victorian England Web Quest

Use the internet to research the answers for Questions 1 to 8:

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?
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 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
13. Using this site, explain what Dickens did at the blacking factory (<http://www.LeisureHour-1904/pages/0550-Dickens-at-the-Blacking-Warehouse/>)
14. How did this experience change Dickens?
15. Before 1830, what crimes could only be changed for?
16. Research what the following people jailed for and what were their sentences?
 - Edward Abbott
 - James Fables
 - John Quin
 - James Wadsworth
 - Ruth Jack

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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; 'chrisen'd Abel.'

'What were you brought up to be?'

'A warmint, dear boy.' (p. 40)

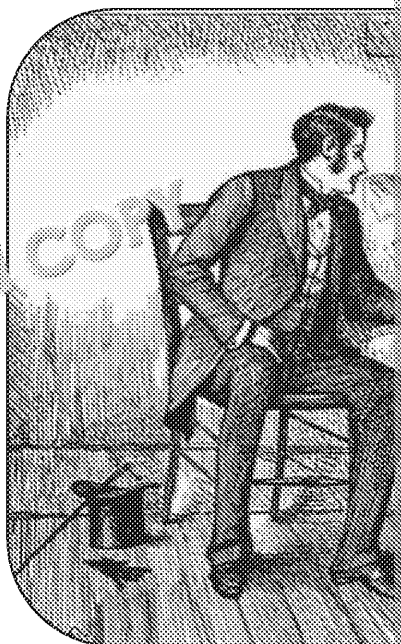
2. How does Pip describe Magwitch in this extract (say which techniques are used to make you feel about him)?

He ate in a savenous way that was very disagreeable, and all his actions were so slow and clumsy. 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 another man, I should have taken it away, and I should have sat much as I did -- repelled from 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 up and down in his, as he puffed the gentleman what I made! The real genuine One! It does me good furstip'lute, is, to stand by and look at you, dear boy!' (p. 302)

4. Write a diary entry for Pip that night or script a conversation between Pip and Magwitch if he has unexpectedly arrived (use the Anne Frank extract on page 34 if necessary) using 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. How do you think you read this?

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

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2. How has money changed Pip?

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

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

Pride
Love
Jealousy
Disrespect

My greatest reassurance was, that he was coming to Barnard's Inn, not to Bentley Drummle's way. I had little objection to his going to Herbert or his father, for both of whom I had a respect; but I had the skin on my back to his being seen by Drummle, whom I held in great 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...

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

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5. How does Dickens present Joe in this moment and which technique is used?

'Joe, how are you, Joe?'

'Pip, how AIR you, Pip?' (p. 202)

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

With his good honest face, always smiling and shining, and his hat put down, he caught both my hands and worked them straight up and down, as if patented Presses (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 put the question in that way.
'Thankee, Sir,' said Joe, stiff from head to foot, 'I'll take whichever is most convenient.'
'What do you say to coffee?'
'Thankee, Sir,' returned Joe, evidently dispirited by the proposal, 'since I have a choice of coffee, I will not run contrary to your own opinions. But don't you eat it?'
'Say tea then,' said Herbert, pouring it out. (pp. 203–204)

'Us two being now alone, Sir,' – began Joe.
'Joe,' I interrupted, pettishly, 'how can you be so silly? No, 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 they 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 ain't that I want to be right, as you shall never see me no more in these clothes. I'm wrong out of the forge, the kitchen, or off th' meshes' (p. 208)

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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 their riches to change the lives of others. Pip's benefactor as Pip is to Herbert.
Pip & Estella	are doubles because..	Mrs Joe and Miss Havisham are both used by adults, moulded for their own purposes. Pip into a rich man, Estella into a cold woman. Ironically, both are linked by Compeyson's riches and Miss Havisham's heart.
Mrs Joe & Miss Havisham	are doubles because..	
	are doubles because..	
	are doubles because..	
	are doubles because..	

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